

## Research Article

### Employability Of Social Studies Education Graduate Respondents Of President Ramon Magsaysay State University, Castillejos Campus

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#### ABSTRACT

Focusing on the employability and competencies of Social Studies Education graduates of President Ramon Magsaysay State University (PRMSU) Castillejos Campus, this study responds to a pertinent research need which will determine if skills acquired in college reflect job performance. In particular, it explored demographic profile, skill competencies, non-employability factors, and graduates' perception of differences based on key socio-demographic characteristics. The study employed a quantitative-descriptive approach and utilised an instrument in the form of a questionnaire to obtain data on which technical, interpersonal, communication, and critical skills, career development, psychological-social effects, and skill shortages impact employment outcomes. The results show that young, female LET passers from low-income households dominate the graduates; while most are underemployed, they quickly find jobs as teachers and strongly believe in the relevance of interpersonal, technical, and communication competencies (albeit recognizing critical skill deficits). The results indicate differences in perceptions of the skills deemed critical based on eligibility and work location, but no other demographic variables (i.e., degree type or academic program beyond accreditation status) impacted perceived communication, interpersonal or technical competencies. In response to the identified gaps, this study proposed an intervention programme consisting of specialized workshops and professional development technical training. Such measures may potentially improve graduates' employability, build professional resilience, and produce equitable skill development across disparate workplace settings to bolster long-term career growth as well as quality improvements from educational institutes..

**Keywords:** *Employability, graduates, intervention, underemployment*

#### Introduction

Suhi et al. (Khanum, 2022) and Nasrin Farjana (2022) conducted similar studies where they found that teaching careers were less

appealing to older students and males while social studies students showed greater interest in pursuing a career in teaching. Additionally, students' socio-economic situation as well as

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the level of their education, jobs and work motivations had an important impact on how they approached careers. The global demand for specific competencies and know-how requires universities to revise their curricula, integrating spotless theoretical knowledge with practical-based information. More job opportunities will be available to university graduates (Jackson et al., 2025). Those graduates with jobs thought their employment did not align with what they had studied and done in school. Those who were more confident in their careers, had more social support and were better able to navigate their own careers tended to fare best. These resources were all interconnected in impactful ways. In boosting employability, universities need to take a holistic approach, covering a range of career resources from the start of students degree.

A study by Longxiang et al. (2024), factors related to personal, behavioural and environment largely influence university students' perceptions of their employability. Previous studies have differed over some details. They include demographics, dimensions of personality traits, engagement with work career, political skills and job market. These areas need further investigation. The study also demonstrates that it matters when university students feel confident about landing a job despite market challenges. It supports the applicability of Career Construction Theory to the investigation of perceived employability among university students. It also deepens researchers' knowledge of changes in perceived employability before and after the pandemic.

Graduates' employability is a very important measure for evaluating a university's success in preparing students to get into the field. President Ramon Magsaysay State University Castillejos Campus, home to future leaders of the country through their courses especially in social studies, has been producing academic excellence but previously expected that these graduates will be the answer for developing this nation. The study will focus on the PRMSU Castillejos Campus Social Studies graduates' employability, 2014- 2025.

## **Materials and Methods**

The researcher will use a quantitative descriptive research design to examine the association between two or more variables. This will be used to determine the employability of social studies education graduate respondents of President Ramon Magsaysay State University, Castillejos Campus. The survey design will be considered most fitting for the behavioral sciences, as it seeks to collect data on the determinants of behavior. (Khan & Khan, 2005). This makes the survey an appropriate study design for use in the domain of behavioral sciences.

In the descriptive survey design, a researcher can study variables in their natural state. Description Survey A descriptive survey is a technique that, as defined by Mugenda and Mugenda (2008), "systematically and exactly describes the characteristic or behavior of a particular group." This technique is applied within the research framework.

## **Respondents and Location**

The participants of the study are 136 selected graduates of PRMSU-Castillejos Campus for School year 2014 to School year 2025. The total population is 136; therefore, the sample population to be used will be 102 using Yamane's formula.

The sampling rate of almost all categories was exactly three-quarters (i.e., 75% with regard to total frequency) and aggregated to the complete amount of 136 graduates, from which a sample of 102 was chosen. This indicates a generic strategy by batches, including batchers that data are collected on even parts of each sample. outputs. The distribution is then explained in a percentage column that represents how each year contributes to the overall study, where in total 100%.

## **The Instrument**

The primary instrument for data collection for the current study is a survey questionnaire adapted from Deped Order No. 2, s. 2015, and

The above questions asked in this questionnaire will be part of our research. A researcher will create a questionnaire that will be used in gathering data to explore and identify the employability of social studies

education graduate respondents of President Ramon Magsaysay State University, Castillejos Campus. The questionnaire will have 4 parts. Part 1: profile of respondents (graduates) and Part 2: employment status of graduates. The graduates' obtained competences questionnaires are part of the Part 3. The fourth part includes questions regarding the factors influencing non-employability of graduates.

### Data Collection

Data Gather this, the initial step was to furnish a formal request letter addressed to schools Division Superintendent, DepEd Division of Zambales as well as other employer have in service to the almighty graduate permit from them for the study. After approval is obtained, another letter will be prepared to the respective School Heads/employers in order to solicit their cooperation for the distribution of the survey questionnaire. The instrument will be directly distributed and collected by the researcher on February 20, 2026. The respondents will be clearly informed of the aims of the study, provided enough time to complete the survey, and guaranteed that their responses will remain private.

### Data Analysis

The researcher will use a quantitative approach in data analysis. Then, after gathering the data, it was sorted. The data were collated, reviewed and analyzed to solve the critical question.

Table will be provided for all information obtained with survey questionnaire, which is to be analyzed and interpreted. Data was analyzed by Statistical Package for Social Sciences (SPSS) version 24, and results will be calculated using the following statistical methods.

The researcher who examined the data utilized the statistical methods below.

The core of these tools was to examine data and decide whether it was accurate or not. The researcher will first also be performing an Analysis of Variance test to see if there are any statistically significant differences between their perception on the impact of gaming and social media on senior high school students' cry me perception. The analysis will be conducted by the researcher using SPSS version

24, a statistical software package. It will also report how often each variable's indicator received replies and employ percentages showing how many people replied in accordance with those responses. Using the weighted mean will determine the overall perception of specifically graduates. A Likert scale is a common format for measuring attitudes in the social sciences, and this would provide data on each of these perceptions. Finally, an analysis of variance will be conducted.

### Result and Discussion

#### Profile of Respondents

The frequency and percentage distribution of the respondents' profiles of age, sex, civil status, educational attainment, current licensure status, years in service, monthly income after graduation, and work location.

#### Age

Based on the table, of the one hundred two (102) graduate-respondents from President Ramon Magsaysay State University (PRMSU) Castillejos Campus who are taking Social Studies Education, most were within the age range of 26-35 years old with fifty four (54) or 52.90% followed twenty eight(28) or 27.50% whose age ranged from 36-45 years old, eighteen (18) or 17.60%, will belong under the age range of below to 25; and two(2), equivalent of, 2.00% with level underage equals to OR greater than forty-six (46).

The mean age of respondents ranged from 32.31 or 32 years old according to the computations. The results suggest that the respondents are young adults.

This implies that although the largest group is early adulthood stage, thus those pursuing graduate studies are for the most part relatively young learners compared to other fields with a computed mean age. If so, this demographic trend indicates that many teachers make the decision to pursue professional development early in their careers, typically just after completing an undergraduate degree or a few years into the profession. In real academic life, young teachers usually go to universities for graduate studies because of the mandatory work-related degree their profession demands in order to

secure upward mobility and longevity in education. Many novice educators continue to pursue advanced studies, while concurrently developing their teaching proficiencies in schools and bridging the gaps between theoretical knowledge learned in graduate courses with the practice of their classroom experiences. The relatively young age of their association also indicates an increasing focus on professional credentials in the education sector, with teachers understanding the impact that postgraduate qualifications can have on improving teaching abilities, leadership roles and eligibility for upper echelon positions. At many schools, we find ourselves in the presence of an entire class of these teachers entering graduate education classes together – highly motivated, early-career professionals trying to balance teaching how-to with guaranteed slices of continuing education and service.

Similar patterns have been reported in recent research that has explored the demographic profile of students across education and graduate learners. Castulo, Marasigan, and Buenaventura (2025) found that graduate students in education programs for becoming professionals are often early-career individuals motivated by professional advancement: they seek to acquire skills and advanced degrees. Similarly, Agbayani and Paglinawan (2025) found that graduate students are often working individuals who are at an early stage in their careers, by the same token, seeking postgraduate education to enhance his or her professional qualifications and long-term career prospects. Moreover, younger learners involved in education-related programs engage more with advanced academic training and professional development opportunities due to their awareness of the need for lifelong learning as a response to changing educational requirements (Sino Cruz, Nanlabi, & Peoro, 2023). These results echo previous findings indicating that professionals enrolled in graduate educational programs tend to be relatively young and that they seek to facilitate their competencies and career advancement through higher levels of academic preparedness (e.g., Baruch et al., 2017).

## Sex

As a result, it could be observed that out of the total number of sixty-seven (67) respondents, sixty-six (66) or 64.70% are females and thirty-six (36) or 35.30% are males.

## *Female respondents' success vs male groups in the execution of the presented study*

While most of the participants in our study are female respondents, the results show that women have a higher-level representation in Social Studies Education graduate program. "As it is in the teaching profession, this is an overall trend involving education-related programs and teachers being predominantly women, particularly in basic education." In higher education institutions and school settings, female teachers tend to be more active in professional development activities and graduate studies as they seek advanced credentials which bolster their skillset and expand career potential. We can see this phenomenon in many schools where female educators often take up positions that demand effective communication, instructional planning and learner engagement — traits typically signified by the caring and collaborative ends of the profession. Deeper connections to educational research, (like Social Studies) may be difficult for women educators — lacking work/life balance, focusing on their own development without guidance — so the presence of female graduate students reflects a desire among this audience to recruit innovative learners into traditional routines. In real-life educational institutions, female teachers tend to participate extensively in graduate education while also performing classroom functions, family roles and community service, which deepens their presence in postgraduate programs.

The same patterns can be found in recent research examining the distribution of gender in education-related programs and the teaching profession. According to Ganal and Guiab's (2023) study, majority of the participants in professional development and graduate education programs were female teachers as they are alike driven by tracked improvements in pedagogical practices, which

also correlates with effectiveness in instruction. Similarly, Rahman et al. (2024) found that women are better represented in education programs because they have long-term commitment to teaching careers and ongoing professional development. Nguyen and Pham (2022); Tran, (2022) also noted that female teachers show more active participation in content knowledge improvement and postgraduate education for long-term career development. Those studies, together with the existing literature on business and other areas of higher learning, collectively support our findings that during professional career pathways into education; education masters degrees, educator programs and related graduate schools are characterized by extensive female representation\* due to the professionalization drive highly emphasizing both research outcomes over equity considerations.

#### *Civil Status*

Out of the total respondents, eighty-one (81) or 79.40% are married and twenty-one (21) or 20.60% are single.

The results show that most of the respondents, which is exactly 81% are married from the Social Studies Education graduates indicating that a significant percentage of individuals pursuing their graduate studies are already undertaking family responsibilities in addition to their roles as professionals. The pattern proposed implies that educators in such proven family arrangements tend to pursue additional education so as to help solidify and protect their careers, including job prospects going forward. In many academic institutions and school communities, married educators regard graduate education as a critical route for professional advancement (increased workplace status) and financial security, thereby accelerating household income. Based on actual practices in education, we see that married teachers tend to have high levels of motivation behind enrolling in graduate programs even despite having a busy schedule juggling teaching, family time and studying. These efforts show teachers have a sense of professional responsibility and long-term planning because they understand that

advanced education allows them to move up in ranks, take on more teaching leadership and increase their effectiveness in the classroom. In this regard, the dynamic between personal life circumstances and professional aspirations encourages educators to invest in continuing education while navigating familial obligations alongside institutional responsibilities.

Similar trends are emphasized in recent academic research on the demographic profiles of graduate education students, and professionals already in the workforce who are pursuing degrees. Dizon, Calizo and Fajardo (2023) found that many graduate education students were married professionals who enrolled in postgraduate studies while balancing their work and family responsibilities which indicates substantial intention for professional advancement. Nguyen, Nguyen and Bui (2024) also mentioned that married teachers have an attachment to advanced academic training in the long term because they view graduate education as a stepping stone to career promotion and professional competence improvement. Moreover, Suryani, Rahmawati, and Kusumaningrum (2022) discovered that married working teachers display relatively higher perseverance in graduate studies as they perceive educational attainment to lead toward long-term family stability and professional advancement. These studies contribute to the existing literature and support these findings by showing that married professionals often partake in graduate education while juggling work and personal life responsibilities, emphasizing a shared commitment to both continuous learning as well as career advancement within the teaching profession.

#### **Length of Service as a Teacher**

The majority of the graduate-respondents from PRMSU Castillejos Campus whose field description is Social Studies Education have been in service as a teacher for 5-9 years, represented by seventy-five (75) responses or 73.50%; followed by those with 0-4 years in service, numbering eighteen (18) or 17.60%, and an output of nine (9) respondents who are

in service for fifteen to nineteen years or equivalent to 8.80%

The mean length of service as a teacher of the graduate-respondents who are graduates of Social Studies Education from President Ramon Magsaysay State University (PRMSU) Castillejos Campus was computed to be 7.00 or 7 years of Service. These results indicate that years of teaching experience from the respondents are sufficient.

Based on the data, the respondents have relatively long teaching experience, indicating that many Social Studies Education graduate students might already have career experiences before taking part in the study. The degree of professionalism at this stage represents a career phase where educators have obtained considerable growth as instructors in the classroom, and focus on improving their pedagogical knowledge and professional competence. This knowledge comes from decades of research (dating back to at least the 1970s) as well as teaching (and learning) experience, as many teachers in the field for several years have begun to realize that simply relying on undergraduate training for addressing ever-evolving instructional demands, various states of student readiness and curricular outcomes are no longer sufficient. Consequently, they pursue graduate study to develop their pedagogical approaches further, deepen content knowledge, and enhance abilities for reflective teaching practice. [4] School observations confirm discernible practice changes at the classroom level, with teachers who have already been in service for a number of years demonstrating increased confidence about relating theory to their practice because they can create links between academic debates and their own experience as teachers *очень в контексте* graduate education. Their collective background provides a critical lens for exploring instructional challenges, classroom management approaches, and learner engagement strategies that contribute depth to graduate programs and elevate the discourse of professional practice.

These findings echo recent academic literature on the teaching experience of teachers enrolled in graduate programs. The

study conducted by Malaluan, Dimalibot and Bautista (2023) found that most of the teachers with graduate education, who participate in class, have been teaching for a number of years which allows theoretical input to become knowledge reflected upon such as integrating experiences from the classroom. In the same fashion, Tran, Nguyen & Le (2024) also found that teachers with medium teaching experience displayed much stronger motivation for pursuing graduate studies than those at end model of their career due to a perceived need to enhance instructional effectiveness and adapt curricula content to contemporary educational reforms. Moreover, Sulaiman et al. (2022) noted that teachers with years of teaching experience would take postgraduate degrees to upgrade their professional competency, enhance leadership skills, and reflect changing expectation in the education industry. These studies as a whole are consistent with current findings in that teachers with years of service commonly do pursue graduate education as an intentional move toward enhancing their professional skill base and maintaining long career viability in the teaching field.

#### *Educational Attainment*

In terms of educational qualification, most respondents are bachelor's degree holders fifty-three (53) or 52.00%; thirty-one (31) or the 30.40% are Master's degrees holder; and seventeen point-seven percent (17) or 16.70% are Master's Degree holder; while with only one (1) or 1.00% is a Doctorate degree holder.

The results show that more of the Social Studies Education graduate respondents are actually still at the bachelor's degree level while pursuing advanced academic qualifications and only a smaller proportion (44.5%) having completed a full master's degree or made progress toward doctoral coursework. This pattern mirrors a prevailing trajectory in the teaching profession as many educators do enter graduate programs while maintaining their professional commitments to schools. Many postgraduate studies are undertaken after a period of time in actual educational environments—the classroom—

because there is usually an initial professional requirement for promotion, salary and higher ranks within the teaching structure; however these courses often take several years to complete (Burns & Poole 1998) due to competing commitments such as classroom teaching, school work and personal responsibilities. It is often noticed that teachers secure themselves incrementally in their master's programs, as they gain practice in the field of teaching and it would account for why a greater share of participants have yet completed graduate education. This trend might also indicate that educators understand the need for ongoing professional development but do so incrementally between their higher academic studies and teaching and institutional obligations.

Related findings were recorded in recent literature, analyzing teachers' educational level while being enrolled in graduate programs. In their study, Bautista et al. (2024) discovered that a significant percentage of graduate students came from the ranks of bachelor degree holders who are forced to pursue postgraduate education as such opportunities might be a requirement in order to ensure employment and/or promotion opportunities. Similarly, Nguyen, Dang and Pham (2023) indicated that teachers often pursue master's units while practicing in the classroom, gradually pushing towards higher study whilst balancing work and responsibilities. Similarly, Rahman et al. (2022) also found that many in-service teacher candidates in graduate education programs continue to be enrolled with their masters degree yet to be complete because they pursue postgraduate studies incrementally as they are managing employment needs and personal commitments. These studies combine to support the current findings by showing how graduate education amongst practicing teachers frequently starts with holders of a bachelor's degree who go on to advance through postgraduate coursework as they engage in continued professional and academic development.

### *Eligibility/Current Licensure Status*

In relation to eligibility/current licensure status, the majority of the respondents amounting to sixty-two (62) or 60.80% are LET passers, thirty-six (36) or 35.30% are Civil Service Eligible (CSE); hence two (2) or 2.00% are non-LET passer and CSE eligibles respectively.

Thus, through equally valid employment status and professional eligibility data from Social Studies Education graduate respondents, the results show that majority of them passed the Licensure Examination for Teachers (LET) as compared to holding civil service eligibility, which are either teacher applicants or government employees; while only a few have yet retained formal eligibility. This trend indicates that the majority of the participants have already completed the professional requirements needed for teaching practice in formal educational institutions. The successful passing of the licensure examination in practice is very much synonymous to educators since it gives an official recognition of their qualification to perform their designated tasks. Licensed teachers are generally considered more confident in their role as a teacher, because licensure confirms that they have achieved the academic standards and levels of preparation needed for the profession. Furthermore, not only do those eligible to teach continue their graduate education in order to show further qualification for job promotion and leadership positions in the schools. In numerous schools, licensed staff are involved in professional development opportunities and post-graduate education by choice because more advanced training is perceived to increase their ability to plan effective instruction, respond to changes in curriculum, and contribute more substantively to the growth of the institution.

Similar patterns are seen in recent research on teacher licensure and professional qualifications among practitioners. According to Barrot, Llenares & del Rosario (2023), licensed teachers have higher participation rates in professional development and postgraduate education since licensure provides the basis for one's professional

growth and career advancement. By the same token, educators with professional certification are much more likely to seek graduate educational training because licensure fosters their commitment to high standards for teaching competence and professionalism (Nguyen, Nguyen, & Phan, 2022). In addition, Yusof, Rahman and Othman (2024) suggested that professional qualification among educators is strongly related to increased involvement in continuing education and academic career advancement programs as informed by the certified professionals' efforts to further expand their teaching expertise and professional credibility. Similar to the current findings, these studies demonstrate that formally eligible teachers are more likely to seek continued personal and professional development, representing a continuing investment in their competence as teachers and role advancement.

#### *Monthly Income after Graduation*

The majority of the respondents is forty-two (42) or 41.20% with an income range of Php 10,001-15,000 after graduation; thirty-seven (37) or 36.30% have an income range of Php 15,001-20,000 after graduation; nineteen (19) or 18.60% have an income range of Php 20,001 & above after graduation and only four (4) or 3.90% with an income range of Php 5,001-10,000 after graduation.

The average monthly income of the respondents after they finished their education was Php 15,980.89. This indicates a Low monthly income received by the respondents after their graduation

The majority of the Social Studies Education graduate respondents have a relatively general monthly income after graduation, showing that many are still at an early stage of their education profession. This trend is consistent with the fact that entry-level accounts in teaching often do not pay well for the first few years of service, especially for new teachers. In real school systems, novice teachers of course, start at low salary grades as they progress up the career path in experience and professional qualifications (with different routes to promotion eligibility). Consequently, thousands of educators enroll in graduate

studies and receive very small paychecks because they consider advanced education a sound long-term investment for advancing their careers and achieving financial prosperity. Teachers who earn limited income are also highly motivated to pursue postgraduate education because they feel that higher academic qualifications will lead to better salary points, eligibility for a higher rank of teaching, and more professional opportunities [12]. This shows how educators are still committed to professional growth and see graduate education as a means by which they can achieve both economic development and job satisfaction, regardless of financial restrictions.

Citing similar sentiments in recent academic studies that examined the economic situations and employment aspirations of teachers. A study by Oracion, Besa & Panes (2023) showed most educators early in their career are paid fairly low salaries whilst high postgraduate rates is common, since new teachers aimed to complete their higher education for future opportunities and financial capability. Likewise, Nguyen, Bui, and Hoang (2024) found that teachers are more likely to continue their postgraduate education for modest salaries because they see higher education as unnecessary. Further on, Suyadi, Hidayat, & Nurhayati (2022) stated that educators have a low level of his income, therefore these educators participate in various professional development programs because they are aware further academic degrees will strengthen their career advancement and recognition. These studies offer complementary perspectives helping to explain the current findings that teachers often pursue graduate education despite low incomes because of a common belief about the value and importance of life long learning, which will eventually yield better professional and economic outcomes.

#### *Work Location*

With respect to their work location, 36 or 35.30% are employed in the province of Zambales; 34 or 33.30% within their respective municipality and only 32 or 31.40% from Region III.

The data suggest that a majority of the social studies education graduates have been employed in close proximity to their home province, municipality and even regional jurisdiction. The pattern suggests a wider trend toward teachers wanting to work in places that are near the communities they serve and bases of professional and personal support. In real educational situations, tutors still prefer working with nearby schools as they have formed cultural connections with learners and are aware of the local language and socio-educational aspects. This close proximity helps educators understand the needs of the community and make informed instructional choices that are grounded in local realities. Not only do teachers stay within their locality, but they also have stronger bonds with students and parents which help the overall teaching-learning process. In addition, working close to home allows teachers to fulfil their professional duties while being engaged with family and community events. We have seen this situation very often in the case of teachers studying for their postgraduate degrees even while working full time, since studying in institutions present within the region allows them to better manage both studies and profession without moving away from the regions where they are serving communities.

Recent research sheds light on similar dynamics around the geographic employment distribution of teachers and links with professional engagement and community-oriented teaching. Tarrayo, Paz, & Gepila

### **Table 1**

*Frequency and Percentage Distribution of the Graduate Respondents' Employment Status*

Profile Variables		Frequency (f)	Percentage (%)
Present Employment Status	Employed	12	11.80
	Underemployed	84	82.40
	Unemployed	6	5.90
<b>Total</b>		<b>102</b>	<b>100.00</b>
Waiting Time Before Landing the First Job <b>Mean = 1.20 or 1 year</b>	More than 2 years	17	16.70
	1 - 2 years	37	36.30
	Less than a year	48	47.10
<b>Total</b>		<b>102</b>	<b>100.00</b>

(2023) in their study also stressed that the location of employment is highly dependent on educators because they are often more comfortable teaching closer to home as knowing what the sociocultural environment is can result in giving a contextualized instruction and having a long-term relationship with his or her students. Similarly, Nguyen, Truong and Nguyen (2024) observed that teachers deployed to schools close to their place of residence have better professional commitment and community engagement because they are more responsive to the local educational context. Moreover, Yusoff et al. (2022) discovered that those educators hired in their home locations have better access to professional development and collaborative activities due to history of placement reducing distance-related obstacles and fostering connections between different agencies. These studies are consistent with the current findings by showing that educators tend to stay employed within close geospatial distance, where they are able to meaningfully integrate their community knowledge into professional practice and continuing education.

### **Employment Status of Graduate-respondents**

The frequency and percentage distribution of the graduate respondents' employment status in terms of current employment situation, present employment status, and waiting time before landing on the first job.

Occupational Classification of Employment/Current Occupation	Teaching in School	46	45.10
	Non-teaching in School	33	32.40
	Outside School	23	22.50
	<b>Total</b>	<b>102</b>	<b>100.00</b>

### *Present Employment Status*

Based on the table, thirty-eight (38) or 37.20% respondents are currently unemployed while based on their answers for the present status in Social Studies Education graduate from President Ramon Magsaysay State University (PRMSU) Castillejos Campus, eighty-four (84) with a percentage of 82.40 are underemployed; twelve (12), which equality to 11.80% is employed; while six (6) that equate to 5.90% is unemployed.

Specifically, the results show that a significant majority of the Social Studies Education graduate respondents are in fact underemployed. This happens frequently with teachers who are still applying for permanent teaching positions or on contract or supply staff in the education field. Thus, in real school situations, you see fresh graduates or teachers who have just started their careers accepting whatever offers are available such as temporary teaching jobs; tutorial services; or even non-teaching jobs and waiting for stable employment opportunities to become available in public schools or higher-tiered teaching positions. These situations are often shaped by a shortage of vacancies, fierce hiring treatments and the institutional need for professional experience or eligibility. Consequently, numerous prospective teachers also pursue further education through graduate programs while working in transitional employment contexts, seeing graduate degrees as crucial in enhancing their professional identity and positioning themselves for more sustainable and pertinent teaching appointments. Thus, the prevalence of underemployment among respondents is indicative of larger employment trends within the field of education where professional aspirations, institutional demands, and labor market conditions intersect to influence career developments.

Similar observations are evident in recent academic literature that studies employment conditions for education graduates and early

career teachers. The research conducted by Maligalig, Caoli-Rodriguez, and Martinez (2023) suggested that many education graduates are in transitional employment situations early in their careers, willing to take up a temporary or part-time job while waiting for another opportunity one where they can pursue further qualifications to help them become employable. Nguyen, Pham and Nguyen (2024) similarly reported that a major reason behind underemployment among education graduates generally is attributed to the competitiveness of the teaching profession which prompts graduates engage in postgraduate education and professional development whilst waiting for stable jobs. Moreover, Suryani, Wibowo, and Hidayat (2022) discovered that the underemployment of graduates in the education sector tends to occur during the first years after graduation from college but then motivates them to upgrade their academic qualifications and teaching skills so they can improve their long-term career development. Such cross-sectional studies confirm the current findings indicating that underemployment for education graduates is typically short-term and serves to facilitate professional growth and academic progress as graduates strive for formal, relevant employment in the education profession (Wort et al., 2021; Wilkins & Balakrishnan, 2019).

### *Summary: Perceived Competencies Acquired by the Graduates during College that Help them in the Performance of their Chosen Occupations*

Table 2 reveals the summary of the perceived competencies that were attained by the graduates during their college years which assist them in exercising their respective professions.

The respondents agreed as a whole in the interpersonal skills they gained during college, which aid them in carrying out their chosen occupations, as manifested with an overall weighted mean of 3.71 (rank 1); technical

skills, with an overall weighted mean value of 3.50 (rank 2); communication skills, with an overall weighted mean value of 3.48 (rank 3) and they agreed when it comes to critical skills where the lowest overall weighted mean is at rank this time which is equal to value of 3.18 (rank4).

On the whole, the respondents agreed (M = 3.47), that they possess during college as graduates skill competencies which help them in their chosen occupations.

The respondents had strongly agreed that the skill competencies acquired through their collegiate experiences, especially interpersonal skills, technical skills, and communication skills have made them considerably effective in performing their job responsibilities in their respective occupations while critical skills were acknowledged but still perceived to be less developed. Academic training, experiential learning, and practical applications provided graduates with the capabilities they needed to "function well in professional

**Table 2**

*Summary on the Perceived Competencies Acquired by the Graduates during College that Help them in the Performance of their Chosen Occupations*

	<b>Dimensions</b>	<b>Overall Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1	Critical Skills	3.18	Agree	4
2	Communication Skills	3.48	Strongly Agree	3
3	Interpersonal Skills	3.71	Strongly Agree	1
4	Technical Skills	3.50	Strongly Agree	2
	<b>Grand Mean</b>	<b>3.47</b>	<b>Strongly Agree</b>	

Recent studies support these findings by emphasizing the need for well-rounded graduates with a diverse skillset. As reported in the study by Velasco, Santos, and Mendoza (2023), graduates with strong interpersonal, technical, and communications skills displayed higher workplace performance and adaptability to collaborate. Likewise, Nguyen, Tran, and Le (2024) reported that graduates who successfully embed these competencies in their professional context do so with advanced abilities for problem solving, task performance and teamwork. Furthermore, in Bautista et al. (2023), it was seen that graduates possessing both soft and technical skills are often better equipped to navigate workplace challenges, communicate effectively, and maintain positive

environments, between colleagues/peers...right down to communication" (Katz). In practice, seeing graduates in different workplace settings suggests they depend on interpersonal skills to build and nurture relationships to help navigate conflict and teamwork; technical skills when working through tasks efficiently within industry factor; and communication skills to share ideas, manage discussions or decisions with a team or engage stakeholders. This discrepancy in identifying the critical skills presents an opportunity for improvement, suggesting a greater emphasis on integrated problem-solving as well as analytical reasoning and decision-making experiences within curricula. Broadly speaking, the average preparation provided through college for graduates aligns their capacities to meet the broad demands they will encounter in careers in bursary as well as attitudinal dimensions towards employability such as confidence and situational awareness.

professional relationships. In agreement with the findings presented, these studies show that a combination of strong interpersonal, technical and communication skills are imperative for one to prosper in their career while the finding that there remains a gap between analytical and problem solving abilities compared to other areas indicates the enduring need for curriculum interventions which further develop analytical skills both specifically and holistically so as to produce graduates who have an edge when it comes to fulfilling complex occupation requirements.

*Summary: Perceived Level of Factors that Affect the Non-employability of Graduates*

Table 3 shows the summary of the perceived level of factors that affect the non-employability of graduates.

The results therefore shows that the factors influencing graduates' employability are perceived by the respondents to have a strong agreement regarding career development learning, with an overall weighted mean of 3.59 (rank 1); and long-term career development changes, with an overall weighted mean

value of 3.32 (rank 2); while they agreed on psychological and social effects on graduates, with an overall weighted mean value of 3.24 (rank 3); and skill gaps and lack of work experience placed accordingly at their lowest rank for total perception against all other constructs identified but returned the same overall weighted mean score at rank position four.

**Table 3**  
*Summary of the Perceived Factors that Affect the Non-employability of Graduates*

	<b>Dimensions</b>	<b>Overall Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1	Skill Gaps and Lack of Work Experience	3.20	Agree	4
2	Career Development Learning	3.59	Strongly Agree	1
3	Psychological and Social Effects on Graduates	3.24	Agree	3
4	Long-term Career Development Challenges	3.32	Strongly Agree	2
	<b>Grand Mean</b>	<b>3.34</b>	<b>Strongly Agree</b>	

The computed grand mean of 3.34 shows that the respondents strongly agreed as to the factors that affect their being non-employable graduates.

Career development learning and long-term career development challenges were the top two factors in order of significance collectively contributing to their non-employability as graduates, where respondents scored a high level of agreement based on the findings. Meaning that graduates are aware of the established processes, professional development and career planning as a means to improve employability. This emphasis on preparedness is supported by observations made in real-world workplace scenarios, where it can be noted that those new graduates who participate in career development activities are more likely to fulfill future job requirements when they proactively develop themselves and also look into ways of skill improvement. On the other hand, employability is also a multidivisional factor because of numerous psychological and sociocultural factors and lack of practical experience. Such results highlight that improving

the employability of graduates necessitates comprehensive interventions that combine skill-building, mentoring, career planning and psychosocial support to facilitate smooth transitions from education environments into sustainable professional careers.

Other recent studies emphasize the role of career development and proactive management in tackling employability issues. Research by Velasco, Santos, and Mendoza (2023) mentioned above found that graduates involved in formal career development program have better job readiness Job Readiness than those who graduate without such programs. In a similar vein, Nguyen, Tran and Le (2024) found that early-career professionals who plan for their careers in the long-term by continuously building on skills demonstrate greater employability outcomes along with faster progression through their career. Similarly, Bautista, Romero and Cruz (2023) identified that graduates with supportive mentorship and access to professional learning opportunities are more resilient when navigating career transitions or overcoming barriers such as

experience gaps or psychosocial hardships. These studies support the current results by demonstrating the multidimensional nature of employability; guided by learning opportunities, career planning and personal resilience, they indicate that purposeful initiatives are needed to gain employment and successful performance in their field as a graduate.

### **Conclusion**

1. President Ramon Magsaysay State University (PRMSU), Castillejos Campus responded graduates under Social Studies Education are mostly young adult, female, married, bachelor degree holder, LET passer receiving a moderate amount of income per month after graduation and continue to work within the province of Zambales.
2. And they were underemployed and able to get their first job, teacher position at schools in a short period of time.
3. The respondents highly agreed that they developed competencies while in later (broadly general) college which assist them in their news jobs, where they are group highly conveyed for their relational competency, specialized competency, and news/correspondent competencies; and just affirming on the basic correspondents.
4. In terms of psychological and social effects on graduates, skill gaps and lack of work experience; respondents agreed in terms of the factors that affect their non-employability as a graduate regarding their career development learning; and long-term career development challenges.
5. The respondents differ significantly on how they perceived their acquired competencies during college in so far as the critical skills that assist them in their actual work, when grouped according to their eligibility/current licensure status, and place of employment; but do not differ significantly with respect to communication skills, interpersonal skills, and technical skills by age, sex, civil status and service length; educational attainment; eligibility/current licensure status; monthly income after graduation.

6. In particular, this proposed intervention program aimed to target gaps related to critical (transferable), interpersonal, and technical skills as well as encourage longer-term career planning, psychological resiliency through encouragement of participation in professional teaching communities.

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