



EMPLOYABILITY OF BICOL COLLEGE BACHELOR OF SECONDARY EDUCATION (BSED) GRADUATES FROM 2019-2022: A TRACER STUDY

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ABSTRACT

Graduates' academic preparation significantly enhances their employability in a competitive global economy. This study aimed to determine the profile of Bachelor of Secondary Education (BSED) graduates in terms of educational, professional, and employment status; assess the competencies learned during college; and propose an enrichment program to enhance graduating students' competencies. Utilizing a descriptive-quantitative research design, data were collected from 101 respondents via a survey questionnaire distributed through Google Forms. The findings revealed that most BSED graduates, primarily English majors, completed their education in 2019 with strong academic performance and aspirations to pursue master's degrees. Many were employed in private institutions to gain experience, but underemployment due to job mismatches was a common issue. Critical competencies such as communication, interpersonal skills, flexibility, adaptability, and organization were deemed

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highly relevant to their current roles. The study concluded that while graduates exhibit strong employability, there is a need for additional support in licensure exam preparation and enrichment programs focusing on collaboration and classroom management. Continuous evaluation of academic programs was recommended to better align preparation with workforce demands.

Keywords: *Employability, employment, underemployment, competency, relevance, job mismatch, Bachelor of Secondary Education*

INTRODUCTION

Higher Education Institutions (HEIs), which are in charge of creating capable, highly qualified people ready for future tasks, are reflected in the employability of graduates (Pentang et al., 2022). In order to ensure compliance with local and global standards, tracer studies allow HEIs to evaluate educational outcomes and characterize their graduates (Cornillez Jr. et al., 2021). While Philippine HEIs deal with issues including underemployment, education-job mismatches, and the need for enhanced abilities globally, highly regarded colleges like MIT and Harvard lead in employability (Global Employability University Rankings, 2022; Jaymalin, 2019). In order to enhance career readiness, the Commission on Higher Education (CHED) keeps an eye on employability metrics and supports the incorporation of employability skills in curriculum (Aida & Sabil, 2022). When dealing with competitive labor marketplaces, skills like communication, critical thinking, and adaptation are essential (Bacay

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& Realiza, 2022). However, because education and market demands don't align, many graduates—including those in the teaching profession—face unemployment or find work in unrelated disciplines (Cacho et al., 2022; Manila Times, 2022). The employability of Bicol College BSED graduates (2019–2022) is examined in this tracer research, which highlights the need for program improvements to better prepare teachers. HEIs can guarantee graduates' success in the teaching profession and beyond by filling these gaps and bringing their programs into compliance with national and international standards.

Bridging the skills gap between education and employment, particularly in matching the abilities of graduates with workforce demands, is a difficulty for the Philippine education sector. By focusing on quality education and hiring more teachers, the Department of Education (DepEd) has made progress in resolving these problems (Ombay, 2022). However, due to a lack of prospects and job mismatches, many teacher education graduates end up underemployed or choosing occupations unrelated to their degrees (UniTeam, 2022). In order to address these issues, a complete strategy is needed, which includes updating HEI curricula to highlight important skills like teamwork, cultural sensitivity, and emotional intelligence—all of which are essential in today's changing educational environment (MIT, 2022). HEIs may generate graduates who are not only academically qualified but also possess the practical skills required to succeed in a cutthroat global economy by conducting routine program evaluations and strategically aligning their programs with labor market demands. This study emphasizes how crucial it is to improve BSED programs in order to guarantee that graduates

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are not only employable but also able to make significant contributions to the field of education in the future.

OBJECTIVES OF THE STUDY

The study aimed to determine the relevance of the competencies acquired by Bachelor of Secondary Education (BSED) graduates from 2019 to 2022, majoring in English, Filipino, Mathematics, Science, and Social Studies, to their current jobs. It sought to profile the Bicol College BSED graduates, assess the level of competencies they acquired during college, and develop an enrichment program to enhance the competencies of graduating students. Specifically, the study aimed to examine the graduates' profiles in terms of educational status (major subject, year graduated, performance, and training in college), professional status (number of attempts at the Licensure Examination for Teachers and plans for further studies), and employment status (current employment agency, reasons for employment, unemployment, or underemployment). Additionally, it evaluated the competencies learned in college and proposed a program to enhance these competencies to better prepare students for their future roles.

FRAMEWORK

The theoretical framework integrates accepted theories and concepts pertinent to the research goals, providing the basis for comprehending and directing this investigation. It is based on the Human Capital Theory, which was created by Gary Becker and Theodore Schultz

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in the 1960s and highlights that an individual's economic worth is determined by their education, training, abilities, and other attributes that employers appreciate, like efficiency and adaptability. According to this theory, spending money on education and skill development increases a person's capacity for productivity, which is consistent with the study's objective of evaluating and enhancing the competences that graduates of the Bachelor of Secondary Education program have obtained.

Joseph Renzulli's Enrichment Triad Model (1977), which was first created for brilliant students but may be used in a variety of educational settings, is a useful addition to this. The three categories of enrichment in the model—Type I, Type II, and Type III—address each person's requirements, skills, and interests while encouraging productivity, critical thinking, and problem-solving. While Type II stresses the development of cognitive and emotional abilities, such as creative problem-solving and effective communication, Type I concentrates on exposing students to a variety of subjects and experiences.

Building on these fundamental theories, the researchers suggest the Harness Theory (2023), which combines Renzulli's Enrichment Triad Model with Becker and Schultz's Human Capital Theory. According to the Harness Theory, students' productivity and employability are increased when their interests, skills, and passions are utilized through focused education and training opportunities. Students can improve their abilities, combat inefficiency, and succeed in their chosen fields by including training programs, seminars, and workshops that are in line with Type I and II enrichments. This theory emphasizes the value of competency development and tailored learning strategies in addressing employment issues and meeting industry

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demands. Essentially, the integration of enrichment tactics with human capital concepts results in graduates who are competent and well-rounded, ready to meet the needs of a competitive workforce (Becker, 1964; Schultz, 1961; Renzulli, 1977).

METHODOLOGY

This study employed a descriptive-quantitative research design, utilizing a survey questionnaire to systematically collect, present, and analyze data on the profile and competencies of Bachelor of Secondary Education (BSED) graduates from Bicol College. The descriptive research method enabled the researchers to ascertain the graduates' educational, employment, and professional status, as well as evaluate the relevance of the competencies they acquired in college to their current jobs. A structured questionnaire served as the primary research instrument, divided into two sections: the first focused on educational, employment, and professional profiles, while the second addressed specific learning competencies related to the respondents' present roles. The respondents, selected through purposive sampling, comprised 101 BSED graduates from academic years 2019 to 2022, majoring in English, Mathematics, Science, Filipino, and Social Studies. Graduates of the Bachelor of Physical Education (BPED) program were excluded due to data unavailability. The study was conducted at Bicol College, with data collection facilitated through electronic means, including Google Forms, emails, and social media platforms.

For data gathering, the researchers secured permission from the registrar to obtain the list of graduates. The e-questionnaires were then distributed via various online platforms,

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including group chats for the relevant batches. Upon retrieval, the completed questionnaires were tallied, tabulated, and analyzed using statistical tools appropriate to the study's objectives. Frequency, ranking, and percentage were used to analyze the graduates' profiles, while frequency and weighted mean assessed the relevance of competencies. This systematic methodology ensured that the findings aligned with the research objectives and provided actionable insights into the graduates' employability and preparedness.

RESULTS AND DISCUSSIONS

The Results and Discussion section presents the analyzed data and interprets the findings in relation to the study's objectives, providing insights into the graduates' profiles, competencies, and the relevance of their education to their current employment.

1. Determine the profile of the graduates in terms of:

The study's initial goal was to identify the profile of Bachelor of Secondary Education (BSED) graduates across important aspects in order to obtain a thorough grasp of their educational backgrounds and career paths. This involves a thorough analysis of their work history, professional achievements, and educational background. By examining these aspects, the study offers a comprehensive picture of the graduates' post-graduation results and the applicability of their learned competencies to their career trajectories. It also sheds light on the graduates' academic accomplishments, professional goals, and present work situations.

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a. Educational Status

Table 1.a
Educational Status of the Respondents

1. Educational Status	f	%	R
1.1. Major Subject			
1.1.1. English	44	43.56	1
1.1.2. Filipino	17	15.84	3
1.1.3. Science	12	11.88	4
1.1.4. Mathematics	25	24.75	2
1.1.5. Social Studies	3	2.97	5
1.2. Year Graduated			
1.2.1. 2019	33	32.67	1
1.2.2. 2020	24	23.76	3
1.2.3. 2021	13	12.87	4
1.2.4. 2022	31	30.69	2
1.3. Performance in College			
1.3.1. Excellent (95% and above)	2	1.98	3
1.3.2. Above Average (86%-94%)	55	54.45	1
1.3.3. Average (80%-85%)	44	43.56	2
1.3.4. Below Average (Below 80%)	0	0	4
1.4. Training in College			
1.4.1. Exceedingly useful	10	9.9	3
1.4.2. Very Useful	51	50.49	1
1.4.3. Useful	40	39.6	2

Table 1.a presents the educational status of the respondents, encompassing three key indicators: educational status, professional status, and employment status. Each indicator is further divided into subtopics. Educational status includes major subjects, year of graduation, college performance, and college training. Professional status covers attempts at the Licensure Examination for Teachers and plans for pursuing a master’s degree, while employment status examines agency of employment and reasons for employment. These categories provide a

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comprehensive profile of the respondents, allowing a clear understanding of their educational background and career trajectory.

The results reveal that **English** is the most popular major among the respondents, with 43.56% (n=44), followed by **Mathematics** at 24.75% (n=25). Filipino (15.84%), Science (11.88%), and Social Studies (2.97%) rank third, fourth, and fifth, respectively. The popularity of English as a major may be attributed to its broader career opportunities, including roles as English language teachers, call center agents, journalists, translators, and proofreaders. Additionally, the high demand for English teachers overseas, with competitive salaries, may have influenced this trend.

In terms of the **year of graduation**, most respondents graduated in 2019 (32.67%), followed closely by 2022 graduates (30.69%). Graduates from 2020 (23.76%) and 2021 (12.87%) were fewer, potentially reflecting the enrollment decline caused by the pandemic that began in 2019. The disruption may have impacted the number of students completing their studies during this period.

Regarding **college performance**, the majority of respondents (54.45%) achieved an above-average general weighted average (86%-94%), while 43.56% performed at an average level (80%-85%). Only 1.98% of respondents attained an excellent performance (95% and above), with no reports of below-average grades. This indicates that most BSED graduates demonstrated commendable academic performance, which may reflect the rigorous evaluation standards of their professors.

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For **college training**, the majority of respondents found their training to be very useful (50.49%), while 39.6% rated it as useful, and 9.9% considered it exceedingly useful. This highlights the importance of practical training, such as practice teaching, which aligns with the demands of the teaching profession and prepares graduates for real-world applications. These findings underscore the relevance of the training programs in equipping graduates with the skills necessary for their future careers.

The findings emphasize that English remains a highly preferred major due to its versatile career options, with the majority of respondents graduating in 2019, achieving above-average academic performance, and valuing their college training as instrumental in their professional

The findings on the educational status of respondents have significant implications for both curriculum design and institutional support systems. The preference for English as a major (43.56%) underscores the demand for versatile career opportunities associated with English proficiency, such as teaching, journalism, and roles in the BPO industry.

Additionally, the global demand for English teachers, particularly in countries offering competitive salaries, likely drives this trend. This aligns with the observations of **Albina and Sumagaysay (2020)**, who highlight that employability is influenced by the relevance of skills and competencies to industry demands. Educational institutions may leverage this insight to enhance English programs by integrating cross-cultural communication and advanced pedagogical strategies to better prepare graduates for both local and international opportunities.

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The data on the year of graduation shows a significant proportion of respondents graduated in 2019 (32.67%) and 2022 (30.69%), with fewer graduates in 2020 and 2021, reflecting the pandemic's impact on enrollment and graduation rates. This aligns with **World Bank (2020)** reports, which emphasize that disruptions in education systems during the pandemic led to delayed graduations and reduced student retention. Institutions may address such disruptions by strengthening support mechanisms, such as flexible learning arrangements and mental health support, to ensure continuity in education during crises.

The analysis of college performance reveals that most respondents achieved above-average grades (54.45%), with none reporting below-average performance. This indicates strong academic standards and student performance in the program, reflecting rigorous evaluation methods by faculty. According to **Ulanday (2021)**, consistent above-average academic performance is a key indicator of effective instruction and curriculum alignment with desired learning outcomes.

Regarding college training, most respondents found their training to be very useful (50.49%), emphasizing the relevance of practice teaching to real-world applications. Practical training equips graduates with critical teaching skills, enhancing their readiness for the profession. **Cacho et al. (2022)** support this finding, highlighting that experiential learning opportunities such as internships and practice teaching significantly contribute to the employability and confidence of education graduates.

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The results emphasize the importance of aligning academic programs with industry demands, strengthening support mechanisms to address external disruptions, and maintaining rigorous academic and training standards. These findings highlight opportunities for educational institutions to refine their programs to produce more adaptable and highly competent graduates prepared for a dynamic workforce.

b. Professional Status of the Respondents

The professional status of the respondents highlights their career progression and academic pursuits post-graduation. This section examines key aspects such as their attempts at the Licensure Examination for Teachers (LET) and plans for pursuing advanced studies, providing insights into their professional growth, qualifications, and long-term career aspirations.

Table 1.b
Professional Status of the Respondents

Professional Status	f	%	R
Licensed	35	34.65	2
Unlicensed	66	65.34	1
2.1. Number of attempts to take the Licensure Examination for Teachers			
2.1.1. 0	21	20.79	3
2.1.2. 1	40	39.6	1
2.1.3. 2	37	36.63	2

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2.1.4. 3	3	2.97	4
2.2. Do you plan to take up a master's degree?			
2.2.1. Yes	66	65.34	1
2.2.2. No	35	34.65	2

Table 1.b shows the respondents' professional status, with special focus on their licensure, attempts at the Licensure Examination for Teachers (LET), and plans to obtain a master's degree. The results show that just 34.65 percent (n=35) of respondents have obtained a teaching license, while the bulk of respondents 65.34 percent (n=66) are unlicensed.

In terms of the number of LET tries, the majority of respondents (39.6%, n=40) stated that they had only taken the test once, with those who took it twice coming in second (36.63%, n=37). Just 2.97% (n=3) reported taking the LET three times, while a smaller fraction (20.79%, n=21) had not taken the test at all. These numbers imply that even though a sizable percentage of graduates took the LET, the majority are still unlicensed, which may indicate difficulties passing the exam

The findings regarding the professional status of Bachelor of Secondary Education graduates have significant implications for their career readiness and professional development. The high percentage of unlicensed graduates (65.34%) suggests barriers to successfully passing the Licensure Examination for Teachers (LET), which is a critical qualification for teaching in the Philippines. This may indicate gaps in exam preparation or misalignment between college training

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and the competencies assessed in the LET. The substantial number of respondents who have yet to attempt the exam (20.79%) also points to potential financial, logistical, or motivational challenges that may delay their pursuit of licensure. These results highlight the need for institutions to strengthen licensure preparation programs, such as review sessions and competency-based training.

The inclination of 65.34% of respondents to pursue a master's degree reflects a positive attitude toward professional growth and aligns with the increasing demand for advanced qualifications in the teaching profession. This aligns with Albina and Sumagaysay's (2020) assertion that higher education serves as a pathway for career advancement and skill enhancement, equipping individuals to meet the evolving demands of the education sector. Similarly, Ulanday (2021) emphasizes that continuous professional development, including graduate studies, is vital for educators to stay competitive and adapt to changes in educational standards and pedagogy.

The findings show the importance of addressing licensure challenges and encouraging graduate education to enhance the professional competencies and career prospects of BSED graduates. Institutions should prioritize interventions such as targeted review programs, mentoring, and financial assistance to support graduates' pursuit of licensure and advanced degrees. These efforts will not only improve individual outcomes but also contribute to a stronger and more qualified teaching workforce, as advocated by the Commission on Higher Education (CHED) in its drive to uphold teaching standards and elevate the quality of Philippine education (Cornillez Jr. et al., 2021).

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c. Employment status

Table 1.c

Employment Status of the Respondents

3. Employment Status	f	%	R
Employed	47	46.53	1
Unemployed	28	27.72	2
Under-Employed	26	25.74	3
3.1. If employed, What agency do you work for?			
3.1.1. Public/Government Agency	12	11.88	2
3.1.2. Private Agency	32	31.68	1
3.1.3. Self Employed	5	4.95	3
3.2. What are the reasons for your employment?			
3.2.1. Passed the LET	15	14.85	2
3.2.2. Persistently followed career path	5	4.95	3
3.2.3. To gain more experience	25	24.75	1
3.2.4. Persistently followed career path	3	2.97	4
3.3. If Unemployed, What are the reasons for your unemployment?			
3.3.1. Lack of work experience	8	7.92	2
3.3.2. Lack of professional eligibility requirements	16	15.84	1
3.3.3. Health related reasons	2	1.9	3.5
3.3.4. Chose to pursue further studies	0	0	5
3.3.5. Insufficient wage gained	2	1.9	3.5
3.4. If Under-employed, What are the reasons for your under employment?			

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3.4.1. Job Mismatch	9	8.9	1
3.4.2. Qualifications are below the standards	6	5.9	4
3.4.3. No job Opportunity	7	6.93	2.5
3.4.4. Chose to raise a family	7	6.93	2.5

The results in Table 1.c provide an overview of the employment status of the respondents, revealing that 46.53% (n=47) are employed, 27.72% (n=28) are unemployed, and 25.74% (n=26) are underemployed. Among employed graduates, the majority work in private agencies (31.68%), followed by public/government agencies (11.88%), and a small percentage are self-employed (4.95%). The most common reason for employment is to gain more experience (24.75%), while passing the LET accounts for 14.85%. Persistently following a career path (4.95%) and pursuing career persistence (2.97%) were less frequent responses.

For unemployed graduates, the primary reason cited is lack of professional eligibility requirements (15.84%), followed by lack of work experience (7.92%), while health-related reasons (1.9%) and insufficient wage (1.9%) were reported less often. Notably, no respondents identified pursuing further studies as a reason for unemployment. Among underemployed graduates, the leading reason is job mismatch (8.9%), followed by no job opportunities (6.93%), and chose to raise a family (6.93%). Respondents who indicated their qualifications were below the standards accounted for 5.9%.

The findings highlight several critical challenges faced by the graduates in their employment journey. The significant percentage of unemployment (27.72%) and

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underemployment (25.74%) suggests that many graduates struggle to secure jobs aligned with their qualifications and career aspirations. The prevalence of employment in private agencies indicates limited opportunities in public or government roles, which are often more aligned with teaching careers.

The high proportion of respondents citing a lack of professional eligibility requirements as the primary reason for unemployment underscores the importance of obtaining licensure, as mandated for teaching roles. This aligns with the Human Capital Theory (Becker, 1964), which emphasizes that professional qualifications and skill development are critical for employability. Educational institutions must address these gaps by enhancing licensure preparation programs and providing targeted career counseling to graduates.

For those underemployed, job mismatch as the primary reason highlights a disconnect between graduates' educational preparation and the demands of the labor market. This is consistent with findings by Albina and Sumagaysay (2020), who noted that education-employment mismatches are a persistent issue for graduates, often leading to underemployment or employment in unrelated fields. Institutions should prioritize aligning curricula with market demands and fostering partnerships with industries to create job opportunities for graduates.

These findings correspond with the study of Cuadra, et al., (2019) where it was stated that the graduates secured employment through personal connections or referrals, that's why many of them were working in roles that aligned with the fields of their respective degree programs.

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However, it contradicts the study of Pamittan et al., (2022), where the researcher stated that the graduates' employment is linked to their scores on the Licensure Examination for Teachers (LET). Higher scores resulted in a shorter wait period for work following graduation. But, according to the findings of this study, most of the graduates are employed because they would like to gain more experience. Probably because having experience is a big factor that can contribute to their employment.

It was stated that Unemployment, particularly in the teaching profession, is a significant challenge for nations worldwide, since both developed and developing countries face issues with the scarcity of qualified educators. This study also showed that majority of the graduates were unemployed because they lack professional eligibility requirement. While the graduates who are under-employed identified that their reason for under-employment is job mismatch which coincides with the Manila Times article which revealed that there is a consensus among educators and employers that a "jobs and skills mismatch" is indeed a problem, indicating that college diplomas alone do not adequately prepare graduates for the workforce.

The findings also show the need to address systemic issues in the job market, such as limited public teaching positions and inadequate compensation in the private sector. As noted by **Cacho et al. (2022)**, addressing these challenges requires collaborative efforts between educational institutions, government agencies, and employers to create pathways for meaningful employment and professional growth.

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2. Level of competencies learned in college.

The level of competencies learned in college reflects the effectiveness of academic programs in preparing graduates for their professional roles. This section evaluates the skills and abilities developed by the respondents during their undergraduate studies, focusing on how these competencies align with the demands of their current jobs. Understanding the strengths and gaps in these competencies provides valuable insights for improving educational curricula and training programs.

Table 2.
Learning Competencies Related to the Present Job of the Respondents

INDICATORS	4		3		2		1		Total \bar{x}	AI
	f	\bar{x}	f	\bar{x}	f	\bar{x}	f	\bar{x}		
1.Communication and Interpersonal skills (shows excellent skills in interacting with people)	23	0.91	32	0.95	32	0.63	14	0.13	2.62	R
2.Organization and Planning (The ability to use time and resources efficiently and effectively)	25	0.99	23	0.68	30	0.59	24	0.23	2.49	FR
3.Classroom Management (To keep students organized, orderly, focused, attentive on task, and academically productive during class)	18	0.71	24	0.71	17	0.33	42	0.41	2.16	FR
4.Facilitation and Engagement (To provide opportunities and resources to a group of people that enable them to make progress and succeed)	19	0.75	24	0.71	20	0.39	38	0.37	2.22	FR
5.Assessment and Coaching (Instructing group of people and evaluating an individual skill)	16	0.63	26	0.77	20	0.39	39	0.38	2.17	FR

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6.Collaboration and Teamwork (Does an excellent job in cooperating to achieve a common goal)	20	0.79	22	0.65	38	0.75	21	0.2	2.39	FR
7.Caring and Inclusiveness (Knows how to take good care and treat people)	24	0.95	17	0.5	23	0.45	37	0.36	2.26	FR
8.Flexibility and Adaptability (To handle tasks with ease and can easily adapt to any situations)	24	0.95	23	0.68	36	0.71	18	0.17	2.51	FR

LEGEND:

- 4 3.28 – 4.03 Highly Relevant (HR)
- 3 2.52 – 3.2 Relevant (R)
- 2 1.76 – 2.51 Fairly Relevant (FR)
- 1 1.00 – 1.75 Not Relevant (NR)

Table 2 provides an overview of the learning competencies demonstrated by the respondents in their current job roles. The competencies are assessed using a weighted mean (\bar{x}) and interpreted using descriptive categories: R (Relevant) for competencies with a weighted mean of 2.50 or above, and FR (Fairly Relevant) for those scoring below this threshold.

Among the eight competencies evaluated, Communication and Interpersonal Skills scored the highest weighted mean ($\bar{x} = 2.62$), indicating its relevance to the respondents' current jobs. This highlights the importance of effective communication and interpersonal interactions in their professional roles, which are essential for building relationships and fostering collaboration. Flexibility and Adaptability also emerged as a relevant competency, underscoring the value of being adaptable and handling tasks with ease in dynamic work environments.

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The competencies categorized as fairly relevant highlight areas where respondents may require additional preparation and development to effectively apply these skills in their professional roles. While these competencies are somewhat applicable to their current jobs, they are not as strongly emphasized or utilized compared to others. This suggests potential gaps in the training or practical experiences provided during their college education, indicating the need for targeted enhancements in academic programs. Strengthening these areas through experiential learning opportunities, such as simulations, internships, and collaborative projects, can help graduates better integrate these skills into their work environments, ultimately improving their professional effectiveness and readiness.

This finding implies that graduates may not have received sufficient training or real-world application opportunities for these skills during their college years. For instance, Classroom Management and Facilitation and Engagement are critical for teaching roles but may require more targeted experiential learning, such as practice teaching or classroom simulations, to strengthen graduates' confidence and proficiency. Similarly, competencies like Collaboration and Teamwork, although fairly developed, are increasingly essential in multidisciplinary and collaborative work environments, warranting more emphasis in academic training.

To enhance these competencies, educational institutions should consider revising curricula to include more practical, role-specific activities, such as group projects, interactive workshops, and real-world problem-solving scenarios. These approaches can provide students with hands-on experience, better preparing them to apply these skills effectively in professional settings. The results also align with the Enrichment Triad Model (Renzulli, 1977), which

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emphasizes experiential learning and skill development tailored to individual needs and career demands.

The findings reflect the importance of communication and adaptability as critical competencies for workplace success. These skills are particularly relevant in dynamic and collaborative environments where graduates must interact with diverse stakeholders and manage multiple responsibilities effectively. The lower scores in other competencies, such as classroom management and facilitation, highlight potential areas for improvement in the training and preparation of graduates.

Educational institutions must prioritize the integration of practical training programs that emphasize both technical and soft skills. Enhanced focus on competencies like classroom management, facilitation, and teamwork can better prepare graduates for the demands of teaching and other professional roles. Incorporating experiential learning, such as simulations, internships, and mentorship programs, can provide opportunities for graduates to develop and refine these competencies.

Furthermore, aligning competency development with labor market needs is essential. As noted by Cacho et al. (2022), practice teaching and experiential learning play a critical role in equipping education graduates with the necessary skills to excel in their professions. The findings also support the Human Capital Theory (Becker, 1964), which emphasizes that skill development directly impacts employability and productivity.

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3. Enrichment program to enhance the level of competencies the graduating students learned in college.

The Proposed Enrichment Program: "Competency Boost: Bridging Skills for Professional Readiness" is designed to enhance the essential competencies of graduating Bachelor of Secondary Education (BSED) students, equipping them with the practical skills and professional readiness required to excel in their chosen careers. This program focuses on bridging the gap between academic learning and real-world application by addressing core competencies identified as relevant yet underdeveloped in the respondents' current roles.

The program encompasses eight key competency areas. Communication and Interpersonal Skills, Organization and Planning, Classroom Management, Facilitation and Engagement, Assessment and Coaching, Collaboration and Teamwork, Caring and Inclusiveness, and Flexibility and Adaptability. Each area is addressed through targeted activities, including workshops, seminars, simulations, and team-building exercises, which provide hands-on learning experiences tailored to the needs of the students.

The enrichment program is implemented over a semester, with each competency area covered in a two-day workshop held during weekends or free periods. Facilitators include industry experts, experienced educators, and alumni who bring real-world insights and expertise to the sessions. Students participate in interactive activities, such as role-playing, group discussions, and problem-solving scenarios, to develop practical skills that align with professional demands. A systematic pre- and post-program assessment ensures the effectiveness of the program by

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measuring the improvement in students' competencies. Upon completion, participants receive certificates of achievement to bolster their resumes and professional profiles.

This program aims to ensure that graduating students are not only academically prepared but also equipped with the skills to adapt, collaborate, and excel in dynamic professional environments, ultimately enhancing their employability and career success.

The program incorporates essential resources, such as handouts, presentation materials, role-playing scripts, and access to digital tools, ensuring a comprehensive learning experience. At the end of the program, participants receive certificates of completion to enhance their resumes and professional profiles.

By systematically integrating theoretical knowledge with practical application, the enrichment program ensures that graduates are well-prepared to navigate dynamic professional environments. This initiative not only strengthens their employability but also empowers them to contribute effectively to their chosen careers with confidence and adaptability.

Proposed Enrichment Program

Competency Boost: Bridging Skills for Professional Readiness

Competency Area	Activity	Description	Outcome
Communication and Interpersonal Skills	Workshop on Effective Communication and Relationship Building	Enhances verbal and non-verbal communication, active listening, and relationship management through role-playing and group discussions.	Improved confidence in interacting with diverse groups and fostering professional relationships.

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Organization and Planning	Time Management and Strategic Planning Seminar	Teaches effective task prioritization and resource management using project management tools.	Ability to handle workloads efficiently and meet deadlines in structured environments.
Classroom Management	Practice Teaching Simulation	Simulated classroom scenarios to apply management strategies and engage learners effectively.	Improved ability to maintain organized, productive, and focused classroom environments.
Facilitation and Engagement	Group Facilitation and Leadership Program	Training on facilitating group activities, fostering engagement, and promoting teamwork.	Enhanced leadership and facilitation skills applicable in teaching and corporate settings.
Assessment and Coaching	Training on Constructive Feedback and Performance Evaluation	Techniques for evaluating performance and providing constructive feedback.	Equipped to assess and coach others effectively for improvement.
Collaboration and Teamwork	Team-Building Workshops	Interactive sessions focused on collaboration, conflict resolution, and achieving common goals.	Improved teamwork skills and ability to contribute to diverse teams.
Caring and Inclusiveness	Seminar on Empathy and Diversity Awareness	Promotes cultural sensitivity, emotional intelligence, and supportive environments.	Graduates become empathetic and adaptable in diverse professional settings.
Flexibility and Adaptability	Problem-Solving in Dynamic Environments	Case studies and activities challenging students to adapt to changes and unforeseen challenges.	Enhanced resilience and adaptability in dynamic work environments.

Implementation Plan Table

Component	Details
Schedule	2-day workshops for each competency, spread over the semester, held on weekends or during free periods.
Facilitators	Industry experts, seasoned educators, and alumni with relevant expertise.
Assessment	Pre- and post-program evaluations using surveys, skill assessments, and feedback forms.
Materials	Handouts, presentation slides, role-play scripts, and online tools.
Certification	Certificates of completion to enhance resumes and professional profiles.

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CONCLUSIONS

1. The study successfully identified the profiles of Bachelor of Secondary Education (BSED) graduates, providing a comprehensive understanding of their educational backgrounds, professional aspirations, and employment status. English emerged as the most popular major, reflecting broader career opportunities in fields such as teaching and communication-related roles. Most graduates demonstrated commendable academic performance, achieving above-average grades and recognizing the relevance of college training, particularly practice teaching, in preparing them for their careers. However, challenges such as the pandemic's impact on enrollment and graduation rates highlight the importance of institutional support systems. These findings underscore the need to align curricula with industry demands and ensure the continuity of education through flexible and supportive measures.

2. The assessment of competencies revealed that communication and interpersonal skills were most relevant to the respondents' current roles, emphasizing the importance of effective interaction in professional environments. However, other competencies, such as classroom management, facilitation and engagement, and teamwork, were identified as areas needing further development. These gaps suggest the need for enhanced experiential learning opportunities, such as internships, role-playing, and real-world problem-solving activities, to better prepare graduates for the demands of their professions. Aligning competency development with labor market needs will ensure that graduates are equipped with the technical and soft skills necessary for success.

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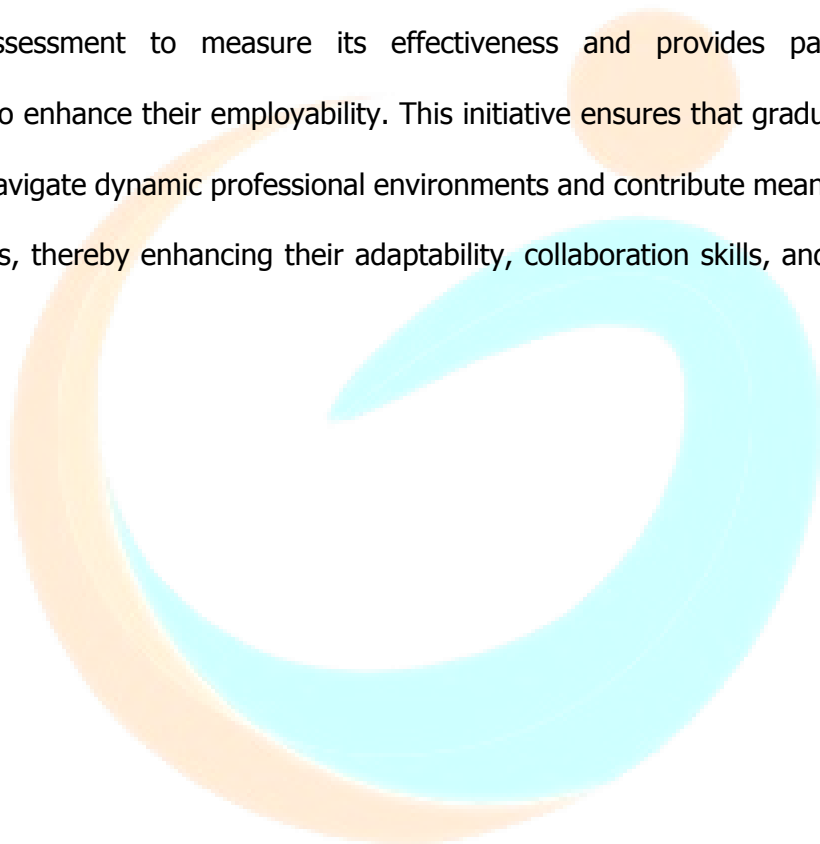
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3. The proposed enrichment program, *"Competency Boost: Bridging Skills for Professional Readiness,"* provides a targeted solution to address identified gaps in the competencies of graduating students. By focusing on eight key competency areas through workshops, seminars, and hands-on activities, the program bridges the gap between academic learning and professional demands. Implemented over a semester, the program incorporates systematic assessment to measure its effectiveness and provides participants with certifications to enhance their employability. This initiative ensures that graduates are better equipped to navigate dynamic professional environments and contribute meaningfully to their chosen careers, thereby enhancing their adaptability, collaboration skills, and overall career readiness.



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