

Satisfaction and Challenges of Bachelor of Technology and Livelihood Education Graduates in One Private Higher Education Institution in Lemery, Batangas

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Publication history: Received: April 15, 2026; Revised: June 6, 2026; Accepted: June 10, 2026

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Abstract

This study assessed the satisfaction and professional challenges of Bachelor of Technology and Livelihood Education (BTLED) graduates from a private higher education institution in Lemery, Batangas, and developed strategies to enhance employability, career development, and professional growth. Guided by the Employability Skills Framework, the study employed a descriptive quantitative research design involving 48 BTLED graduates from academic years 2022 to 2025. Data were collected through a validated survey questionnaire that examined graduates' demographic and employment profiles, level of satisfaction with the curriculum, facilities, institutional services, and current employment, as well as the professional challenges they encountered. Frequency and percentage distribution, weighted mean, and chi-square analysis were utilized in data analysis. Findings revealed that most graduates were young, female, single, and employed, although many worked in non-teaching positions. Graduates generally perceived themselves as prepared for work and expressed satisfaction with the curriculum, school facilities, institutional services, and current employment. Hands-on learning experiences, practicum activities, academic support, and learning resources were identified as positive contributors to professional preparation. However, moderate concerns were noted regarding curriculum alignment with workplace demands, technological resources, compensation, job stability, and career advancement opportunities. Common professional challenges included workplace adjustment, limited workplace resources, job insecurity, financial concerns, difficulties in skill application, and emotional stress. Significant differences and relationships were found between employment-related and competency variables and graduates' satisfaction and professional challenges. In response, the ABCD Support Plan was developed to strengthen employability, career preparedness, alumni engagement, and long-term professional development. This study supports Sustainable Development Goal (SDG) 4: Quality Education and SDG 8: Decent Work and Economic Growth through its focus on improving teacher education quality and graduate employability. Its sustainability impact lies in promoting continuous institutional improvement, workforce readiness, career advancement, and stronger alignment between academic preparation and labor market needs.

Keywords: ABCD Support Plan; Career Readiness; Employability; Graduate Satisfaction; Professional Challenges; Teacher Education; Technology and Livelihood Education

1. Introduction

Higher education institutions are responsible for preparing graduates with the knowledge, skills, and competencies necessary to meet professional and societal demands. In teacher education, particularly in the Bachelor of Technology and Livelihood Education (BTLED) program, graduates are expected to develop technical, pedagogical, and interpersonal competencies that support effective professional practice. Assessing graduates' experiences, satisfaction, and professional challenges provides important information regarding the effectiveness of academic programs and their responsiveness to labor market needs. This study examined the satisfaction and professional challenges of BTLED graduates from a private higher education institution in Lemery, Batangas and proposed strategies to enhance employability, career development, and professional growth.

1.1 Background of the Study

Higher education institutions play a significant role in developing competent professionals who can effectively contribute to the workforce and society. Beyond graduation rates, the success of academic programs is reflected in graduates' employability, job satisfaction, and ability to apply acquired knowledge and skills in professional settings. In the BTLED program, graduates are expected to possess competencies that enable them to perform effectively in educational and industry-related environments. As workplace and educational demands continue to evolve, institutions must ensure that their programs remain relevant, responsive, and aligned with labor market requirements.

1.2 Themes and Insights on BTLED Graduates' Satisfaction and Professional Challenges

Graduate employability and career readiness remain important indicators of program effectiveness. However, BTLED graduates may encounter challenges during their transition to professional life, including difficulties in securing employment aligned with their specialization, workplace adjustment concerns, limited resources, job insecurity, and challenges in applying acquired competencies in their current positions. Some graduates also pursue employment outside the education sector due to limited opportunities or changing employment demands. These concerns highlight the need to evaluate graduates' satisfaction with the curriculum, facilities, services, and job conditions, as well as the professional challenges they experience.

1.3 Local, National, and Global Context of Graduate Employability and Career Readiness

The increasing emphasis on graduate employability requires higher education institutions to continuously assess the relevance and effectiveness of their academic programs. Graduates are expected to adapt to changing workplace conditions while demonstrating competencies developed through their academic preparation. Examining graduates' experiences, satisfaction, and professional challenges provides valuable information that can support institutional improvement efforts and strengthen the alignment between academic preparation and professional demands.

1.4 Institutional Basis for Assessing BTLED Graduates' Outcomes

This study focused on assessing the demographic profile of BTLED graduates in terms of age, sex, civil status, employment status, employment sector, job position, extent of skill application, and perceived preparedness for work. It also examined graduates' level of satisfaction with the curriculum, facilities, services, and job conditions, identified professional challenges encountered, and determined significant differences and relationships among graduates' profile, satisfaction, and challenges. The findings served as the basis for the development of a comprehensive strategic plan aimed at improving employability, career opportunities, and professional development.

1.5 Research Gaps and Rationale

Despite the recognized importance of graduate employability and career readiness, challenges related to employment alignment, workplace adaptation, resource availability, and professional preparedness continue to affect graduates. These concerns indicate the need for further assessment of graduates' experiences to determine whether academic programs, institutional services, and support mechanisms adequately address their professional needs. Evaluating graduates' satisfaction and challenges can provide evidence for continuous program enhancement and quality improvement initiatives.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study aligns with SDG 4: Quality Education by supporting efforts to improve the quality, relevance, and effectiveness of teacher education programs. It also relates to SDG 8: Decent Work and Economic Growth through its focus on graduate employability, career readiness, professional development, and successful integration into the workforce.

1.7 Importance of the Study to Multidisciplinary Sustainability

The study contributes to educational sustainability by providing information that may guide curriculum enhancement, instructional improvement, and institutional development within teacher education programs. It also supports socio-economic sustainability by promoting graduate employability and career advancement. Furthermore, the findings may assist administrators, educators, and graduates in strengthening professional preparation, improving career outcomes, and fostering continuous institutional improvement that responds to workforce and societal needs.

2. Material and methods

2.1 Research Design

The study employed a descriptive quantitative research design to determine the graduates' profile, level of satisfaction, and professional challenges encountered. This design enabled the researchers to systematically describe and analyze the respondents' experiences and perceptions regarding their academic preparation and professional practice.

2.2 Locale of the Study

The study was conducted at Lemery Colleges, Inc., a private higher education institution located in Lemery, Batangas. The research focused on graduates of the Bachelor of Technology and Livelihood Education program from academic years 2022 to 2025.

2.3 Respondents of the Study

The respondents consisted of 48 Bachelor of Technology and Livelihood Education graduates from the identified academic years. These graduates served as the primary source of information regarding their demographic characteristics, satisfaction with the program, and professional challenges encountered in their careers.

2.4 Sample and Sampling Procedure

A total enumeration sampling technique was employed in the study. Since the population consisted of only 48 graduates, all eligible graduates from academic years 2022 to 2025 were included to ensure complete representation and equal opportunity for participation.

2.5 Research Instrument

Data were gathered using a standardized survey questionnaire aligned with the objectives of the study. The instrument contained sections on the respondents' demographic profile, level of satisfaction with the curriculum, facilities, services, and job conditions, as well as the professional challenges encountered in their respective careers. Prior to data collection, the questionnaire underwent review and validation to ensure clarity, relevance, and alignment with the study objectives.

2.6 Data Gathering Procedure

Permission to conduct the study was obtained from the appropriate authorities before data collection. The validated questionnaires were distributed to the respondents through appropriate communication channels, and adequate time was provided for completion. After retrieval, the questionnaires were checked, organized, and prepared for statistical analysis.

2.7 Data Analysis Techniques

The collected data were analyzed using frequency and percentage distribution to describe the respondents' demographic profile. Weighted mean was utilized to determine the graduates' level of satisfaction and the professional challenges they encountered. Chi-square analysis was employed to determine significant differences and relationships among the respondents' profile, satisfaction, and professional challenges.

2.8 Ethical Considerations

Ethical principles were strictly observed throughout the conduct of the study. Participation was voluntary, and respondents were informed of the purpose of the research before completing the questionnaire. Confidentiality and anonymity were maintained by ensuring that all information gathered was treated with utmost privacy and used solely for academic and research purposes.

3. Results and Discussion

3.1 Profile, Satisfaction, and Professional Experiences of BTLED Graduates

3.1.1 Demographic and Employment Profile

Most respondents were young, female, and single. The majority were employed, primarily in the private sector, and many occupied non-teaching or non-educational positions. Most held entry-level jobs, reported moderate to high application of BTLED-acquired skills, and perceived themselves as somewhat prepared for work. These findings indicate that the BTLED program continues to produce employable graduates capable of entering the workforce shortly after graduation. The presence of graduates in non-teaching positions suggests that some pursue alternative career opportunities due to labor market conditions and employment availability. This supports the findings of Perez and Santos (2019), who emphasized that education graduates often seek careers outside their field because of employment availability and financial considerations. Similarly, Villanueva and Cruz (2020) noted that education graduates apply transferable skills such as communication, organization, and problem-solving in alternative career paths. The findings also highlight the importance of preparedness and skill application in promoting workplace readiness and adaptability.

3.1.2 Satisfaction with the Curriculum

The graduates were generally satisfied with the curriculum. They particularly appreciated the hands-on learning experiences, practicum activities, and learning opportunities that enhanced their technical and pedagogical competencies. However, moderate satisfaction was observed regarding the alignment of some subjects with workplace demands. The findings suggest that the curriculum provided relevant learning experiences that contributed to professional preparation and competency development. Practical exposure enhanced graduates' confidence and readiness for employment. This supports the study of Pascual and Borbon (2018), which emphasized that graduates tend to show higher satisfaction when the curriculum integrates both theoretical and practical learning experiences. Likewise, Tolentino (2020) explained that curricula with strong technical and practical components produce graduates with better job alignment and workplace readiness. The results further indicate the need for continuous curriculum enhancement to maintain responsiveness to current industry and educational trends.

3.1.3 Satisfaction with School Facilities

The respondents expressed general satisfaction with school facilities, particularly classrooms, laboratories, and learning resources that supported academic and practical training. Moderate satisfaction was noted regarding technological resources and equipment. These findings demonstrate the importance of adequate facilities in supporting learning experiences and practical competency development. Functional classrooms and laboratories contribute to skill acquisition

and student engagement. This supports the study of Tacanay (2025), which emphasized that educational facilities directly affect the quality of vocational and livelihood education. Similarly, Claveria et al. (2022) stated that improved school infrastructure enhances students' motivation, engagement, and satisfaction. The findings suggest that continuous improvement of technological resources may further strengthen graduates' preparedness and competence.

3.1.4 Satisfaction with Institutional Services

The graduates were generally satisfied with institutional services, particularly academic assistance, faculty support, and student-related services. They acknowledged that these services contributed positively to their personal and professional development. The findings demonstrate that institutional services play a significant role in enhancing employability skills and educational experiences. Academic support and student development initiatives help strengthen confidence, communication skills, and professional discipline. This finding is consistent with the study of Ortega and Villanueva (2022), which emphasized that student support services significantly contribute to graduates' workplace readiness and employability. Likewise, Manalo and Custodio (2018) noted that career guidance and counseling services enhance graduates' confidence and preparedness in job application processes. The results also highlight the need to strengthen career guidance and alumni support programs.

3.1.5 Satisfaction with Current Employment

The graduates were generally satisfied with their current jobs. They expressed positive perceptions regarding workplace environment, skill application, and professional experiences. However, moderate satisfaction was observed in terms of salary, job stability, and career advancement opportunities. The findings indicate that while graduates are successfully employed and able to utilize their acquired competencies, concerns regarding compensation and job security remain important factors influencing job satisfaction. These findings support the study of Bautista (2022), which revealed that graduates employed in jobs aligned with their academic preparation tend to experience greater satisfaction and fulfillment. Similarly, Garcia and Tolentino (2021) emphasized that employment stability contributes significantly to career growth, professional satisfaction, and long-term development. The results underscore the importance of career progression opportunities and stronger institutional-industry partnerships.

3.2 Professional Challenges Encountered by BTLED Graduates

The graduates experienced various professional challenges, including workplace adjustment, limited workplace resources, job insecurity, financial concerns, difficulties in applying acquired skills, and emotional or psychological stress. Workplace adjustment and limited resources emerged as the most common concerns. These findings indicate that the transition from academic life to professional practice remains challenging for many graduates. Differences between academic preparation and workplace expectations may contribute to adjustment difficulties, while limited resources can affect job performance. These results support the study of Cruz and Lopez (2018), which highlighted that adaptability and problem-solving skills are essential in responding to workplace challenges and organizational demands. The findings further suggest the need for stronger practical training, career mentoring, and support programs to assist graduates in managing professional demands.

3.3 Significant Differences Between Graduates' Profile and Level of Satisfaction

The results revealed significant differences in satisfaction based on civil status, employment status, job position, skill application, and perceived preparedness. In contrast, age, sex, and employment sector showed no significant differences in satisfaction levels. These findings suggest that employment-related factors and competency variables exert greater influence on graduates' satisfaction than demographic characteristics. Graduates who perceived themselves as more prepared and who reported higher levels of skill application tended to be more satisfied with their professional experiences. This finding aligns with the Employability Skills Framework, which emphasizes the importance of applied knowledge, workplace skills, and effective relationships in achieving career success. The results highlight the importance of strengthening employability competencies and practical skills development.

3.4 Significant Differences Between Graduates' Profile and Professional Challenges

The findings showed that age, civil status, employment status, employment sector, job position, skill application, and perceived preparedness significantly influenced the professional challenges encountered by graduates. Sex did not show a significant difference. These findings indicate that preparedness and competency development are critical factors in minimizing workplace difficulties. Graduates with stronger technical, interpersonal, and workplace skills are more capable of adapting to professional environments and managing workplace demands effectively. This supports the findings of Hernandez and Bautista (2020), which emphasized that critical thinking, decision-making, and workplace competencies contribute significantly to graduates' effectiveness in professional settings. The results further suggest the need for enhanced institutional support, practical training opportunities, and career development initiatives.

3.5 Relationship Between Graduates' Profile and Professional Challenges

The results revealed significant relationships between most profile variables and the professional challenges encountered by the graduates. Graduates with higher levels of competence, stronger skill application, and better employment conditions

generally experienced fewer workplace difficulties. These findings indicate that workplace challenges are closely associated with graduates' preparedness, employment experiences, and competency utilization. This supports the Employability Skills Framework developed by the U.S. Department of Education (2013), which explains that applied knowledge, workplace skills, and effective relationships contribute significantly to workplace performance and adaptability. The findings imply that strengthening employability skills and professional competencies may reduce workplace difficulties and improve career outcomes.

3.6 Development of the ABCD Support Plan

Based on the identified needs of graduates, the ABCD Support Plan was developed to enhance career prospects and professional development. The plan addresses concerns related to job adaptability, limited access to career information, insufficient professional development opportunities, and weak alumni connectivity. It incorporates a web-based platform that provides career guidance resources, job postings, licensure examination updates, résumé and interview preparation materials, and skills-to-job mapping tools. The proposed plan also emphasizes alumni engagement through mentoring opportunities, professional networking, and experience-sharing activities. Continuous monitoring, feedback mechanisms, and graduate tracking are integrated to ensure responsiveness to changing workforce demands. Through the integration of career development resources, alumni engagement, and institutional support systems, the ABCD Support Plan aims to strengthen graduate employability, professional preparedness, and long-term career development.

4. Conclusion and Recommendations

The study found that most Bachelor of Technology and Livelihood Education graduates were young, female, single, and employed, although many were working in non-teaching positions. Graduates generally perceived themselves as prepared for work and expressed satisfaction with the curriculum, facilities, institutional services, and job conditions, particularly the hands-on learning experiences and academic support provided by the institution. However, concerns regarding curriculum relevance, information technology resources, compensation, and employment conditions were noted. The graduates also encountered challenges related to workplace adjustment, limited resources, job insecurity, financial concerns, skill application, and emotional stress. The findings further revealed that employment-related and competency variables significantly influenced graduates' satisfaction and professional challenges. In response to these findings, the ABCD Support Plan was developed to strengthen employability, career development, and continuous professional growth among BTLED graduates.

BTLED graduates are encouraged to pursue licensure examinations, professional development activities, and continuous skills enhancement programs to strengthen their competencies and adaptability in the workplace. The administration and faculty of Lemery Colleges should continue improving the BTLED program through enhanced career guidance, mentorship initiatives, curriculum alignment with current industry and educational standards, upgraded facilities and information technology resources, and expanded experiential learning and industry linkages. The proposed ABCD Support Plan and its web-based platform should be fully implemented and maintained to provide graduates with career resources, employment opportunities, networking activities, and professional support. Future studies may further examine graduates' long-term career progression, employability outcomes, and the effectiveness of institutional support programs.

The study was limited to Bachelor of Technology and Livelihood Education graduates from one private higher education institution in Lemery, Batangas covering academic years 2022 to 2025. The findings were based solely on the responses of 42 graduates who participated in the survey and relied on self-reported data regarding their satisfaction, professional challenges, skill application, and perceived preparedness for work. Consequently, the results reflect the experiences of the identified respondents and may not represent graduates from other institutions, programs, or geographical locations.

Compliance with ethical standards

The authors declare no conflict of interest. This study received no external funding and was conducted at Lemery Colleges, Inc. with the participation of Bachelor of Technology and Livelihood Education graduates who voluntarily took part in the study after being informed of its purpose and providing their consent. Data were collected using a non-invasive survey questionnaire, and all information gathered was treated with strict confidentiality and anonymity, with no identifying information disclosed; the authors also acknowledge the respondents for their participation and contribution to the study.

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