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*Scientific articles*

**Competencias genéricas y profesionales en egresados normalistas:  
análisis del impacto formativo en el ejercicio docente**

***Generic and Professional Competencies in Teacher Training Graduates: An  
Analysis of the Formative Impact on Teaching Practice***

***Competências genéricas e profissionais em graduados de faculdades de  
formação de professores: análise do impacto formativo na prática docente***

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## Resumen

Los estudios de seguimiento de egresados para las escuelas formadoras de profesionales de la educación son insumos que permiten retroalimentar y valorar curricularmente la pertinencia de los planes y programas de estudio. El presente análisis tuvo como propósito analizar la percepción de los egresados sobre su desempeño profesional y sobre el desarrollo de competencias genéricas y profesionales establecidas en el Plan de Estudios 2018 de la Escuela Normal del Valle de Mexicali Ejido Campeche. Se aplicó un enfoque metodológico mixto, con un diseño de corte transversal y descriptivo, y se utilizó un cuestionario a una muestra de 38 egresados de la Licenciatura en Educación Primaria. Los resultados evidenciaron altos niveles de inserción laboral (89.4%), si bien este indicador no constituye una evaluación directa de competencias. La valoración del desarrollo competencial se sustentó en los indicadores del cuestionario, en el que el 78.9% de los egresados manifestó sentirse preparado para su ejercicio profesional y el 92% reconoció la utilidad de los conocimientos adquiridos, lo cual reflejó una autopercepción positiva del logro de competencias docentes. No obstante, solo el 31.5% continuó con estudios de posgrado, lo que sugiere una débil consolidación de la competencia de aprendizaje permanente prevista en el Plan 2018. Se concluyó que la formación brindada por el Plan 2018 es percibida por los egresados como un factor que favorece su inserción laboral y el desarrollo de competencias docentes; sin embargo, al basarse en autoinforme, los resultados deben interpretarse como indicadores subjetivos. Asimismo, se considera necesaria la implementación de estrategias institucionales que promuevan la formación continua y la evaluación externa del desempeño.

**Palabras clave:** Educación superior, competencia profesional, plan de estudios profesionales superiores, seguimiento a egresados, calidad de la educación.

## Abstract

Graduate follow-up studies in teacher education institutions provide key inputs for curricular feedback and for assessing the relevance of study plans and programs. The present analysis aimed to examine graduates' perceptions of their professional performance and of the development of generic and professional competencies established in the 2018 Curriculum of the Escuela Normal del Valle de Mexicali Ejido Campeche. A mixed-methods approach was implemented, using a cross-sectional and descriptive design, and a questionnaire was administered to a sample of 38 graduates from the Bachelor's Degree in Primary Education. The results revealed high levels of employment insertion (89.4%), although this indicator does not constitute a direct assessment of competencies. The evaluation of competency development was based on the questionnaire indicators, in which 78.9% of the graduates reported feeling prepared for professional practice and 92% acknowledged the usefulness of the knowledge acquired, reflecting a positive self-perception of the achievement of teaching competencies. However, only 31.5% pursued postgraduate studies, suggesting a weak consolidation of the lifelong learning competency established in the 2018 Curriculum. It was concluded that the training provided under the 2018 Curriculum is perceived by graduates as a factor that promotes employability and the development of teaching competencies; nevertheless, since the findings are based on self-reported data, they should be interpreted as subjective indicators. Likewise, the implementation of institutional strategies that foster continuing professional development and external performance evaluation is considered necessary.

**Keywords:** Higher education, Professional competence, Higher education curricula, Graduate surveys, Quality of education.

## Resumo

Estudos de acompanhamento de graduados em cursos de formação de professores fornecem informações valiosas para avaliar a relevância dos currículos e programas de estudo. Esta análise teve como objetivo examinar as percepções dos graduados sobre seu desempenho profissional e o desenvolvimento de competências genéricas e profissionais estabelecidas no Currículo de 2018 da Escola Normal do Vale de Mexicali Ejido Campeche. Foi utilizada uma abordagem de métodos mistos, empregando um delineamento transversal e descritivo. Um questionário foi aplicado a uma amostra de 38 graduados da Licenciatura em Educação Básica. Os resultados mostraram altos níveis de inserção profissional (89,4%), embora esse indicador não constitua uma avaliação direta de competências. A avaliação do desenvolvimento de competências baseou-se nos indicadores do questionário, em que 78,9% dos graduados relataram sentir-se preparados para a prática profissional e 92% reconheceram a utilidade do conhecimento adquirido, refletindo uma autopercepção positiva da conquista de competências docentes. Contudo, apenas 31,5% prosseguiram com estudos de pós-graduação, o que sugere uma fraca consolidação da competência de aprendizagem ao longo da vida prevista no Plano de 2018. Concluiu-se que a formação proporcionada pelo Plano de 2018 é percebida pelos graduados como um fator que favorece a sua inserção no mercado de trabalho e o desenvolvimento de competências docentes; no entanto, uma vez que se baseia em autodeclaração, os resultados devem ser interpretados como indicadores subjetivos. Da mesma forma, considera-se necessária a implementação de estratégias institucionais que promovam a formação contínua e a avaliação externa do desempenho.

**Palavras-chave:** Ensino superior, competência profissional, currículo profissional superior, acompanhamento de graduados, qualidade da educação.

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## Introduction

The evaluation of teaching competencies and graduate follow-up studies are widely developed lines of research in the field of teacher education. Several studies have documented the impact of curricula, the relevance of graduate competencies, and the professional integration of teachers in training (Bricaire, 2024; Ferra-Torres and Edel-Navarro, 2024; Rossano Ortega et al., 2023; Montañó Sánchez and Lozano González, 2022).

Furthermore, the literature has specifically analyzed the mobilization of professional competencies—lesson planning, learning management, and formative assessment—and their



relationship to teacher performance in the first years of service (Tobón, 2013; Perrenoud, 2004; Shulman, 1986). Likewise, recent research points to the need to strengthen continuing education and pedagogical development to consolidate the professional profile (Díaz-Barriga, 2021; ANUIES, 1998; DESPE, 2023).

The relevance of this study lies precisely in providing empirical evidence that allows us to understand how graduates trained under the 2018 Curriculum perceive the development and applicability of their generic and professional competencies during their entry into the workforce. Rather than asserting the absence of previous studies, this work is presented as a contextualized contribution that complements institutional empirical evidence on a specific cohort of teacher training college graduates, integrating their perceptions, self-reported performance, and professional trajectory.

Analyzing teaching competencies is fundamental in a national context where teacher training colleges have undergone reforms aimed at strengthening initial teacher training, improving the quality of educational services, and ensuring relevant graduate profiles in the face of growing demands for pedagogical innovation, assessment for learning, and attention to diversity. In this sense, evaluating the development of generic competencies (communication, problem-solving, collaborative work) and professional competencies (planning, learning management, assessment) is essential to understanding the effectiveness of the 2018 Curriculum in the training of primary school teachers.

Based on the above, this article aims to understand graduates' perceptions of the generic and professional competencies developed during their training at teacher training colleges in Mexico, with particular attention to the Escuela Normal del Valle de Mexicali Ejido Campeche, given their teaching experience in the workplace. The central theme focuses on understanding how these formative dimensions, defined in the 2018 Curriculum for the Bachelor's Degree in Primary Education, are reflected, from the graduates' perspective, in their performance during their entry into the workforce. This aspect is of vital importance for evaluating the quality of initial teacher training and its relevance to current social and educational demands.

The importance of this study lies in the need to respond to a national context in which improving the quality of education is a priority. In Mexico, teacher training colleges have undergone profound reforms aimed at raising the level of teacher education and ensuring the relevance of graduate profiles to the challenges of the basic education system. Analyzing generic and professional competencies allows us to assess the level of preparedness with

which graduates address challenges such as classroom diversity, pedagogical innovation, and the need for continuous professional development, based on their own self-evaluation.

The theoretical framework underpinning this work is based on theories of professional competencies, understood as the integration of knowledge, skills, and attitudes that enable effective performance in specific contexts. Authors such as Spencer and Spencer (1993) point out that competencies are configured as underlying characteristics that explain superior performance in a given role, while Perrenoud (2004; 2008) highlights the ability to mobilize knowledge in the face of complex situations.

In the educational field, Tobón (2013) and Shulman (1986) have explored the importance of considering both generic competencies (communication, problem-solving, collaborative work) and specific professional competencies for teaching (lesson planning, assessment, learning management). Furthermore, the contributions of Tardif (2004) regarding resource mobilization in complex situations, as well as behavioral evidence of competence in the workplace, are incorporated.

Several previous studies have addressed the impact of teacher training on professional performance. Research conducted in Mexican teacher training colleges demonstrates progress in the development of professional competencies, although it also points to the need for greater alignment between initial teacher training and the demands of the education system (Bricaire, 2024; Díaz-Barriga, 2021; Ferrá-Torres and Edel-Navarro, 2024; Montaña Sánchez and Lozano González, 2022; Rossano Ortega et al., 2023). This work expands upon this background by offering an empirical analysis of a specific cohort, while also incorporating the perspective of the 2018 Curriculum, thus giving it a contemporary and academically relevant character.

The research is conducted within the context of the Escuela Normal del Valle de Mexicali Ejido Campeche, an institution located in a border region characterized by cultural diversity and specific social challenges that impact teaching practices. The regulatory framework is the 2018 Curriculum for the training of primary school teachers, which defines the graduate profiles in terms of competencies.

Based on the above, it is established as a theoretical assumption that the training provided under the 2018 Curriculum is reflected in graduates' favorable perceptions regarding their job placement and professional performance, although with possible limitations concerning continuing education. Consequently, the general objective of this study is to understand the professional performance perceived by graduates of the Escuela

Normal del Valle de Mexicali Ejido Campeche in relation to the development of generic and professional competencies, in order to identify strengths, areas for improvement in the curriculum, and the relevance of the graduate profile to the demands of the teaching profession.

## Method

The research was conducted using a mixed-methods approach, prioritizing the quantitative component while integrating qualitative elements to complement the interpretation of the findings. The quantitative approach was justified by the need to systematically measure graduates' perceptions of the level of development of the generic and professional competencies outlined in the 2018 Curriculum, as well as their perceived impact on the labor market integration of graduates from the Escuela Normal del Valle de Mexicali Ejido Campeche. This approach offered the possibility of obtaining statistically processable numerical data that facilitated the identification of trends and proportions among variables. Simultaneously, the inclusion of qualitative elements, such as open-ended questions, allowed for a more nuanced understanding of the results, incorporating the graduates' subjective perceptions of their preparation and professional performance, thus enriching the analysis of the information.

Regarding the type of research, the study was characterized as descriptive, as it focused on detailing the characteristics of the graduates, the competencies they developed based on their own assessments, and their employment status after completing their initial training. It also had an exploratory correlational component, since it sought to identify the relationship between the training received under the 2018 Curriculum and the level of professional performance perceived by the graduates. The choice of this type of study stemmed from the need to generate a clear overview that accounted for the level of achievement of the graduate competencies from the participants' perspective, as well as the factors associated with their application in teaching practice. According to Hernández, Fernández, and Baptista (2014), this type of study is relevant when the aim is to describe phenomena as they occur and, simultaneously, explore relationships between variables without experimental manipulation.

The design adopted was observational and cross-sectional. It was an observational design because the researchers did not intervene in the graduates' training process or

manipulate the study variables, but rather focused on collecting information as it occurred in reality.

It was a cross-sectional study because data collection took place at a single point in time, capturing the status of labor market integration and perceived competencies in a specific cohort of graduates (2018-2022). This design proved relevant, as it allowed for an up-to-date and timely diagnosis of the educational outcomes achieved under the 2018 Curriculum, without the need for longitudinal follow-up, which would have required additional resources and time not included in the scope of this project.

The study population consisted of 40 graduates from the Bachelor of Primary Education program at the Escuela Normal del Valle de Mexicali Ejido Campeche, belonging to the 2018-2022 graduating class. This group had specific characteristics: mostly young adults between 22 and 26 years old, originally from the Mexicali region of Baja California, and trained under the regulatory and curricular framework of the 2018 Study Plan. The effective sample comprised 38 graduates (n=38), representing 95% of the total graduating class. The sampling method was non-probabilistic and based on convenience, as it included graduates who responded to the invitation and were available to complete the online questionnaire. This procedure was justified by the difficulty of accessing all graduates and by the need to ensure a sufficient number of participants to perform the required statistical analyses.

The data collection technique consisted of administering a structured questionnaire designed for the research. The instrument was developed based on the competencies established in the 2018 Curriculum's graduate profile and on previous studies of graduate follow-up in the teacher training field. It was organized into sections that addressed sociodemographic data, employment status, perception of the training received, and level of achievement of generic and professional competencies, as assessed by the graduates themselves. Each item was formulated using a five-point Likert scale, which allowed for capturing gradations in the graduates' perceptions.

Content validation was carried out through expert judgment, using a rubric applied to five specialists in teacher training and educational research, who evaluated the clarity, consistency and bias of the items in relation to the competencies established in the 2018 Curriculum. The reliability of the instrument was verified using Cronbach's alpha coefficient, which yielded values between 0.814 and 0.928, considered acceptable and indicative of high internal consistency. The survey was administered digitally via an online questionnaire

distributed to graduates through email and institutional social media, ensuring efficient data collection and accessibility for participants.

From a qualitative perspective, open-ended questions were included that allowed graduates to express, in their own words, their perceptions of the strengths and weaknesses of the training they received, as well as suggestions for improving the curriculum. These responses were analyzed using thematic categorization techniques, which made it possible to identify patterns and nuances in the graduates' subjective assessments.

The combination of these methodological elements lent rigor and coherence to the study. The use of a validated and reliable questionnaire ensured consistency in the measurement of variables, while the cross-sectional and observational design guaranteed that the results reflected the actual situation of the graduating class at a given point in time. Likewise, convenience sampling, although with limitations regarding representativeness, allowed for obtaining sufficient and relevant data to address the research objective. Finally, the triangulation of quantitative and qualitative data enriched the analysis and strengthened the validity of the conclusions.

In summary, the implemented methodology allowed us to approximate the theoretical assumption that the training provided under the 2018 Curriculum Plan has a positive impact on graduates' job placement and perceived professional performance, although limitations in continuing education persist. At the same time, it provided a solid framework for generating applicable and transferable knowledge in the field of teacher education, opening possibilities for comparative studies in other teacher training institutions that also incorporate external performance evaluations.

## Results

The analysis of data obtained from the 38 graduates of the Bachelor's Degree in Primary Education at the Mexicali Valley Normal School, class of 2018-2022, allowed for the identification of findings aligned with the objectives set forth in the study. The reliability of the questionnaire was high in all its dimensions, with Cronbach's alpha values of 0.928 in the Relevance and Availability of Resources category, 0.914 in Academic Development, and 0.814 in Professional Performance, indicating a high level of internal consistency regarding the participants' perceptions.

Regarding the graduates' profile, a predominance of females (81.6%) was observed compared to males (18.4%), reflecting a historical trend in teacher training college enrollment (see Figure 1). The majority of participants reside in Baja California (76.3%), while 23.7% are employed in Sonora.

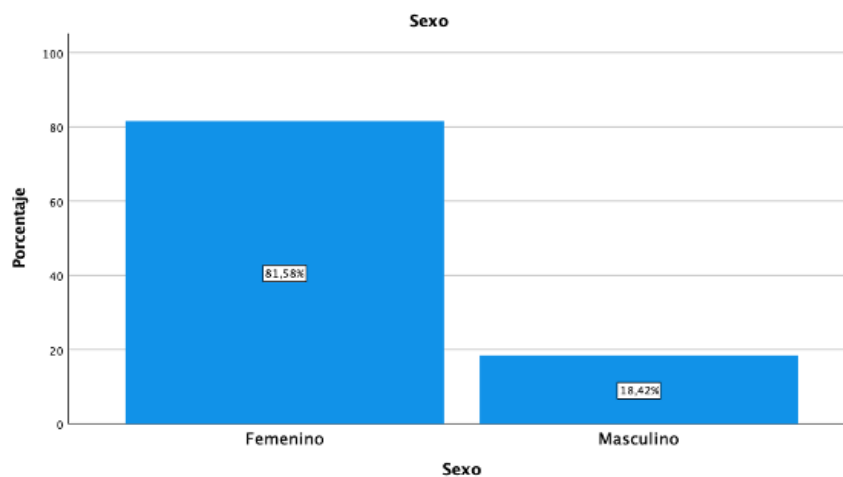
Regarding academic trajectory, 68.4% have not continued with postgraduate studies after graduation, while 31.6% have, primarily taking short courses (23.7%) and, to a lesser extent, diplomas (2.6%) and master's degrees (5.3%) (see Figure 2). This pattern indicates a trend towards postgraduate education.

Employment rates were high: 89.4% of graduates work as teachers, 63.2% have permanent contracts, and 28.9% are employed on a temporary basis. These data suggest a correlation between the training received and the professional field (see Table 1), although this is more of an indicator of job placement than a competency assessment.

Regarding perceived professional performance, 55.3% of graduates indicated that they fully and effectively applied the curriculum, while 39.5% did so to a large extent. Furthermore, 78.9% stated that they felt prepared to meet the demands of their teaching work. The impact of the 2018 Curriculum was rated as high by 55.3% of graduates and as quite high by 36.8%, suggesting the perceived relevance of the curriculum content. Additionally, 92% considered the acquired knowledge useful in their work performance (see Table 2).

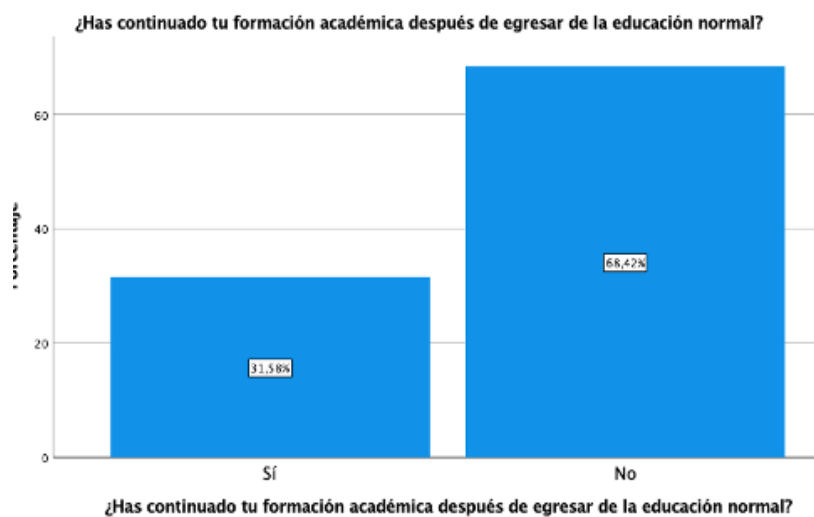
Finally, the use of technological resources and tools was identified as a positive impact factor by 52.6%, reinforcing the importance of their integration into initial teacher training. The results demonstrate an adequate level of job placement, a favorable perception of the training received, and a high degree of reliability in measuring the dimensions considered. However, the low proportion of graduates who continue with postgraduate studies is a dimension that requires attention to strengthen professional development and lifelong learning skills.

**Figure 1.** Gender distribution of graduates from the 2018–2022 generation



Source: Own elaboration

**Figure 2.** Post-graduation academic training



Source: Own elaboration

**Table 1.** Position and type of contract of graduates

Teaching position	%	Type of contract	%
Teaching	89.4	Base	63.2
Other <sup>1</sup>	10.6	Interim	36.8

Source: Own elaboration

**Table 2.** Perception of the impact of training

Indicator	Totally agree (%)	Quite (%)	Moderate (%)	Disagree (%)	Strongly disagree (%)
Usefulness of acquired knowledge	92	8	0	0	0
Impact of the 2018 Plan	55.3	36.8	7.9	0	0
Preparing to face labor lawsuits	78.9	21.1	0	0	0

Source: Own elaboration

## Discussion

The study identified that graduates trained under the 2018 Curriculum perceive their initial training as relevant to their entry into the workforce and to meeting the demands of teaching. The empirical evidence gathered showed high internal consistency of the instrument and a convergence among different perception indicators (usefulness of the training, job readiness, and assessment of the plan's impact), which contributes to strengthening the internal validity of the interpretive inferences about the training's impact from the graduates' perspective.

These results are consistent with those reported by Bricaire (2024), who documents high levels of job placement for graduates of teacher training colleges in public secondary

<sup>1</sup> The "other" category refers to any work other than teaching.

schools, as well as with the study by Ferra-Torres and Edel-Navarro (2024), where graduates of teacher training colleges in Veracruz recognize the usefulness of their training for professional practice, although they point to challenges in continuing professional development. Similarly, Montaña Sánchez and Lozano González (2022) include the perspectives of female teacher training college graduates who, while valuing their initial training positively, note tensions between the graduate profile and the actual conditions of teaching work.

In this study, the perceived coherence between the perceived usefulness of the training, job preparation, and the use of learning resources suggests that, in the graduates' opinion, the training components—professional internships, methodological emphasis, and technological resources—correspond to classroom requirements. However, it is important to emphasize that these conclusions are based on self-perception and therefore cannot be taken as direct evidence of observed classroom practices or performance measured through external instruments.

Research such as that by Rossano Ortega et al. (2023) has highlighted the need to complement graduate follow-up studies with mechanisms for directly evaluating teaching performance and developed competencies, in order to avoid limiting the analysis to subjective dimensions. In this regard, the present study concurs with these arguments and acknowledges as a limitation that the data comes exclusively from participants' self-assessments, which prevents establishing robust inferences about the actual level of competence demonstrated in practice.

The main practical implication lies in strengthening the professional development continuum through strategies that capitalize on perceived strengths and address emerging weaknesses. In line with Díaz-Barriga's (2021) arguments regarding the challenges of transforming teacher education, it is recommended to institutionalize professional development pathways with modular micro-credentials, mentored communities of practice, and formative assessment of in-service performance, all aligned with the graduate profile competencies.

In parallel, it is necessary to consolidate mechanisms to support job placement that integrate pedagogical induction, mentoring, and feedback based on classroom evidence, as well as information systems that incorporate employability and performance data to inform curriculum redesign. The role of professional internships can evolve toward residencies with

more intensive training and authentic assessment, using common rubrics between teacher training colleges and practicum sites.

Conceptually, the results are consistent with the premise that the competency-based approach reaches its full potential when implemented through authentic tasks, explicit performance criteria, and technological resources relevant to the context (Perrenoud, 2004, 2008; Tobón, 2013). However, the evidence presented in this study only allows us to affirm that graduates perceive coherence between their training and their practice; to support more robust claims about effective transfer to the classroom, studies incorporating classroom observation, analysis of lesson plans, and evaluation of student learning outcomes would be necessary.

In this context, it is pertinent to revisit the points made by Mojardin, Montenegro, and Pérez (2025), who emphasize that, although teacher educators are perceived as efficient in developing teaching competencies, areas for improvement remain in communication and pedagogical interaction. This observation complements the findings reported here by indicating that the formative impact on graduates depends not only on the rigor of the curriculum but also on the professional and pedagogical competencies that educators mobilize during instruction. Integrating graduate follow-up with the performance evaluation of teacher educators opens a crucial line of analysis for ensuring coherence between curricula, training practices, and outcomes in professional practice.

## Conclusions

The study successfully assessed, from the graduates' perspective, the impact of the 2018 Plan on their teaching practice, providing evidence on its relevance, applicability, and perceived professional performance in relation to the graduate profiles. Its main contribution lies in demonstrating a positive evaluation of the initial training and its usefulness for entering the workforce and teaching, while also identifying needs in continuing education and external competency assessment.

For the scientific community, this work provides empirical data that complements existing studies on tracking graduates from teacher training colleges and proposes a research agenda with the potential for comparability among public teacher training colleges, emphasizing the need to combine self-reporting with observable indicators of practice. For the professional sphere, it outlines applicable pathways for professional development and support that can strengthen the transition from initial teacher training to professional

consolidation. For school management, it provides criteria for integrating graduate tracking, curriculum redesign, and support for job placement, all within a framework of continuous improvement.

In doing so, the study contributes to its relevance and pertinence, while acknowledging its methodological limitations, and invites us to move towards a training ecosystem oriented towards student learning and teaching quality, supported by multiple evidence and comprehensive evaluation processes.

### **Contributions to Future Lines of Research**

As lines of research, it is proposed to prioritize three fronts:

1. Consolidation of a graduate tracking platform with longitudinal performance tracers, which articulates information on job placement, perception of skills and, progressively, external indicators of teaching practice.
2. Expansion of postgraduate offerings relevant to the basic cycle, with emphasis on specific teaching methods, inclusion and assessment for learning, in order to address the low proportion of graduates who continue formal studies.
3. Development of digital capabilities oriented towards evidence-based teaching and educational analytics, enabling teacher training colleges to use data for curricular decision-making and professional support.

At the institutional policy level, it is suggested that incentives and recognition be aligned with the achievement of observable professional competencies in the classroom, promoting collaborative agreements with school systems for internships, residencies, and shared assessment. These actions are implementable in the short and medium term and would allow graduate tracking to become a genuine tool for continuous improvement and academic planning.

From the critical analysis, open questions emerge that justify future research: How does skills transfer behave in highly vulnerable school contexts with limited resources? What combinations of mentoring, induction, and professional development accelerate the teacher effectiveness curve during the first two years of service? What external indicators—classroom observations, learning outcomes, and administrator satisfaction—increase the validity of judgments about professional performance? And what effects does job stability have on the sustainability of effective pedagogical practices? These questions require longitudinal and mixed-methods designs that triangulate self-reports with external evidence

and allow for estimating differential effects by context and career path. Addressing these questions will strengthen the institution's capacity to adjust its training programs according to criteria of relevance and equity.

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