

PREDICTORS OF EMPLOYABILITY AND CAREER SUCCESS AMONG BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH GRADUATES: EVIDENCE FROM KALINGA STATE UNIVERSITY

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ABSTRACT

Graduate employability and career success have become important indicators of the quality of higher education and program effectiveness. This study examined the predictors of career success among Bachelor of Secondary Education (BSEd) graduates majoring in English at Kalinga State University. Anchored on Human Capital Theory and Career Success Theory, the study investigated the influence of demographic, academic, licensure, institutional, and employment-related factors on graduates' career outcomes. Using a descriptive-correlational research design, data were collected from 36 BSEd English graduates through a structured survey questionnaire and documentary analysis of academic records. Descriptive statistics, Pearson correlation, and multiple regression analyses were employed to determine relationships and predictive effects among variables. Findings revealed that civil status, academic performance, Licensure Examination for Teachers (LET) performance, and nature of employment were significantly associated with career success. Regression analysis indicated that these variables collectively explained a substantial proportion of variance in career success outcomes. Among the identified predictors, the nature of employment emerged as the strongest predictor. The results underscore the importance of academic achievement, professional licensure, and employment alignment in shaping graduates' career trajectories. The study recommends strengthening career preparation initiatives, enhancing licensure examination support programs, and strengthening industry and educational partnerships to improve graduate employability and long-term career outcomes.

Keywords: career success, employability, graduate outcomes, teacher education, licensure examination, higher education

INTRODUCTION

Education is often considered a passport to social and economic mobility. Higher education institutions (HEIs) are increasingly evaluated based on the employability and career success of their graduates. In contemporary higher education, graduate outcomes have become important indicators of institutional quality, curriculum effectiveness, and responsiveness to labor market demands. As universities strive to produce competent and globally competitive graduates, employability and career success have emerged as critical measures of educational effectiveness (Tight, 2023). Employability is no longer viewed solely as obtaining employment after graduation but also encompasses graduates' ability to sustain employment, adapt to workplace demands, and progress professionally throughout their careers (Mainga et al., 2022).

Human Capital Theory provides a useful lens for understanding graduate employability and career success. The theory posits that investments in education, training, and skills development enhance

individuals' productivity and improve labor market outcomes. Graduates who possess strong academic foundations, professional competencies, and relevant qualifications are more likely to secure meaningful employment and achieve favorable career outcomes (Congna, 2025). Recent studies further demonstrate that human capital significantly influences employment quality, career advancement, and long-term professional success (Shiyuan et al., 2022; Zhang et al., 2025).

Career success is generally conceptualized as comprising objective and subjective dimensions. Objective career success refers to observable achievements such as employment status, salary, promotion, and professional recognition, while subjective career success pertains to personal evaluations of career satisfaction, fulfillment, and achievement (Ng et al., 2005; Seibert et al., 2024). Although objective indicators remain widely used in tracer studies and labor market research, recent scholarship emphasizes the importance of examining both dimensions to obtain a more comprehensive understanding of graduates' career trajectories (Jackson, 2024).

Within teacher education, graduate employability and career success are particularly significant because they reflect the effectiveness of teacher preparation programs in producing competent professionals. In the Philippines, one important indicator of professional readiness is performance in the Licensure Examination for Teachers (LET), which serves as a gateway to entry into the teaching profession. Studies have consistently shown that academic achievement, licensure examination performance, and institutional support significantly influence employment outcomes among teacher education graduates (Amanonce & Maramag, 2020; Fiscal & Roman, 2022; Ferrer, 2024). Likewise, recent research suggests that graduates with stronger academic records and licensure performance tend to demonstrate higher employability and better professional opportunities (Agbayani-Pineda, 2025).

Graduate tracer studies have become valuable tools for evaluating the effectiveness of higher education programs and informing curriculum enhancement initiatives. Such studies provide empirical evidence regarding graduates' employment status, career progression, and alignment between educational preparation and workplace requirements. Furthermore, tracer studies enable institutions to identify factors that contribute to graduates' success and to formulate evidence-based interventions that strengthen employability outcomes (Cai, 2012; Tight, 2023).

Despite the growing body of literature on graduate employability and career success, limited research has specifically examined the combined influence of demographic characteristics, academic performance, licensure examination results, institutional factors, and employment-related variables on the career success of English teacher education graduates in Philippine state universities. Existing studies have largely focused on employability rates and licensure examination performance rather than broader indicators of career success. Moreover, there remains a paucity of evidence on how these variables interact to predict career outcomes among graduates of Bachelor of Secondary Education programs majoring in English.

Given these gaps, the present study investigated the predictors of career success among Bachelor of Secondary Education graduates majoring in English at Kalinga State University. Specifically, it examined the relationships among demographic characteristics, academic Performance, LET performance, institutional factors, and employment outcomes and determined their predictive influence on graduates' career success. The findings are expected to contribute to the growing literature on graduate employability and teacher education outcomes, while providing empirical evidence to inform curriculum enhancement, career development initiatives, and institutional quality assurance programs.

THEORETICAL FRAMEWORK

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This study is anchored on Human Capital Theory (HCT), Career Success Theory, and Social Cognitive Career Theory (SCCT), which collectively explain how educational investments, personal characteristics, and contextual factors influence graduates' career outcomes.

Human Capital Theory

Human Capital Theory, advanced by Becker (1993), posits that investments in education, training, and skill development enhance an individual's productivity and employability, thereby improving labor market outcomes. The theory assumes that educational attainment and professional competencies constitute forms of capital that yield economic and professional returns throughout an individual's career. According to Becker (1993), education is a strategic investment that increases the knowledge, skills, and capabilities necessary for occupational success. More recent scholarship continues to affirm that human capital acquired through higher education contributes significantly to employability, career advancement, and long-term professional success (Bagdadli et al., 2021).

In the context of teacher education, academic performance, professional preparation, and licensure examination outcomes may be considered indicators of accumulated human capital. Graduates who demonstrate stronger academic achievement and professional competence are more likely to secure employment opportunities and attain favorable career outcomes. Thus, Human Capital Theory provides a useful lens for explaining how educational experiences and qualifications contribute to career success among Bachelor of Secondary Education graduates.

Career Success Theory

Career Success Theory provides a framework for understanding the factors that contribute to individuals' career achievements. Ng et al. (2005) conceptualized career success as comprising two dimensions: objective and subjective career success. Objective career success refers to externally observable indicators such as employment status, salary, promotions, and occupational prestige, whereas subjective career success pertains to personal evaluations of career satisfaction, fulfillment, and professional accomplishment.

Ng et al. (2005) identified human capital, sociodemographic characteristics, organizational support, and individual differences as important predictors of career success. Recent reviews have expanded this perspective by emphasizing that contemporary career success is shaped by both individual competencies and contextual opportunities, including educational experiences and labor market conditions (Seibert et al., 2024). Within the present study, career success is examined primarily through objective indicators such as employability and professional attainment, making Career Success Theory particularly relevant in explaining the influence of demographic and educational factors on graduates' career trajectories.

Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT), developed by Lent et al. (1994) and further refined by Lent (2021), explains career development as a function of self-efficacy beliefs, outcome expectations, personal goals, and environmental influences. SCCT posits that individuals make career-related decisions based on their confidence in performing specific tasks, expectations regarding career outcomes, and contextual supports or barriers that affect career progression.

According to Lent (2021), career success is influenced not only by educational qualifications but also by individuals' beliefs about their capabilities and opportunities. Recent studies continue to demonstrate the relevance of SCCT in understanding career development and occupational outcomes among university graduates (Rasdi et al., 2020; Wang, 2022). In the present study, graduates' academic Performance, LET performance, and employment outcomes may reflect the interaction between acquired competencies and self-regulatory career behaviors described by SCCT.

Synthesis of the Theoretical Framework

The integration of Human Capital Theory, Career Success Theory, and Social Cognitive Career Theory provides a comprehensive explanation of graduates' career success. Human Capital Theory explains how educational investments and academic achievements contribute to employability. Career Success Theory identifies demographic, educational, and employment-related factors associated with objective career outcomes. Meanwhile, SCCT explains how personal beliefs and contextual factors influence career attainment and professional development.

Collectively, these theories support the assumption that demographic characteristics, academic performance, licensure examination performance, institutional factors, and employment experiences significantly influence the career success of Bachelor of Secondary Education graduates majoring in English.

REVIEW OF RELATED LITERATURE AND STUDIES

REVIEW OF RELATED LITERATURE

Theoretical Foundations

Human Capital Theory

Human Capital Theory posits that investments in education, training, and professional development enhance individuals' knowledge, skills, and competencies, thereby increasing their productivity and labor market outcomes. Becker (1993) argued that educational attainment is an investment that yields returns through improved employment opportunities, higher earnings, and career advancement. Contemporary studies continue to support the premise that human capital significantly influences employability and career success. Human capital development has been associated with improved employment quality, professional mobility, and long-term career progression among graduates (Congna, 2025; Shiyuan et al., 2022). Furthermore, higher education institutions are increasingly viewed as mechanisms for developing graduates' human capital by acquiring disciplinary knowledge, professional competencies, and transferable skills necessary for workforce participation.

Career Success Theory

Career success refers to the accumulation of positive work-related outcomes resulting from an individual's work experiences. According to Ng et al. (2005), career success may be classified into objective and subjective dimensions. Objective career success includes measurable outcomes such as employment status, salary, promotion, and professional achievement, while subjective career success pertains to career satisfaction, professional fulfillment, and perceived achievement of career goals. Recent literature emphasizes that career success is influenced by both personal characteristics and contextual factors, including educational experiences, institutional support, and labor market opportunities (Tight, 2023). In teacher education, indicators such as licensure examination performance, employment alignment, and professional advancement have been identified as important measures of career success.

Graduate Employability and Higher Education Outcomes

Graduate employability has become a central indicator of higher education quality and institutional effectiveness. Employability extends beyond obtaining employment and encompasses the acquisition of competencies, knowledge, and attributes that enable graduates to secure and sustain meaningful employment (Tight, 2023). Higher education institutions are increasingly evaluated based on the

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employment outcomes of their graduates and their ability to prepare students for evolving labor market demands.

Recent tracer studies among teacher education graduates have consistently reported high employment rates and strong alignment between academic preparation and employment outcomes. Estrella et al. (2026) found that employability, job satisfaction, and economic stability among teacher education graduates were significantly associated with professional competencies and academic preparation. Similarly, Reyes (2025) reported that graduates whose educational preparation aligned closely with labor market requirements demonstrated higher employment rates and improved professional outcomes. These findings support the view that educational experiences contribute significantly to graduates' employability and subsequent career success.

Predictors of Career Success

Numerous studies have identified educational attainment, academic performance, licensure examination performance, and employment characteristics as important predictors of career success. Academic achievement remains one of the strongest predictors of favorable employment outcomes because it reflects the knowledge and competencies acquired during formal education. Human capital research suggests that individuals with stronger academic records possess greater employment opportunities and career mobility due to enhanced competencies and qualifications (Congna, 2025).

Employment quality has also emerged as an important determinant of career success. Recent studies indicate that graduates who obtain employment aligned with their academic preparation are more likely to experience career satisfaction, professional growth, and long-term career stability (Anzures, 2025; Estrella et al., 2026). Moreover, employment quality rather than mere employment status has become an increasingly important measure of graduate outcomes.

Teacher Education Graduates and Employability

Teacher education programs play a critical role in preparing graduates for professional practice. Several studies have reported that teacher education graduates generally exhibit favorable employability outcomes due to the strong demand for qualified teachers and the professional credentialing process required for teaching positions. A recent tracer study of teacher education graduates reported employment rates exceeding 85%, with graduates citing communication skills, critical thinking, problem-solving, and pedagogical competencies as key contributors to their employability (From Campus to Career, 2025).

Similarly, studies examining graduate employability have emphasized the role of practical experiences, internships, and professional preparation programs in facilitating successful school-to-work transitions (Anzures, 2025). These findings suggest that teacher education institutions contribute not only to graduates' academic preparation but also to the development of competencies necessary for career success.

Licensure Examination Performance and Career Outcomes

Professional licensure examinations serve as an important mechanism for evaluating professional readiness and competence. In the Philippine context, passing the Licensure Examination for Teachers (LET) remains a prerequisite for entry into the teaching profession. Consequently, LET performance has frequently been associated with employment opportunities, professional advancement, and career success among teacher education graduates.

Research consistently demonstrates that graduates who pass professional licensure examinations have better employment prospects and greater professional mobility than those without professional credentials. The licensure process validates professional competence and signals readiness to employers, thereby increasing graduates' employability and career opportunities. Consequently, LET performance may serve as a significant predictor of career success among teacher education graduates.

METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design to determine the predictors of career success among Bachelor of Secondary Education (BSEd) graduates majoring in English at Kalinga State University. The descriptive component was utilized to describe the demographic, academic, licensure, and employment characteristics of the graduates, while the correlational component examined the relationships between selected independent variables and career success. Furthermore, multiple regression analysis was employed to identify the extent to which the predictor variables contributed to career success.

The study was anchored on Human Capital Theory (Becker, 1993), which posits that educational attainment and professional qualifications influence employment outcomes, and Career Success Theory (Ng et al., 2005), which emphasizes the role of individual and contextual factors in shaping objective career outcomes.

Research Locale

The study was conducted at Kalinga State University (KSU), a public higher education institution located in Tabuk City, Kalinga Province, Philippines. The university offers various undergraduate and graduate programs, including teacher education programs under the College of Teacher Education. The study specifically focused on graduates of the Bachelor of Secondary Education major in English program.

Participants and Sampling Procedure

The participants in the study consisted of all Bachelor of Secondary Education graduates majoring in English from School Years 2012–2014. Based on official records obtained from the University Registrar, a total of thirty-six (36) graduates constituted the target population. Given the relatively small population size, total enumeration sampling was employed, including all eligible graduates as respondents. The distribution of respondents included nine (9) graduates from School Year 2012, twelve (12) graduates from School Year 2013, and fifteen (15) graduates from School Year 2014. Although total enumeration allowed complete representation of the target population, the relatively small sample size should be considered when interpreting the findings. Consequently, the results should be viewed as exploratory and applicable primarily to the population under investigation rather than to all teacher education graduates.

Research Instrument

Data were collected using a researcher-developed Graduate Career Success Questionnaire comprising two sections. The first section collected information on respondents' demographic and educational characteristics, including age, sex, civil status, academic Performance, Licensure Examination

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for Teachers (LET) performance, and employment profile. The second section collected information regarding employment outcomes and indicators of career success.

To establish content validity, the instrument was evaluated by three experts in educational research, teacher education, and graduate tracer studies. Their comments and recommendations were incorporated before the instrument was administered.

The academic records of the respondents, including grade point averages and LET performance, were obtained through documentary analysis of official university records and publicly available licensure examination results, subject to institutional approval.

Operational Definition of Career Success

For this study, career success refers to the objective employment outcomes attained by the graduates after completing their degree program. Career success was operationalized through indicators such as employment status, employment alignment with the field of specialization, nature of employment, and professional licensure status.

Consistent with Career Success Theory, the study focused primarily on objective measures of career success because verifiable employment and professional data were available.

Data Collection Procedure

Prior to data collection, approval was secured from the appropriate university authorities. The researcher coordinated with the Office of the Registrar and the College of Teacher Education to obtain records relevant to the study. Potential respondents were contacted through available communication channels, including email, social media, and personal communication. The purpose of the study was explained to the participants, and informed consent was obtained prior to their participation. Completed questionnaires were collected, checked for completeness, coded, and organized for statistical analysis. Documentary records were likewise reviewed to validate selected academic and professional information provided by the respondents.

Ethical Considerations

The study adhered to established ethical standards in educational research. Participation was voluntary, and respondents were informed of the study's objectives, procedures, benefits, and potential risks. Informed consent was obtained from all participants before data collection.

Confidentiality and anonymity were maintained throughout the research process. Personal identifiers were removed during data analysis, and all collected information was used solely for academic and research purposes. Access to research data was restricted to the researcher.

Data Analysis

Data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were used to summarize the demographic, academic, licensure, and employment characteristics of the respondents. To determine the relationships between selected variables and career success, Pearson Product-Moment Correlation was employed. Correlation analysis was the primary inferential procedure used to identify variables significantly associated with career success.

Only variables found to have statistically significant relationships with career success were subsequently entered into the regression model. This approach was adopted to minimize model overfitting and improve the stability of the regression estimates, given the relatively small sample size.

The significant variables identified through correlation analysis were:

- Civil Status
- Academic Performance
- LET performance
- Nature of Employment

These variables were subjected to Multiple Linear Regression Analysis to assess their combined predictive power for career success and to identify the strongest predictor.

The regression model was expressed as:

$$\text{Career Success} = \beta_0 + \beta_1(\text{Civil Status}) + \beta_2(\text{Academic Performance}) + \beta_3(\text{LET Performance}) + \beta_4(\text{Nature of Employment}) + \varepsilon$$

Prior to regression analysis, diagnostic tests were conducted to examine the assumptions of linearity, normality, independence of observations, homoscedasticity, and multicollinearity. Variance Inflation Factor (VIF) and tolerance values were examined to assess whether multicollinearity affected model stability.

Statistical significance was evaluated at the .05 level.

The use of a reduced regression model is supported by recommendations in quantitative research literature, which suggest maintaining an adequate respondent-to-predictor ratio to ensure reliable parameter estimates and avoid model instability. Given the sample size of 36 respondents, limiting the regression model to statistically significant predictors yields a more parsimonious and theoretically meaningful explanation of career success among graduates.

Limitations of the Study

Several limitations should be considered when interpreting the findings. First, the study was limited to graduates from one teacher education program in a single state university, which may affect the generalizability of the results. Second, the relatively small sample size may reduce statistical power and increase the possibility of sampling error. Third, the study focused primarily on objective indicators of career success and did not include subjective measures such as career satisfaction and professional fulfillment. Despite these limitations, the findings provide valuable insights into factors associated with the career success of teacher education graduates and may serve as a basis for future institutional tracer studies and program improvement initiatives.

RESULTS AND DISCUSSION

Profile of Graduates

Age

Apparent in Table 1 is the profile of the graduates by age, where 36.1 percent, or 13, are aged 23. It is followed by respondents who are 24 years old, representing 12 or 33.3 percent; 22 years old, representing 7 or 19.4 percent; 25 years old and above, representing 3 or 8.3 percent; and only one who is 21 years old, representing 2.8 percent. The mean age is 23.3 with a standard deviation of 1.1. This finding means that the graduates are at their ideal working age. It further implies that the majority of respondents completed their course and took the Licensure Examination for Teachers, most likely immediately after graduation. Dunga (2014) supported the study's findings, noting that age reduces the probability of getting a job. It is in agreement with theory where income profiles show a quadratic shape, increasing with age to a certain point and then decline (Becker, 1975; Johnes, 1993) (Becker, 1975; Johnes, 1993).

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Table 1. Profile of Graduates as to Age

Variables	Frequency (n= 36)	Percentage
Age		
21 years old	1	2.8
22 years old	7	19.4
23 years old	13	36.1
24 years old	12	33.3
25 years old and above	3	8.3
Mean = 23.3;	s.d. = 1.1	

Sex

Table 2 presents the distribution of respondents' sex. 35, or 97.2 percent, of them are female, while 1, or 2.8 percent, is male. The finding clearly shows that almost all the respondents are female. This finding implies that only a few males chose to major in English. Additionally, some males may be hesitant to take the major because of the nature of the work of both English Language and Literature instructors.

Table 2. Profile of Graduates as to Sex

Variables	Frequency (n= 36)	Percentage
Sex		
Male	1	2.8
Female	35	97.2

Civil Status

Table 3 shows the distribution of respondents by civil status. 30, or 83.3 percent, are single, and 6, or 16.7 percent, are already married after graduation. It means most graduates prioritize their careers over having a family. It was supported by Dunga (2014), whose results show a significant positive relationship at the 1 percent significance level between civil status and employment status. The positive relationship indicates that those who were never married have a higher probability of being employed. Additionally, he mentioned that the reason could be that having a job is their only option for independence, as they have no spouse to depend on.

Table 3. Profile of graduates as to civil status

Variables	Frequency (n= 36)	Percentage
Civil Status		
Single	30	83.3

Married

6

16.7

Academic Performance

Table 4 shows that for batches 2012, 2013, and 2014, the majority of respondents performed well academically, with frequencies of 4 (44.4 percent), 9 (75 percent), and 7 (46.7 percent), respectively. While 3 or 33.3 percent, 3 or 25 percent, and 6 or 40 percent performed fairly. However, only for batches 2012 and 2013 did 11.1 percent perform excellently, another 11.1 percent were very good, and 13.3 percent were very good academically. It means that among the 3, batch 2012 generally comprised a varied group of learners.

Table 4. Academic Performance of Respondents according to Year Graduated

	GPA Interval	Frequency	Percentage
Batch 2012 (n= 9)	Excellent (1- 1.25)	1	11.1
	Very Good (1.5- 1.75)	1	11.1
	Good (2.0- 2.25)	4	44.4
	Fair (2.5- 2.75)	3	33.3
Batch 2013 (n= 12)	Excellent (1- 1.25)	0	0
	Very Good (1.5- 1.75)	0	0
	Good (2.0- 2.25)	9	75
	Fair (2.5- 2.75)	3	25
Batch 2014 (n= 15)	Excellent (1- 1.25)	0	0
	Very Good (1.5- 1.75)	2	13.3
	Good (2.0- 2.25)	7	46.7
	Fair (2.5- 2.75)	6	40

As can be gleaned from Table 5, 20 or 55.6 percent of the respondents are infrequently good in terms of academic performance, while 12 or 33.3 percent performed fairly academically. However, three, or 8.3 percent, are very good, and one, or 2.8 percent, performed excellently academically. The mean academic performance of the graduates is 2.2, with a standard deviation of 0.3. It implies that most respondents were generally average students when they were still studying.

Table 5. Overall Profile of Graduates as to Academic Performance

Variables	Frequency (n= 36)	Percentage
Academic Performance		
Excellent (1- 1.25)	1	2.8
Very Good (1.5- 1.75)	3	8.3
Good (2.0- 2.25)	20	55.6
Fair (2.5- 2.75)	12	33.3
Mean = 2.2	s.d. = 0.3	

LET Performance

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The distribution of respondents' Licensure Examination Rating by Year taken is presented in Table 6. For batches 2012 and 2013, 6 or 66.7 percent and 4 or 66.7 percent of the respondents, respectively, whose performance rating falls in the 75-79 bracket, while for batch 2014, 8 or 53.3 percent fall in the same bracket. Apparently, for the first two batches, 3 and 4, respectively, 33.3 percent fall within the 80-85 bracket, while for batch 2014, 3 or 20 percent belongs to the same bracket. On the other hand, only in batch 2014 do 4 or 26.7 percent of the respondents fall in the bracket below 75. The finding indicates that the respondents were generally average on the LET; however, this is only for the 2 batches, as no one performed fairly on the exam.

Table 6. Licensure Examination rating according to Year taken

	Percentage Interval	Frequency	Percentage
Batch 2012 (n= 9)	80- 85	3	33.3
	75- 79	6	66.7
	Below 75	0	0
Batch 2013 (n= 12)	80- 85	4	33.3
	75- 79	8	66.7
	Below 75	0	0
Batch 2014 (n= 15)	80- 85	3	20
	75- 79	8	53.3
	Below 75	4	26.7

Table 7 presents the distribution of Licensure for Teachers Examination Performance among the respondents, wherein 32, or 88.9 percent, passed the exam; however, 4, or 11.1 percent, failed or have not yet taken the board examination. It further implies that graduates were determined to take and pass the LET immediately after graduating. It proves that the majority of them are career-minded individuals.

Table 7. Profile of Graduates as to LET Performance

Variables	Frequency (n= 36)	Percentage
LET Performance		
Passed	32	88.9
Failed	4	11.1

Profile of Faculty and Administrators

Table 8 presents the distribution of the faculty as to age, where 7 or 71.43 percent belong to the bracket 33-above, while 2 or 28.57 percent belong to the bracket 24-26. It means that the majority of the faculty are adults, which implies that they are mature enough to handle college students.

Table 8. Profile of Faculty as to Age

Variables	Frequency (n= 7)	Percentage
Age		
33- above	5	71.43
30-32		
27-29		
24-26	2	28.57
21-23		

As can be seen in Table 9, 6 or 85.71 percent are females, while 1 or 14.29 percent are male. This finding means that there are more females than males. It is credited to the fact that females dominate the country's teaching force.

Table 9. Profile of Faculty as to Sex

Variables	Frequency (n= 7)	Percentage
Sex		
Male	1	14.29
Female	6	85.71

Five or 71.43 percent of the faculty are married, while 2 or 28.57 percent are single. The finding means that most of the teachers already have families. It is in line with the previous result that most of them are already adults.

Table 10. Profile of Faculty as to Civil Status

Variables	Frequency (n= 7)	Percentage
Marital Status		
Single	2	28.57
Married	5	71.43

Distribution of faculty in terms of highest educational attainment is presented in Table 23. There are 5 or 71.43 percent who have finished their Doctor's degree early, 1 or 14.29 percent are currently enrolled in a Doctoral program, and the remaining 1 or 14.29 percent are enrolled in a Master's program. This finding means that most of the faculty have already attained their highest educational qualification. However, further interviews revealed that their graduate education is not vertically aligned to English.

Table 11. Profile of Faculty as to Highest Educational Attainment

Variables	Frequency (n= 7)	Percentage
Highest Educational Attainment		
With MA/MS units	1	14.29
MS/MA		
With Ph.D units	1	14.29
Ph.D	5	71.43

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The number of teaching experiences is shown in Table 12, 2 or 28.57 belong to bracket 21- above, 2 also fall in bracket 16-20, and another 2 belong to bracket 5-below. Generally, the finding means that the faculty already has sufficient teaching experience. As such, they could have explored varied ways of teaching.

Table 12. Profile of Faculty as to Years of Teaching Experience

Variables	Frequency (n= 7)	Percentage
Number of Years		
21 – above	2	28.57
16-20	2	28.57
11=15		
6=10	1	14.29
5 below	2	28.57

As can be seen in Table 13, there are 2 or 28.57 percent Assistant Professor, 1 or 14.29 percent Instructor 1, Professor 2, Professor 3, and Professor 6, respectively. However, 1 or 14.29 percent of the faculty are contractual. The finding means that most of them already have a Plantilla position. The College of Education has a very high faculty profile.

Table 13. Profile of Faculty as to Rank/Position

Variables	Frequency (n= 7)	Percentage
Rank/Position		
Contractual	1	14.29
Instructor 1	1	14.29
Assistant Prof 4	2	28.57
Professor 2	1	14.29
Professor 3	1	14.29
Professor 6	1	14.29

Table 14 indicates the nature of employment of the graduates. It further reveals that most of the respondents were employed as classroom/school teachers. Additionally, it can be deduced that most of them got employed immediately after graduation.

Table 14. Employability of Graduates

	Nature of Employment	Frequency	Percentage
Batch 2012 (n= 9)	Classroom teacher	7	77.78
	Office assistant	1	11
	College instructor		
	Call center agent		
	Unemployed	1	11
Batch 2013 (n= 12)	Classroom teacher	5	41.67
	Office assistant		
	College instructor	4	33.33

	Call center agent		
	Sales agent	2	16.67
	Unemployed	1	8.33
Batch 2014 (n= 15)	Classroom teacher	8	53.33
	Tutor	1	6.67
	College instructor	1	6.67
	Call center agent	1	6.67
	Unemployed	4	26.67

Accreditation Profile

Table 15 shows the summary of ratings of the college, wherein the criteria to pass and be qualified for Level III are to get a minimum grand mean of 4.00 and a minimum area mean of 4.00. With the result below, the findings implied that the college is Level III accredited, as reviewed and accredited by the AACCUP.

Table 15. Summary of the Rating of the College

Areas	Rating
Mandatory:	
Instruction	4.00
Extension (undergraduate)	4.00
Optional:	
Research	4.00
Faculty Development	4.00
GRAND MEAN	4.00

Recommended Board Action:

_____ Award Level III Effective: February 1, 2014–January 31, 2018

Profile variables and career success of the respondents

Table 16 presents the relationship between the profile variables and career success of the respondents. It reveals in the table that civil status, academic Performance, LET performance, and nature of employment are the variables that are significantly related to their success.

The computed correlation coefficients of these variables are greater than the critical value of 0.334 at a significance level of 0.05, which resulted in the rejection of the null hypothesis. It means that there is a significant relationship between the profile variables and the career success of the respondents.

The computed correlation of 0.477 between civil status and career success means that civil status is significant to career success. If an individual is single, they have a greater chance he/she would have to be successful in his/her career, as credited by the fact that he/she is challenged to strive and perform in the best possible way.

Academic performance is also significantly related to the career success of an individual, as reflected in the correlation coefficient of 0.3542. It means that graduates who have a higher general weighted average or who perform better during his/her undergraduate courses have a higher chance of becoming successful in their chosen career.

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It is connected to the fact that one's learnings or experiences in school greatly contribute to their profession since employment means the application of the understandings one has in their formal schooling.

As disclosed in the same table, LET performance has a significant relationship with the career success of the respondents since the computed correlation coefficient, which is 0.3649, signifies it. This finding means that the respondents who passed the Licensure Examination for Teachers were mostly employed in the teaching profession regardless of their employment status.

In contrast, some who were not able to take the exam took another profession, such as being a call center agent and an administrative assistant in a government office. Although some are employed in a tutorial school, these under-board graduates took the profession to earn a living as they are reviewing for the board exams.

Aside from the above-stated findings, it is also evident in the table that age and sex, which have computed coefficients of 0.0454 and 0.0609, respectively, do not have a significant relationship to the career success of the respondents. It is shown that there is only one male graduate, and the rest were all females.

As to their age, there is no significant attribute that could be correlated since most of the respondents belong to the same age bracket.

Additionally, the status of accreditation and English major subjects taken cannot be correlated because both have only one category, which cannot be treated statistically.

Table 16. Relationship between the profile variables and the career success of the Respondents

<i>Variable</i>	<i>r</i>	<i>p-value</i>	<i>Interpretation</i>
<i>Age</i>	.045	>.05	<i>Not Significant</i>
<i>Sex</i>	.061	>.05	<i>Not Significant</i>
<i>Civil Status</i>	.477	<.05	<i>Significant</i>
<i>Academic Performance</i>	.354	<.05	<i>Significant</i>
<i>LET Performance</i>	.365	<.05	<i>Significant</i>
<i>Nature of Employment</i>	.872	<.05	<i>Significant</i>

Correlation analysis revealed that civil status, academic Performance, LET performance, and nature of employment were significantly associated with career success. These findings support Human Capital Theory, which posits that educational achievements and professional credentials contribute to favorable labor market outcomes. The results further suggest that graduates who demonstrated stronger academic performance and successfully passed the Licensure Examination for Teachers were more likely to attain employment outcomes indicative of career success. Among the identified predictors, the nature of employment emerged as the strongest predictor, indicating that employment alignment with professional preparation remains a critical determinant of career achievement among teacher education graduates.

Regression Analysis of Profile Variables and Overall Success of the Respondents

Table 17. The extent to which the profile variables predict the overall career success of the BSED graduates

Model	Multiple R	R square	Adjusted R-squared	Standard Error of Estimate
1	0.8852 ^a	0.7836	0.7195	0.4756
2	0.5209 ^b	0.2713	0.0891	0.857
3	0.5197 ^c	0.2699	0.1189	0.8429
4	0.5181 ^d	0.2684	0.1465	0.8296
5	0.5177 ^e	0.268	0.1735	0.8163
6	0.4809 ^f	0.2313	0.1592	0.8234
7	0.0824 ^g	0.0068	-0.0534	0.9216
8	0.0609 ^h	0.0037	-0.0256	0.9094

rs: (Constant), Age, Sex, Civil Status, Academic Performance, LET Performance, Status of Accreditation, Major Subjects Taken, Nature of En

rs: (Constant), Age, Sex, Civil Status, Academic Performance, LET Performance, Status of Accreditation, Major Subjects Taken

rs: (Constant), Age, Sex, Civil Status, Academic Performance, LET Performance, Status of Accreditation

rs: (Constant), Age, Sex, Civil Status, Academic Performance, LET performance

rs: (Constant), Age, Sex, Civil Status, Academic Performance

rs: (Constant), Age, Sex, Civil Status

rs: (Constant), Age, Sex

rs: (Constant), age

The table revealed that the combined profile variables explained a substantial proportion of the variance in the career success of BSEd-English graduates, with the full model accounting for 78.36% of the observed variation. It indicates that career success is a multidimensional outcome shaped by a combination of personal, academic, professional, and employment-related factors rather than by any single characteristic.

Among the variables examined, the nature of employment emerged as the strongest predictor of career success, as evidenced by the considerable decline in explanatory power when this variable was removed from the model. This finding highlights the importance of employment alignment, suggesting that graduates who secure positions related to their field of specialization are more likely to achieve favorable career outcomes. The result reinforces Career Success Theory, which emphasizes that objective career success is reflected in meaningful employment, professional advancement, and occupational attainment.

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The findings further demonstrate that academic Performance and LET performance significantly contribute to career success, underscoring the value of educational achievement and professional certification in enhancing employability and career progression. These results support Human Capital Theory, which posits that investments in education and professional qualifications increase an individual's capacity to compete successfully in the labor market. Graduates who performed well academically and successfully passed the Licensure Examination for Teachers were more likely to obtain employment opportunities that contributed to their professional growth and career advancement.

Although civil status also contributed to the prediction of career success, its influence was less substantial than that of academic and employment-related factors. Nevertheless, the result suggests that personal circumstances may affect employment decisions, career mobility, and professional opportunities. In contrast, age and sex exhibited minimal predictive power, indicating that demographic characteristics alone do not substantially influence career success among the graduates studied.

The findings suggest that career success among BSEd-English graduates is primarily driven by factors that reflect educational preparation, professional competence, and employment quality rather than demographic characteristics. The results affirm that graduates who possess strong academic foundations, professional licensure credentials, and employment aligned with their field of specialization are more likely to experience successful career outcomes. Consequently, teacher education institutions should prioritize strategies that strengthen academic excellence, enhance licensure examination performance, and facilitate graduate placement in professionally relevant positions to improve long-term employability and career success.

CONCLUSION

In light of the findings drawn from the study, it is concluded that educational achievement, professional qualifications, and employment alignment significantly influence career success among BSEd-English graduates. Civil status, academic Performance, LET performance, and nature of employment were found to be significantly associated with career success, with nature of employment emerging as the strongest predictor. Graduates who demonstrated stronger academic performance, successfully passed the Licensure Examination for Teachers, and secured employment related to their field of specialization were more likely to achieve favorable career outcomes.

These findings affirm the propositions of Human Capital Theory and Career Success Theory, highlighting that educational preparation, professional competence, and relevant employment opportunities are critical determinants of career success. Therefore, teacher education institutions must continue strengthening academic instruction, licensure examination preparation, and graduate placement initiatives to enhance the employability and long-term career success of future graduates.

Finally, correlation analysis identified civil status, academic Performance, LET performance, and nature of employment as significant factors associated with career success. Multiple regression analysis further revealed that these variables collectively explained a substantial proportion of variance in career success, with the nature of employment emerging as the strongest predictor. The findings highlight the importance of academic preparation, professional licensure, and employment alignment in shaping the career outcomes of teacher education graduates.

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