

Original Article

Employability, Job Satisfaction, and Economic Status Among Teacher Education Graduates: Tracer Study

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Abstract. Teacher education graduates often face challenges in translating their academic preparation into stable employment and financial security—an issue that remains understudied in provincial contexts. This study explored the employability, job satisfaction, and economic status of teacher education graduates from BISU–Candijay Campus using a descriptive-correlational design and validated survey measures. Findings revealed that graduates consistently applied their professional competencies, particularly in content knowledge, communication, and classroom management, and generally reported positive job satisfaction across workplace domains. Despite this, many experienced extended delays before securing their first teaching position and faced financial limitations that constrained responsibilities beyond basic needs. Mediation analysis indicated that Skills and Work Values contributed to graduates’ economic well-being only through their influence on Job Satisfaction, underscoring the critical role of supportive and fulfilling work environments in shaping economic outcomes. Overall, the results highlight the interconnectedness of competencies, workplace experiences, and financial stability. The study recommends strengthening career preparation, enhancing professional development systems, and integrating financial literacy initiatives to support the long-term employability and economic resilience of teacher education graduates.

Keywords: *Economic status; Employability; Job satisfaction; Skills and values; Teacher education graduates; Tracer study.*

Teacher education programs serve as the cornerstone of preparing competent, values-driven educators capable of addressing the evolving demands of the global profession. Graduates are expected to demonstrate the skills and knowledge necessary for effective teaching while pursuing personal and professional fulfillment. Securing gainful employment is a critical aspect of this trajectory, reflecting both the effectiveness of teacher preparation and its socioeconomic impact. The ability of graduates to contribute to their families’ financial well-being underscores the broader implications of teacher education on community development. The competitiveness of the job market requires graduates to possess flexible and transferable employability skills (Misra & Khurana, 2017). These include communication, human relations, and self-assurance—competencies identified by Cornillez et al. (2021) as essential for collaboration and leadership across workplaces. Educational institutions must therefore ensure their programs equip students with these dynamic capabilities (CHEd, 2022).

Teacher economic realities also affect performance and retention. UNESCO (2022) reported that teachers’

economic status is strongly linked to professional effectiveness and tenure. Tatto (2021), examining 15,000 beginning teachers across 15 countries, found that programs emphasizing extensive internship experiences yield higher job satisfaction and faster employment. Similarly, a Philippine study (Selda & Galicia, 2025) shows that many teacher education graduates secure employment within 6 months to 1 year – often in private or contractual positions – while underemployment and delayed career progression remain persistent concerns. Meanwhile, the alignment between academic preparation and actual workplace demands continues to challenge higher education institutions (Kidd, 2018).

Filipino teacher education graduates generally recognize the usefulness of their acquired competencies, especially in communication, leadership, and ICT (Pentang et al., 2022; Posadas, 2023), yet disparities persist between perceived readiness and economic outcomes. Studies link demographic factors, eligibility status, and professional training to current remuneration (Ginoy et al., 2023; Pérez-Fuentes et al., 2023). However, limited evidence exists on how the interplay of skills, professional values, job satisfaction, and economic well-being shapes long-term employability in provincial contexts.

This study fills a research gap by conducting a tracer study of Bohol Island State University (BISU) teacher education graduates (2012–2019), integrating employability, applied skills and values, job satisfaction, and economic status into a single analytical framework. Extending beyond conventional tracer studies focused only on competencies, it offers a holistic view of graduates' professional and financial trajectories. The inclusion of a survival analysis provides deeper insight into graduates' time-to-employment, revealing patterns of delayed workforce entry that are often overlooked in traditional evaluations. Likewise, the mediation analysis clarifies how Skills and Work Values influence graduates' economic outcomes not directly, but through Job Satisfaction, highlighting the importance of workplace experiences in shaping financial stability. The study provides actionable insights for enhancing curriculum, preparing teachers, and developing policies to strengthen graduates' career resilience, economic mobility, and overall professional fulfillment.

Methodology

Research Design

This study employed a quantitative approach utilizing a descriptive-correlational research design. The purpose of this design was to describe the profile and employment characteristics of the graduates and to determine the relationships between their acquired skills and values, job satisfaction, and perceived economic status. The design was deemed appropriate for capturing both descriptive trends and correlational patterns among the variables without manipulating the respondents' experiences.

Participants and Sampling Technique

There were seven hundred seventy-seven (777) graduates of the Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) programs of Bohol Island State University–Candijay Campus from the 2012–2019 cohorts, representing the institution's first complete batch of teacher education graduates (2012) and the last before the COVID-19 pandemic (2019). Of these, two hundred fifty-nine (259) graduates were identified as currently employed in the teaching profession, either in public or private schools, locally or abroad, constituting 33.33% of all employed teacher education graduates during the tracer period.

A purposive sampling approach was used to deliberately include only practicing educators, ensuring that the analyses reflected authentic employment experiences, applied skills, job satisfaction, and economic outcomes among active teachers. The intentional exclusion of unemployed and underemployed graduates was made to focus on the professional realities of those already engaged in the workforce. While this decision introduced sampling bias, limiting generalizability to all BISU graduates, it enabled a more accurate, context-specific assessment of employability and economic stability among employed educators.

Research Instrument

The primary instrument used for data gathering was the standardized graduate tracer study questionnaires adopted from the Commission on Higher Education (CHED) and Abdulpatta et al. (2024). To align the instrument with the study's specific objectives, certain sections were revised. The questionnaire was composed entirely of closed-ended items and divided into six parts: Part I included demographic and educational profiles of the graduates; Part II focused on employment characteristics; Parts III and IV measured the extent of useful skills and values on their current teaching employment; Part V assessed the perceived level of job satisfaction across four

domains, namely: job security, work environment, job responsibilities, and community linkages; and Part VI captured the graduates' perceived economic status.

The instrument had undergone pilot testing, and the data gathered were tested for validity and reliability. All items used a 4-point Likert scale: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Agree (A), 4 = Strongly Agree (SA). A Confirmatory Factor Analysis (CFA) was conducted to assess the construct validity of the latent variables. All factor loadings were statistically significant ($p < .001$), with standardized estimates ranging from 0.481 to 0.908, indicating moderate to strong relationships between the items and the latent variables. Composite reliability (CR) values for all constructs were high (0.93–0.97), indicating excellent reliability. Average variance extracted (AVE) values ranged from 0.46 to 0.70, demonstrating acceptable to strong convergent validity across constructs. Although Work Values showed a slightly lower AVE, the high CR supports its adequacy as a latent measure.

The measurement models for all constructs were evaluated using standard fit indices commonly recommended in structural equation modelling research. The Skills construct showed acceptable incremental fit with CFI = 0.83, exceeding the >0.80 threshold, though its TLI (0.80) fell slightly below the recommended >0.85 criterion. Its RMSEA value of 0.15 indicates poor absolute fit relative to the <0.08 guideline, suggesting that some Skills items may not align well with a unidimensional factor structure. A similar pattern was observed for the Values construct, which produced CFI = 0.74 and TLI = 0.70, both below the recommended cutoffs, and RMSEA = 0.16, indicating poor fit. However, given their high reliability and acceptable convergent validity, the constructs remain usable, although future refinement or multidimensional modeling may improve their measurement properties.

In contrast, the Job Satisfaction model demonstrated generally adequate fit to the data, with CFI = 0.90 and TLI = 0.89 falling within acceptable ranges and RMSEA = 0.07 meeting the <0.08 threshold. The Economic Status construct exhibited strong incremental fit (CFI = 0.94; TLI = 0.93), but its RMSEA of 0.10 slightly exceeded the recommended cutoff, indicating moderate model misfit despite otherwise strong indicators. In sum, the instruments show strong reliability and acceptable validity, supporting their suitability for use in this research.

Data Gathering Procedure

Data collection was conducted over three months, from January 15, 2024, to March 20, 2024. Prior to implementation, formal permission was obtained from the BISU–Candijay Campus administration and the College of Teacher Education to access the official alumni master list of all 2012–2019 teacher education graduates. This list included names, contact information, and current employment records maintained by the college's alumni tracking office. To confirm graduates' employment status, the researchers validated the list of employed individuals through personal knowledge, direct encounters, and information shared by batch or cohort representatives who maintained active communication networks among alumni. This peer-assisted confirmation process ensured that all two hundred fifty-nine (259) respondents identified as employed were indeed engaged in teaching positions at the time of data collection.

The validated list of employed graduates was then contacted through email and Facebook Messenger, using a structured Google Forms questionnaire. The survey included an online informed consent section, which participants had to agree to before proceeding. To maximize response completeness, follow-up reminders were sent every two weeks. Entries that were incomplete or duplicated were removed prior to analysis, leaving two hundred fifty-nine (259) valid and complete responses for statistical processing.

Data Analysis Procedure

Upon completion of data collection, the researchers recorded, tabulated, and coded the responses using Microsoft Excel. The data were imported and analyzed using R. Descriptive statistics, including frequency counts and percentages, were used to describe the demographic and employment profiles of the respondents. To determine the extent of acquired skills and values, as well as levels of job satisfaction and perceived economic status, the researchers computed the weighted mean alongside its corresponding descriptive interpretation. The correlational aspects of the study were analyzed to examine relationships among variables using the Spearman rank correlation coefficient.

Ethical Considerations

Ethical protocols were strictly observed throughout the study. Permission to conduct the study was formally

obtained from the College Dean, followed by a request to the Registrar's Office to access the list of graduates. Participation was voluntary, and respondents were informed of their rights, including the confidentiality and anonymity of their responses. Data were collected via Google Forms, distributed through emails and social media platforms (e.g., Messenger), and participation was not coerced in any way. No identifying personal data was disclosed, ensuring that all information remained solely for research purposes and in accordance with ethical standards.

Results and Discussion

The Teacher Education Graduates' Profiles

The demographic composition of the respondents indicates that the teaching profession in BISU–Candijay remains female-dominated and relatively young—a pattern consistent with the feminization of teaching documented in national and international studies (Sebastian et al., 2022; Bernardo, 2021). This gendered distribution reflects enduring cultural perceptions of teaching as a nurturing profession aligned with traditional female roles. From a human capital perspective, this feminization may also relate to gendered occupational choices influenced by early socialization and perceived job stability.

Table 1. *Teacher Education Graduates' Demographic Profile (N=259)*

Demographic Profile	Category	Frequency	Percentage
Sex	Male	62	23.94%
	Female	197	76.06%
	Total	259	100.0%
Age	25 - 29	121	46.72%
	30 - 34	111	42.86%
	35 - 39	23	8.88%
	40 - 44	4	1.54%
	Total	259	100.0%
Civil Status	Single	104	40.15%
	Married	155	59.85%
	Total	259	100.0%

Meanwhile, the majority of graduates were in their late twenties to early thirties, signifying a workforce in its early to mid-career phase. This suggested an early entry into the teaching profession, possibly due to the immediate employment opportunities available to education graduates. Additionally, the relatively low representation of older age groups might have reflected either career mobility, with teachers transitioning to other professions or roles, or challenges in retaining teachers as they progressed in their careers.

Regarding civil status, most respondents were married, suggesting that teaching provides a perceived sense of economic security sufficient to support family life. This distribution could have been linked to the respondents' age profile, as many were in their late twenties to early thirties — a period typically associated with marriage and starting families in the Philippine context. Furthermore, the predominance of married teachers might have affected work-life balance and job satisfaction, as family responsibilities could have significantly impacted teachers' professional experiences (Cruz & Ramos, 2022).

Table 2 summarizes the educational background of the respondents, all of whom were purposively selected teachers. Graduation years were broadly distributed, indicating that the sample includes educators with varying lengths of teaching experience rather than being concentrated in a single cohort. This spread suggests a mix of early-career and mid-career teachers, allowing the study to capture perspectives across different stages of professional development. Regarding degree specialization, the respondents included both generalist and subject-specialist teachers. The presence of elementary education graduates alongside secondary education majors reflects a range of instructional backgrounds and subject expertise. Such diversity aligns with the needs of the Philippine education system, which requires teachers capable of handling multiple grade levels and disciplines, as emphasized by Mandinach and Gummer (2016).

Table 2. Teacher Education Graduates' Educational Background (N=259)

Educational Background	Category	Frequency	Percentage
Year Graduated	2012	26	10.04%
	2013	34	13.13%
	2014	38	14.67%
	2015	37	14.29%
	2016	24	9.27%
	2017	41	15.83%
	2018	30	11.58%
	2019	29	11.20%
	Total	259	100.0%
	Bachelor's Degree Completed	BEEEd	89
BSEd - English		29	11.20%
BSEd - Filipino		38	14.67%
BSEd - Mathematics		46	17.76%
BSEd - Physical Science		55	21.24%
BSEd - Science		2	0.77%
Total		259	100.0%
Highest Educational Attainment	Baccalaureate degree	151	58.30%
	Master's degree with MA/MS units	92	35.52%
	Doctorate	15	5.79%
		1	0.39%
	Total	259	100.0%

Regarding the highest educational attainment, most respondents held a baccalaureate degree, while a substantial proportion had pursued graduate-level studies. Only one respondent had completed doctoral education, consistent with the existing literature, which identifies financial constraints, limited institutional support, and work-family demands as barriers to doctoral completion among Filipino teachers (Tomlinson & Jackson, 2022). Additionally, the incentives for earning a doctorate, such as salary increases or promotions, were often insufficient to justify the time and resources required (Tomlinson & Jackson, 2022). This finding implies that, while many teachers are committed to professional growth, as evidenced by those who pursued graduate and postgraduate studies, the majority remain at the bachelor's level. The fact that only one teacher reached the doctoral level and a relatively small group pursued graduate education highlights a gap in advanced academic training among teachers. The low number of doctoral degree holders suggests that systemic challenges, such as costs, time constraints, a lack of institutional support, and limited incentives, are effectively discouraging teachers from pursuing higher education. The data underlines the importance of providing better support systems for teachers to continue their education, such as scholarships, study leaves, and meaningful professional development incentives.

The Teacher Education Graduates' Employment Characteristics

Table 3 shows respondents' employment information, indicating that 86.87% were working within the province. This strong localization of teaching assignments aligns with the Department of Education's (DepEd) policy framework, which emphasizes assigning teachers close to their communities to promote stability and continuity in education delivery. Meanwhile, a smaller portion of respondents were teaching outside their province or even abroad. This shows that some teachers choose to move for better job opportunities or higher pay.

Table 3. Teacher Education Graduates' Employment Information (N=259)

Employment Information	Category	Frequency	Percentage
Place of Work	Within Bohol	225	86.87%
	Within Region VII	7	2.70%
	Within the Philippines	12	4.63%
	Abroad	15	5.79%
	Total	259	100.0%
Type of Organization	Government	232	89.58%
	Private	27	10.42%
	Total	259	100.0%
Present Employment Status	Regular/ Permanent	218	84.17%
	Contract of Service	26	10.04%
	Substitute	7	2.70%
	Probationary	6	2.32%
	Part-time	2	0.77%
	Total	259	100.0%

Furthermore, 89.58% of the respondents worked in the government sector, highlighting the predominance of public school employment among Filipino teachers. In comparison, the remaining 10.42% were employed in private schools or other educational institutions. Most respondents held regular or permanent positions, providing them with job security and access to benefits. Other teachers were employed under contract-of-service arrangements, as substitutes, or as temporary or part-time teachers. This distribution reflected national trends, indicating that public school systems provided more stable and permanent employment opportunities than the private sector, where temporary, contractual, and part-time arrangements were more prevalent (Bernardo, 2021; Cruz & Ramos, 2022).

Table 4. *Teacher Education Graduates' Career Progression (N=259)*

Career Indicator	Category	Frequency	Percentage
Waiting Period Before Landing a First Teaching Job (Months)	< 1	3	1.16%
	1 - 3	94	36.29%
	4 - 6	23	8.88%
	7 - 9	15	5.79%
	10 - 12	9	3.47%
	above 12 months	115	44.40%
	Total	259	100.0%
Length of Service in Teaching (Years)	< 1	11	4.25%
	1 - 4	75	28.96%
	5 - 8	121	46.72%
	9 - 12	51	19.69%
	13 - 16	1	0.39%
	Total	259	100.0%
Current Monthly Salary	15,001 - 25,000	11	4.25%
	25,001 - 35,000	215	83.01%
	35,001 - 45,000	3	1.16%
	45,001 - 55,000	5	1.93%
	5,000 - 15,000	15	5.79%
	55,001 - 65,000	2	0.77%
	Above 75,000	4	1.54%
	Not Indicated	4	1.54%
	Total	259	100.0%

Table 4 highlights variation in the timing of respondents' entry into the teaching profession. While some graduates secured teaching positions shortly after graduation, many experienced a delayed transition into employment. This pattern points to uneven absorption into the teaching workforce. It reflects broader issues, such as job-market saturation and mismatches between teacher preparation and available positions, as noted in recent discussions of the Philippine education labor market (Misra & Khurana, 2017). Additionally, most respondents were clustered in the mid-range of teaching experience, with relatively few remaining in the profession for extended periods. This distribution suggests potential challenges related to long-term retention, which may be influenced by limited career advancement opportunities, concerns about job satisfaction, or decisions to pursue alternative career paths. Such trends are consistent with recent reports on teacher retention and workforce stability in the Philippine education sector.

In addition, the current monthly salary distribution indicated that the majority of teachers (83.01%) earned between ₱25,001 and ₱35,000, corresponding to the salary grades for Teacher I to Teacher III positions in public schools. Meanwhile, only a few earned more than ₱45,000, highlighting the limited opportunities for advancement into higher-ranked positions. This salary structure, despite recent government efforts to increase teacher compensation, continued to raise concerns regarding wage competitiveness and its impact on teacher retention (PNA, 2019). In light of these findings, it was evident that while reforms such as the Expanded Career Progression System for Public School Teachers (EO 174) aimed to address professional growth and retention, ongoing challenges persisted in aligning teacher preparation with labor-market needs and in ensuring equitable opportunities for career advancement. (Mandinach & Gummer, 2016). Overall, these interconnected issues underscore the importance of comprehensive policy interventions to support the career progression and well-being of teachers in the Philippines.

Survival Time-to Employment and Subgroup Analysis

To further analyze graduates' employability outcomes, a time-to-employment analysis was conducted using

survival analysis methods. Since all respondents were already employed at the time of the survey (January–March 2024), the study focused on comparing waiting times (in months) across subgroups defined by academic major and employment sector. The graduation date was standardized to March 31 of each respondent’s graduation year, while the date of first employment was reconstructed by adding the reported waiting time to the graduation date. This allowed the computation of time-to-event (employment) durations on a uniform temporal scale.

Time-to-employment was operationalized as the number of months between graduation and the first employment placement. Since all respondents completed their degree programs in March of their respective graduation years, the graduation date for each graduate was standardized to March 31 of the reported graduation year. The date of first employment was estimated by applying the graduate’s reported waiting time (in months) to this standardized graduation date, returning the last day of the corresponding employment month.

Table 5. Summary of Time-to-Employment by Major Using Kaplan–Meier Estimates

Specialization	N	Median Waiting			Log-Rank Contribution
		Time (months)	95% C.I.	IQR	
BEEd	89	12	12-16	17	6.96
BSEd Mathematics	46	3	2-6	10	4.64
BSEd Science	57	4	3-11	10	3.74
BSEd English	29	6	3-12	10	0.93
BSEd Filipino	38	6	3-18	21.5	0.05
BSEd Mathematics	46	3	2-6	10	4.64

To provide deeper insight into employment transition patterns, a Kaplan–Meier (KM) survival analysis was performed as shown in Table 5. The KM estimator was used to construct survival (waiting-time) curves for each specialization. These curves depict the probability that a graduate remains unemployed beyond a given number of months after graduation. Although all respondents were employed at the time of the survey (i.e., no right-censoring), the survival estimator was used to model the probability of remaining unemployed over time, allowing comparison of the rate of employment acquisition across specializations.

Furthermore, Figure 1 shows the KM time-to-employment curves by specialization. A steeper decline reflects a faster transition to employment. The KM estimates revealed substantial variation in time-to-employment across the five teacher education majors. BSEd–Mathematics and BSEd–Science graduates demonstrated the fastest employment transitions, with median waiting times of 3 months (95% CI: 2–6) and 4 months (95% CI: 3–11), respectively. BSEd–English and BSEd–Filipino graduates exhibited intermediate waiting times of 6 months, though Filipinos showed wider variability. In contrast, BEEd graduates had the longest waiting time, with a median of 12 months (95% CI: 12–16). These differences were statistically significant, as confirmed by the log-rank test ($\chi^2 = 19.7$, $df = 4$, $p = 0.0006$), indicating that the distribution of waiting times to employment was not uniform across specializations.

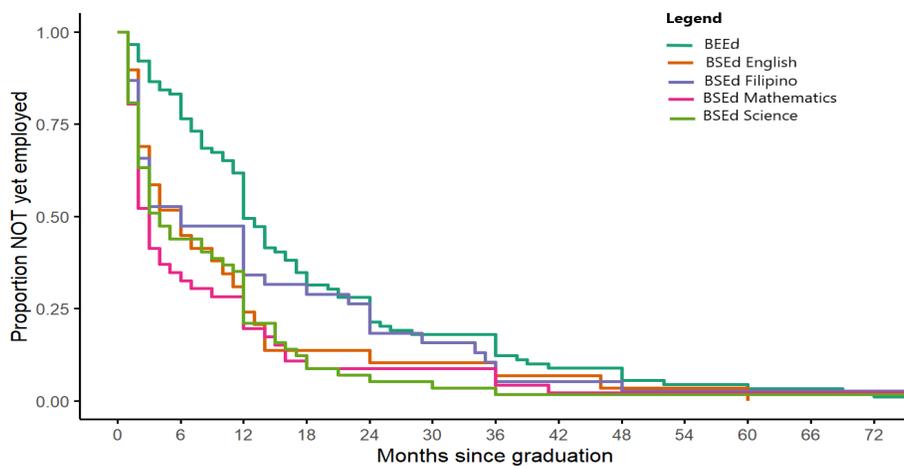


Figure 1. Time-to-Employment (Kaplan–Meier) by Major

From a policy and workforce perspective, the observed differences suggest that employment outcomes are shaped not only by individual qualifications but also by structural demand within the education system. The longer transition periods experienced by BEd graduates point to the need for better alignment between teacher preparation programs and labor market needs, as well as enhanced career guidance and placement support for graduates entering more competitive fields.

In addition, sector-based comparisons within each major showed mostly similar employment patterns between government and private placements. Only BEd–Science displayed a statistically significant difference favoring faster private-sector employment ($\chi^2 = 4.7, p = 0.03$), while all other majors showed no meaningful sector effects. The Cox proportional hazards model supported these findings, highlighting specialization, particularly Mathematics and Science, as the strongest predictor of employment speed. Together, these results show that employment transition dynamics among the graduates are shaped more by academic specialization than by employment sector.

The Teacher Education Graduates’ Extent of Useful Skills and Values Applied in Their Employment

Responses to the skills and values indicators showed high agreement, with most items clustering in the same response category. At the same time, all items retained some degree of variability, indicating response concentration rather than uniform responding. Such patterns are commonly observed in self-reported measures of professional competencies and values, particularly among graduates who share similar training experiences and normative expectations (Aclan et al., 2018). Although high agreement may raise concerns about socially desirable responding, the survey emphasized anonymity and reflective self-assessment, which are known to encourage more candid responses. Prior research suggests that self-administered, anonymous survey formats generally reduce social desirability pressures while still allowing meaningful variation in responses (Gnambs & Kaspar, 2015).

Table 6. *Teacher Education Graduates’ Extent of the Useful Skills on Employment (N=259)*

Skills	Mean Values	Description	SD	IQR
Content Knowledge	3.93	SA	0.30	0
Pedagogical	3.90	SA	0.36	0
Information Technology	3.92	SA	0.30	0
Verbal Communication	3.93	SA	0.30	0
Human Relation	3.88	SA	0.37	0
Problem-Solving	3.87	SA	0.39	0
Critical Thinking	3.90	SA	0.36	0
Classroom Management	3.92	SA	0.33	0
Numeracy	3.85	SA	0.40	0
Research	3.73	SA	0.48	1.00
Data Analysis	3.77	SA	0.46	0
Written Communication	3.86	SA	0.35	0
Leadership	3.81	SA	0.42	0
Interpersonal	3.88	SA	0.34	0
Intrapersonal	3.81	SA	0.42	0
Factor Mean	3.85	SA		
Values	Mean Values	Description	SD	IQR
Compassion	3.96	SA	0.20	0
Honesty	3.96	SA	0.20	0
Punctuality	3.92	SA	0.27	0
Confidence	3.94	SA	0.23	0
Faith	3.94	SA	0.23	0
Diligence	3.95	SA	0.21	0
Zeal of Service	3.94	SA	0.24	0
Sociability	3.88	SA	0.33	0
Commitment	3.96	SA	0.19	0
Hope	3.91	SA	0.29	0
Creativity	3.90	SA	0.30	0
Excellence	3.90	SA	0.31	0
Adaptability (Responsiveness to Challenges)	3.92	SA	0.27	0
Inclusion (Student Access)	3.92	SA	0.27	0
Integrity (Good Governance)	3.90	SA	0.31	0
Factor Mean	3.91	SA		

Legend: 3.26 – 4.00 (Strongly Agree); 2.50 – 3.25 (Agree); 1.76 – 2.50 (Disagree); 1.00 – 1.75 (Strongly Disagree)

As shown in Table 6, the study found that teacher graduates strongly applied both professional skills ($M=3.85$) and core values ($M=3.91$) in their actual work environments. Graduates demonstrated particularly strong application of content knowledge ($M=3.93$), verbal communication ($M=3.93$), and classroom management ($M=3.92$), which aligned with Koehler and Mishra's (2018) findings about the importance of technological and pedagogical integration in modern teaching. While graduates showed excellent application of most skills, data analysis ($M=3.77$) and research skills ($M=3.73$) received slightly lower ratings. This finding supported Mandinach and Gummer's (2016) observation about the growing need for data literacy in evidence-based teaching practices. The results suggested that these areas might benefit from additional professional development.

Graduates most consistently applied values of compassion ($M=3.96$), honesty ($M=3.96$), and commitment ($M=3.96$) in their work. These findings echoed Berkowitz et al.'s (2017) research on how teacher values directly impact classroom climate and student development. The strong application of adaptability ($M=3.92$) and inclusion ($M=3.92$) values reflected current educational priorities identified by Florian and Black-Hawkins (2021). The result highlighted that graduates effectively transferred both their professional competencies and ethical foundations to actual teaching practice. The results highlighted the successful alignment between teacher preparation and workplace requirements, while identifying specific areas for continued skill enhancement. Future research could examine how these applied skills and values correlate with measurable student outcomes.

The Teacher Education Graduates' Job Satisfaction

Table 7 shows that teachers were motivated by both personal reasons and external challenges. Many teachers felt happy and proud of their work, which got the highest score (3.43). This supported the idea, as Ryan and Deci (2020) proposed, that people feel fulfilled when they have freedom, feel capable, and have good relationships. Teachers also strongly agreed on the value of job benefits (3.31) and job security (3.30), which align with OECD (2023), which found that good support helps prevent teacher burnout, especially in stressful jobs like teaching. However, there was some uncertainty about fair pay (3.19–3.24). This matched the study by Judge, Zhang, and Glerum (2020), which found that teachers earned 19% less than other professionals with the same skills. The lowest score (2.77) came from how teachers felt their extra efforts were not noticed. This idea of “invisible work” was not new and was first explained by Lortie (1975). A 2024 EdWeek report also said 67% of teachers felt unappreciated by leaders, even though they played a key role in student success.

Table 7. Job Satisfaction in Terms of Security (N=259)

Statements	Mean	Description	SD	IQR
On my teaching job, this is how I feel about ...				
the amount of pay for the work I do.	3.24	A	0.63	1.00
the chance to be reclassified/be promoted.	3.29	SA	0.65	1.00
the benefits I receive are good, as most other organizations can offer.	3.31	SA	0.65	1.00
when all my efforts are not rewarded the way they should be.	2.77	A	0.76	1.00
the way my job provides a secure future.	3.30	SA	0.69	1.00
the way I get a full credit for the work I do.	3.25	SA	0.61	1.00
being able to take pride in a job well done.	3.43	SA	0.56	1.00
the way my pay compares with that for similar jobs in other companies.	3.19	A	0.65	1.00
the way my pay compares with that of other co-workers at the school.	3.24	A	0.60	1.00
the opportunities for advancement.	3.29	SA	0.67	1.00
Factor Mean	3.23	A		

Legend: 3.26 - 4.00 (Strongly Agree); 2.50 - 3.25 (Agree); 1.76 - 2.50 (Disagree); 1.00 - 1.75 (Strongly Disagree)

Scores for promotion chances (3.29) and fair pay compared to others (3.24) showed some progress, but also pointed to slow changes. Abdulpatta and Segundo (2024) explained that keeping teachers in the job needed more than money. It required chances for growth, leadership, and fair evaluations. The results showed that while teachers stayed committed, they wanted systems that truly rewarded their efforts. These findings confirmed that teachers were driven by a strong sense of purpose (Cornillez Jr et al., 2021). However, their happiness remained weak without addressing the bigger problems in the system. Plans could have included both better policies, such as fair pay, and local programs that recognized and rewarded their hard work. Job satisfaction items exhibited greater dispersion, reflecting more varied evaluations of employment conditions such as pay, security, environment, and opportunities. This difference is consistent with findings from applied job satisfaction research, which show that work experiences tend to vary more widely than self-assessments of competencies or values (Westland, 2015;

Rafiq et al., 2025).

Table 8 reveals that teachers expressed strong job satisfaction with their work environment, as evidenced by an overall factor mean of 3.46 (Strongly Agree). This positive sentiment was consistent across various aspects of their professional experience, including organizational policies, workplace structures, and physical/emotional conditions. Teachers particularly valued opportunities that aligned with their professional competencies and personal values. The highest-rated aspects included the ability to perform work without compromising their conscience ($M=3.54$), develop innovative teaching methods ($M=3.52$), and utilize their skills effectively ($M=3.50$). These findings align with contemporary educational research that emphasizes the importance of ethical work environments and professional autonomy for teacher satisfaction (Collie, 2023).

Table 8. Job Satisfaction in Terms of Work Environment (N=259)

Statements	Mean	Description	SD	IQR
On my teaching job, this is how I feel about ...				
the policies and practices towards employees of the school.	3.37	SA	0.65	1.00
the way my immediate head and I understand each other.	3.46	SA	0.59	1.00
the spirit of cooperation among my coworkers.	3.41	SA	0.62	1.00
the working conditions (heating, lighting, ventilation, etc.).	3.22	A	0.70	1.00
the way my coworkers are easy to make friends with.	3.51	SA	0.58	1.00
the way my immediate head trains his/ her subordinates.	3.38	SA	0.61	1.00
the feeling of accomplishment I get from the job.	3.47	SA	0.57	1.00
the way my immediate head handles employee complaints.	3.35	SA	0.64	1.00
the pleasantness of the working conditions.	3.35	SA	0.59	1.00
the way my immediate head helps with hard problems.	3.34	SA	0.60	1.00
Factor Mean	3.39	SA		

Legend: 3.26 - 4.00 (Strongly Agree); 2.50 - 3.25 (Agree); 1.76 - 2.50 (Disagree); 1.00 - 1.75 (Strongly Disagree)

The data also showed teachers appreciated collegial interactions, though opportunities to guide colleagues ($M=3.39$) and maintain absolute ethical alignment in all tasks ($M=3.36$) received slightly lower ratings. This pattern suggests that while the work environment generally supports teacher satisfaction, there may be room to enhance collaborative structures and clarify ethical guidelines within the institution. A recent study by Cornillez Jr. et al. (2021) supports this interpretation, noting that clear policies and strong professional communities contribute significantly to teacher well-being.

These results provided a nuanced depiction of a generally supportive work environment where teachers felt empowered to use their skills and maintain their ethical standards. The findings underscore the importance of continuing to foster professional growth opportunities while strengthening interpersonal and policy-related support. The study contributed to the growing body of literature demonstrating how work environment factors influence teacher satisfaction and retention in educational settings (Seligman et al., 2019).

Table 9. Job Satisfaction in Terms of Job Responsibilities (N=259)

Statements	Mean	Description	SD	IQR
On my teaching job, this is how I feel about ...				
the chance to associate easily with important people.	3.49	SA	0.55	1.00
being able to do things that don't go against my conscience.	3.36	SA	0.60	1.00
the chance to do work that is well-suited to my abilities.	3.49	SA	0.59	1.00
the chance to tell other co-workers how to do things.	3.39	SA	0.56	1.00
the chance to try something different in my job.	3.42	SA	0.59	1.00
the chance to do something that makes use of my abilities.	3.50	SA	0.57	1.00
the chance to develop new and better ways to do the job.	3.52	SA	0.57	1.00
the chance to do things that don't harm my other co-workers.	3.54	SA	0.56	1.00
the freedom to use my own judgment.	3.38	SA	0.58	1.00
the chance at the job without the feeling that I am cheating anyone.	3.48	SA	0.58	1.00
Factor Mean	3.46	SA		

Legend: 3.26 - 4.00 (Strongly Agree); 2.50 - 3.25 (Agree); 1.76 - 2.50 (Disagree); 1.00 - 1.75 (Strongly Disagree)

Table 9 confirms high levels of job satisfaction ($M=3.46$, SA) among teachers regarding their professional responsibilities and ethical work conditions. Teachers expressed the strongest satisfaction with opportunities to

perform non-harmful work ($M=3.54$) and develop innovative teaching methods ($M=3.52$), aligning with recent findings by Collie (2023) on the importance of ethical autonomy in teacher well-being. Participants reported strong satisfaction with ability-appropriate tasks ($M=3.50$) and conscience-aligned work ($M=3.36$), though the latter showed slightly lower agreement. This pattern supported Judge, Zhang, and Glerum's (2020) research, which demonstrated that role fit and moral congruence significantly affect teacher retention. The moderate rating for guiding colleagues ($M=3.39$) suggested potential areas for improving leadership structures, consistent with Cornillez Jr et al.'s (2021) work on professional collaboration. These findings indicated that while teachers generally found their responsibilities fulfilling, optimizing role alignment and ethical clarity could further enhance job satisfaction. The results contributed to contemporary understanding of how duty structures and moral dimensions influence teacher workplace experiences.

Table 10. *Job Satisfaction in Terms of Community Attachments/Linkages (N=259)*

Statements	Mean	Description	SD	IQR
On my teaching job, this is how I feel about ...				
the chance to have a definite place in the community.	3.51	SA	0.59	1.00
the chance to be of some small service to other people.	3.51	SA	0.57	1.00
the chance to encourage stakeholders' participation in all school-related activities.	3.53	SA	0.55	1.00
the chance to be somebody in the community.	3.46	SA	0.56	1.00
the chance to do the community outreach programs (i.e., linis barangay, coastal clean-up, tree planting).	3.50	SA	0.55	1.00
the chance to help people's concerns in the community.	3.50	SA	0.56	1.00
the school's linkages in the immediate community.	3.54	SA	0.54	1.00
the way my immediate head handles the complaints of some parents in the community.	3.48	SA	0.59	1.00
the pleasantness of the school community towards external stakeholders.	3.51	SA	0.57	1.00
the social position in the community that goes with the job.	3.49	SA	0.57	1.00
Factor Mean	3.50	SA		

Legend: 3.26 – 4.00 (Strongly Agree); 2.50 – 3.25 (Agree); 1.76 – 2.50 (Disagree); 1.00 – 1.75 (Strongly Disagree)

The results in Table 10 demonstrate a strong teacher satisfaction ($M=3.50$, SA) regarding community engagement aspects of their profession. Teachers particularly valued school-community linkages ($M=3.54$) and opportunities to encourage stakeholder participation ($M=3.53$), findings that aligned with recent research by Epstein (2018) on effective school-community partnerships. Participants reported high satisfaction with community service opportunities ($M=3.50$) and social positioning ($M=3.49$), supporting Henderson and Mapp's (2020) conclusions about the importance of teacher-community connections. The slightly lower rating for administrative handling of parent concerns ($M=3.48$) suggested potential areas for improvement in conflict resolution processes, consistent with Akdogan's (2021) work on trust-building in school communities. These findings demonstrated that community attachment significantly contributed to teacher job satisfaction, while highlighting opportunities to strengthen specific aspects of school-community relations.

The Teacher Education Graduates' Perceived Economic Status

Table 11 summarizes teachers' perceived ability to meet various family needs using their teaching income. The overall factor mean of 2.95 indicated that teachers generally felt capable of providing for their families' basic needs. Notably, the highest mean scores were observed for providing income for basic needs (3.12) and maintaining a healthy diet (3.10), suggesting these were priorities that teachers could address. Meanwhile, lower mean scores were observed for supporting extended family (2.75) and affording family vacations (2.69), highlighting areas where teachers felt less financially secure. This pattern reflected the broader socio-economic context in the Philippines, where teacher salaries often sufficed for immediate family needs but did not stretch to cover extended obligations or discretionary spending (Bernardo, 2021). These findings underscore the need for policy measures to improve teachers' financial well-being, particularly by supporting savings, investment, and family welfare beyond basic needs.

Moreover, findings reveal that job satisfaction, particularly in terms of work environment, job responsibilities, and community linkages, was rated as *Strongly Agree*, while economic status assessment and compensation received *Agree*. This suggests that intrinsic factors, such as fulfilling roles, positive workplace dynamics, and strong community engagement, play a more influential role in driving employee satisfaction than financial incentives alone. While compensation contributes meaningfully to morale and stability, it appears to serve more as a supportive element than as the primary source of fulfillment. The results reinforce the existing literature,

highlighting the greater impact of intrinsic motivators over extrinsic rewards on sustaining job satisfaction.

Table 11. *Economic Status Assessment (N=259)*

Statements	Mean	Description	SD	IQR
I am able to...				
provide enough income from my teaching job to cover my family's basic needs.	3.12	A	0.62	0
afford comfortable housing with the income from my teaching job.	3.01	A	0.74	1.00
support my family's healthcare needs with my teaching income.	3.01	A	0.68	0
support my children's education with my teaching salary.	3.06	A	0.71	0
afford recreational activities for my family with my teaching income.	2.93	A	0.70	0.50
support extended family members with my teaching job salary.	2.75	A	0.81	1.00
provide financial security for my family during emergencies with my teaching income.	2.94	A	0.73	0
afford family vacations with the income from my teaching job.	2.69	A	0.77	1.00
pay off debts and loans with my teaching salary.	3.05	A	0.71	0
invest in property or assets with the income from my teaching job.	2.88	A	0.75	1.00
afford necessary home maintenance and repairs with the income from my teaching job.	3.02	A	0.66	0
contribute to my family's savings and investments with my teaching income.	2.84	A	0.74	1.00
finance customary events, such as fiestas and family celebrations, with the income from my teaching job.	3.05	A	0.64	0
maintain a healthy diet for my family with the salary from my teaching job.	3.10	A	0.59	0
support my family's long-term financial planning, such as retirement savings or investment accounts, with the income from my teaching job.	2.79	A	0.75	1.00
reduce my family's stress by providing financial stability through my teaching job.	2.96	A	0.67	0
Factor Mean	2.95	A		

Legend: 3.26 – 4.00 (Strongly Agree); 2.50 – 3.25 (Agree); 1.76 – 2.50 (Disagree); 1.00 – 1.75 (Strongly Disagree)

Correlations Between the Selected Graduate Outcomes and Economic Status

Table 12 presents the Spearman’s rank-order correlations between economic status and selected graduate outcomes among teacher education graduates. The extent of useful skills shows a weak but statistically significant association with economic status. This suggests that graduates who perceive themselves as having acquired more practical and transferable skills tend to report slightly better economic conditions. While the relationship is modest, it is consistent with evidence that skills development contributes to improved labor market outcomes, particularly in terms of employability and earning potential (Jackson & Bridgstock, 2021).

Table 12. *Correlations Between the Selected Graduate Outcomes and Economic Status (N = 259)*

Variables	Spearman's ρ	p-value	Interpretation
Extent of Useful Skills	0.15	.015*	Weak Positive, Significant
Extent of Useful Values	0.17	.006**	Weak Positive, Significant
Job Satisfaction	0.54	< .001***	Moderate Positive, Significant

Legend: p < .05 *, p < .01 **, p < .001 ***

Similarly, the extent of useful values demonstrated a weak but statistically significant positive correlation with economic status. This implies that internalized values such as responsibility, integrity, and professionalism are associated with improved economic well-being. These findings support prior studies highlighting the importance of socio-emotional competencies for workforce success and long-term economic outcomes (Lippman et al., 2015). In the context of teacher education, cultivating such values is linked to professional resilience and may indirectly contribute to financial stability.

In contrast, job satisfaction shows a moderate, highly significant positive correlation with economic status. This result indicates that graduates who report greater job satisfaction are substantially more likely to experience better economic conditions. The strong association between job satisfaction and economic status is consistent with prior research demonstrating that satisfied workers often earn higher incomes and enjoy greater career success (Judge, Zhang, & Glerum, 2020). Specifically, in education, teachers’ job satisfaction has been found to correlate with both intrinsic rewards and financial compensation.

Mediation Model with Direct and Indirect Effects

Before examining how Skills and Work Values influence graduates’ economic outcomes, it was important to determine not only whether these predictors had an effect, but also how these effects occurred. Preliminary

descriptive and correlational analyses suggested meaningful relationships among the variables, particularly the strong association between Job Satisfaction and Economic Status. This pattern raised the possibility that Job Satisfaction may serve as the underlying pathway through which Skills and Values influence economic outcomes. To explore this mechanism, a mediation analysis was conducted to test whether the effects of Skills and Values on Economic Status operate indirectly through graduates' levels of Job Satisfaction.

Prior to fitting the mediation model, preliminary assumption checks were conducted. Inspection of bivariate scatterplots suggested approximately linear relationships among the variables. Multicollinearity was assessed using Variance Inflation Factors (VIF), yielding values of 1.70 for both Skills and Work Values, indicating no multicollinearity concern. The Breusch-Pagan test for heteroscedasticity produced a borderline non-significant result, $BP = 7.74, p = 0.052$, suggesting that any heteroscedasticity present was mild. Since the mediation model was estimated using Maximum Likelihood with bootstrapped standard errors (5,000 resamples), the analysis remained robust to minor deviations from homoscedasticity and normality.

A parallel mediation model was then estimated in lavaan, specifying Skills and Work Values as predictors, Job Satisfaction as the mediator, and Economic Status as the outcome variable. The model achieved perfect fit indices: $\chi^2(0) = 0.00, CFI = 1.00, TLI = 1.00, \text{ and } RMSEA = 0.00$. The perfect fit indices are expected because the model is just-identified. There are zero degrees of freedom, so the model fits the data exactly by definition. Therefore, the fit indices do not provide evidence of model quality in this case, and interpretation should focus on path coefficients and indirect effects instead.

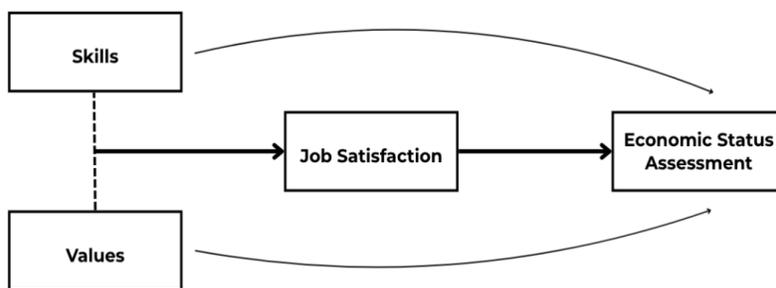


Figure 2. Mediation Model and Direct Effects

Figure 2 illustrates the structural relationships among skills, work values, job satisfaction, and economic status. Both skills and work values emerged as statistically significant predictors of job satisfaction, indicating that graduates who perceive themselves as more competent and who demonstrate stronger workplace values tend to report higher levels of job satisfaction (Skills → Job Satisfaction: $\beta = 0.15, p = .025$; Work Values → Job Satisfaction: $\beta = 0.16, p = .002$). Although these effects are modest, they are consistent with human capital and values-based perspectives, which suggest that competencies and professional dispositions shape how individuals experience their work (Chen et al., 2020; Lippman et al., 2015). Job satisfaction, in turn, exerted a strong, statistically significant effect on economic status ($\beta = 0.63, p < .001$), indicating that graduates who are more satisfied with their jobs are more likely to experience favorable financial and employment-related outcomes. This finding aligns with prior research showing that job satisfaction is closely associated with income, career advancement, and overall economic well-being (Judge, Zhang, & Glerum, 2020)

The model explained approximately 8% of the variance in Job Satisfaction and 37% of the variance in Economic Status, indicating meaningful explanatory power for socio-economic outcomes. This pattern suggests that while job satisfaction is influenced by a range of factors beyond skills and values, it plays a central role in translating educational and work-related attributes into socio-economic outcomes, therefore highlighting the importance of job quality and positive work experiences as key pathways linking educational preparation to economic well-being.

Table 13. *Summary of Indirect and Total Mediation Effects*

Effect Type / Pathway	Estimate	Standard β	Mediation Type
(Indirect) Skills → Job Satisfaction → Economic Status	0.194	.094 *	Full Mediation
(Indirect) Values → Job Satisfaction → Economic Status	0.329	.102 *	Full Mediation
(Total) Skills → Economic Status	- 0.021	- 0.010 ^{ns}	No Direct Effect
(Total) Values → Economic Status	0.297	0.242 ^{ns}	No Direct Effect

As shown in Table 13, further analysis indicates that job satisfaction is the primary mechanism through which skills and work values influence graduates' economic status. Although neither skills nor work values exerted a direct effect on economic outcomes, both contributed meaningfully by influencing job satisfaction. This pattern suggests that competencies and professional values alone are insufficient to improve economic conditions unless they are translated into positive workplace experiences. Similar arguments have been advanced in the literature, which emphasizes that individual attributes yield economic returns only when supported by favorable job conditions and work environments (Judge, Zhang, & Glerum, 2020; Chen et al., 2020).

The absence of direct effects provides evidence of full mediation, underscoring the central role of job satisfaction in linking educational preparation to economic well-being. Rather than acting as direct drivers of economic success, skills and values appear to function as enabling resources whose effects depend on how graduates experience their jobs. Prior research has shown that job satisfaction reflects the extent to which individuals can apply their competencies, feel valued, and perceive alignment between their expectations and workplace realities.

From a broader perspective, these findings suggest that interventions aimed at improving graduates' economic standing may be most effective when they combine skills development with efforts to enhance job quality. While education and training remain essential, their economic impact appears contingent on employment contexts that foster satisfaction through adequate compensation, supportive leadership, and opportunities for professional growth. In this sense, job satisfaction operates as a critical interface between individual preparation and structural opportunity, translating human and social capital into tangible economic outcomes (Lippman et al., 2015).

Conclusion

The Teacher Education Program of Bohol Island State University – Candijay Campus effectively cultivates foundational teaching skills, communication abilities, classroom management strategies, and professional values, thereby fostering high levels of job satisfaction among graduates. Importantly, the findings highlight that while these competencies are critical, they alone do not guarantee economic stability or career mobility. The mediation analysis underscores that professional skills and values exert influence on graduates' economic status only when mediated by job satisfaction, suggesting that supportive and fulfilling work environments are indispensable for translating academic preparation into tangible socioeconomic outcomes. For teacher education institutions, the results call for curricular recalibration to integrate advanced competencies, such as research literacy, data analysis, and evidence-based decision-making, increasingly demanded in contemporary educational landscapes. For policymakers, the uneven labor-market absorption across specializations signals the need for targeted interventions, including discipline-specific workforce planning and stronger linkages between higher education and local school systems. For educational leaders, the findings emphasize the importance of workplace support structures, mentoring programs, and transparent career progression pathways to sustain teacher motivation and retention. The study also opens avenues for longitudinal investigations into how job satisfaction mediates the relationship between competencies and economic outcomes across diverse educational contexts. Future work may also compare institutions or examine the role of systemic factors, such as compensation policies, accreditation standards, and professional development opportunities, in shaping graduates' career trajectories. Ultimately, this study contributes to the broader agenda of strengthening teacher education in the Philippines by affirming that academic preparation must be complemented by institutional, workplace, and policy-level supports. Addressing these dimensions will not only enhance professional fulfillment and economic stability for graduates but also ensure that teacher education programs produce educators capable of driving sustainable improvements in the nation's educational system.

Contributions of Authors

All authors collaboratively contributed to the conception, design, implementation, analysis, and writing of this study. Each author participated in the development of the research framework, data collection and interpretation, and the preparation and revision of the manuscript. All authors reviewed and approved the final version of the paper and agree to be accountable for all aspects of the work.

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Conflict of Interests

The authors declare no conflict of interest.

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