WHERE ARE THE EDUCATORS: A TRACER STUDY

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Abstract: **The alumni are the reliable source of feedback on the relevance of a program in the current labour market (Orejana, A., et al., 2010). This study aimed to determine the profile of the graduates of Master of Arts in Education in School Administration and Supervision of CCSPC for the school year 2012-2017, extent of how CCSPC developed and honed teaching and competency skills and the benefits earned upon completion of the program. This study utilized descriptive-survey method. It was conducted among 106 respondents which took 94% of the total number of graduates for the school year 2012-2017.**

On the profile of the respondents, findings revealed that 73 or 68.9% were married, 85 or 80.2% were females, 106 or 100% were employed, and 102 or 96.23% were in the field of teaching. In terms of years of employment experience, 41 or 38.7% of the respondents were working for 6-10 years. For respondents working in public institutions in terms of past employment status, 57 or 80% were working as permanent employees and for those working in private institutions, 29 or 83% were working as contractual employees. For respondents working in public institutions in terms of present employment status, 105 or 100% were working as permanent employees; whereas, 1 or 100% was working as a permanent employee in a private institution. In terms of past salary, 49 or 46.2% received a salary of P15, 000.00 to less than P20, 000.00 and 69 or 65.1% received a salary of P20, 000.00 to less than P25, 000.00 in terms of current salary. In their current position titles held, 102 or 96.2% were in rank and file positions and 65 or 61.3% did not pursue doctorate or take other similar/equivalent degree with regards to graduate studies pursued after graduation.

On the other hand, the respondents were highly developed in terms of the extent in developing teaching and competency skills with a grand mean of 3.99. Further, "critical thinking skills" ranked first with a mean point of 4.12, described as highly developed and "lesson planning" ranked eighth with a mean point of 3.73, described as highly developed. The respondents answered "promotion" as the first benefit of pursuing MAEd program.

It was concluded that the program Master of Arts in Education in School Administration and Supervision benefited the graduates in terms of promotion. A number of recommendations were underscored in response to the identified problems and concerns of the program.

Keywords: **CCSPC Cotabato City, Tracer Study, MAEd Program.**

1. INTRODUCTION

A graduate degree is increasingly considered an asset by employers and governments all over the world and opens up advanced leadership positions in the knowledge economy. By engaging in advanced studies and research at the world's best universities will make an individual expert in the field and improve career prospects (Top Universities, 2013).

There are various motives behind one's decision in pursuing Master and Doctoral degrees which are sub-categorized into four main areas, namely: self-development, career enhancement, career switching, and environmental factors (Teowkul, et al., 2009). Added, it was revealed in their study entitled Motivational Factors of Graduate Thai Students Pursuing Master and Doctoral Degrees in Business that Master's degree students expect to gain more compensation, to easily change jobs, and to smoothly transition into new careers.

Schomburg (2003) opined as cited by Hazaymeh, et al., (2009), a tracer study constitutes one form of empirical study which provides valuable information for evaluating the results of the education and training of a specific institution of higher education. The information may be used for further development of the institution in the context of quality assurance. It enables the institution of higher education to get information on possible deficits in a given educational programme which can serve as a basis for curricular improvement.

Coherent to the benefits of conducting tracer studies, Mathed (2008) purported as cited by Balingbing (2014), tracer studies are means of maintaining curriculum relevance and providing targeted benefits to graduates to enhance marketability of educational programs. Adequate knowledge on employment outcomes of training graduates could assist in formulating policy towards combating some of social problems such as unemployment. Moreover, Guzman, et al., (2008) advocated as cited by Pia, et al., (2014), graduate tracer study is an appropriate tool in determining institutional capability in preparing graduates to meet the demands of the workplace.

The alumni of an institution are deemed to be the visible evidence of its efficacy in providing service to its constituents. Hence, it is its liability to trace the employability and the whereabouts of its graduates to ascertain its impact and accountability to the institution and the country as a whole.

With the ever-changing society, it is therefore important that every institution should know what are the trends and the needs of the community in order to ensure that the programs they are implementing are still related to nowadays' requirements. With this, they will produce graduates capable of coping with the dynamic world especially in the field of work.

The Graduate School of Cotabato City State Polytechnic College is one of the institutions in the city which provides quality education and offers different programs in graduate studies, for instance, Master of Arts in Education major in School Administration and Supervision. It is significant that the school should trace its graduates in order to trace their employment status and whether Master of Arts in Education program in School Administration and Supervision impacted both their career and personal life. Thus this study entitled "Where Are the Educators: A Tracer Study" is deemed important.

Theoretical Considerations

This study is anchored on the theory of evaluation and the teaching effectiveness model as cited by Hazaymeh, et al., (2009). Wolf and Gowin (1980) articulated as cited by Hazaymeh, et al., (2009), the standards for delivering the worth of a program are set by the program's intent. These intents or objectives are measured by its outcomes; establish the criteria for rendering judgement. Gronlund (1981) supported this theory as cited further by Hazaymeh, et al., (2009), that the main purpose of evaluation is to determine to what extent the instructional objectives are achieved by the students.

Further, evaluation is a study designed and conducted to assist some audience to assess an object's merit or worth (Stufflebeam, 2000). It is a careful retrospective assessment of the merit, worth and value of administration, output and outcome of government intervention, which is intended to play a role in future practical situations (Vedung, 1997). Moreover, it is the process of reviewing the overall efficiency, effectiveness and economy of a project and considers the alignment of a project's outcomes to the program's objective/s (Australian Government).

Additionally, evaluation assesses the effectiveness of an on-going program in achieving its objectives, relies on the standards of project design to distinguish a program's effects from those of other forces, and aims at program improvement through a modification of current operations (Centre for Program Evaluation– Government of the United States). Also, it is an assessment at a point in time of the value, worth or impact of a project or program (www.evaluateit.org).

Gines (1998) mentioned as cited by Hazaymeh, et al., (2009), evaluation is the systematic process involving collection and analysis of data in order to make decisions. Patton (1997) said that program evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming.

2. METHODOLOGY

Research Design

To attain the research objectives, the researcher utilized quantitative approach and employed descriptive-survey method since its purpose is to obtain and pose facts regarding respondents' profile, examine their perceptions on the extent did the Graduate College of CCSPC develop them regarding competency skills in lesson planning; preparation of instructional materials; use of variety of methods; communication skills; information technology skills; problem-solving skills; critical thinking skills; human relations skills; and research skills and identify the benefits they earned upon completion of the Master of Arts in Education in School Administration and Supervision.

Witt (2001) as cited by Angeles, et al., (2015) described descriptive research as a traditional scientific method, which generates numerical data and usually seeks to establish causal relationships between two variables, using statistical methods to test the strength and the significance of the relationships. Further, Witt (2001) mentioned as cited by Angeles, et al., (2015) that quantitative research is usually conducted by means of collecting statistical data in form of survey, questionnaires, interviews and experiments, which are designed to determine opinion of people of certain trends in the society.

Further, survey as the method utilized in this study, is the collecting of information that describes the condition, grants, opinions or perception, people and organization (Angeles, et al., 2015). Check & Schutt (2012) mentioned as posted in National Center for Biotechnology Information (NCBI) that survey research is defined as the collection of information from a sample of individuals through their responses to questions. This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation.

Locale of the Study

This is a tracer study of Cotabato City State Polytechnic College MAEd graduates for the school year 2012-2017 with the graduates working in the different institutions in the Philippines particularly in Mindanao. For graduates who are within Cotabato City, the study was conducted in their own workplace or in individual location convenient for them mostly on their affiliating agencies. For those who were not working within the City who were difficult to have accessed with, data were gathered through facebook emails or through phone calls.

Respondents of the Study

The respondents of the study were the 113 graduates of Master of Arts in Education major in School Administration and Supervision for the school year 2012-2017 of Cotabato City State Polytechnic College working in the different institutions in the Philippines particularly in Mindanao. One hundred six or 94% of them responded and were accessed by the researcher.

Due to the busy schedules of the respondents, other survey questionnaires were not retrieved. Some did not respond to the online survey questionnaires sent by the researcher. The mobile numbers written in the curriculum vitae of their Master's thesis were already inactive which was one of the ways in order to have access with them.

Research Instrument

A survey questionnaire or Graduate Tracer Survey (GTS) adopted from the Tracer Study conducted by Colarte (2007) was utilized by the researcher. As suggested by the panel, there is no need to validate it since it was adopted and was slightly modified for the purpose of the study. The Graduate Tracer Survey (GTS) has three sections.

The first section covers the respondents' general profile in terms of their civil status, sex, employment status, kind of job (if employed), years of employment experience (if employed), past employment status, past salary, current employment status, current salary, current position titles held, graduate studies pursued after graduation. The second contains the extent did the Graduate College of Cotabato City State Polytechnic College develop and hone in the respondents the following teaching and competency skill in terms of lesson planning, preparation of instructional materials, use of variety of methods, communication skills, information technology skills, problem-solving skills, critical thinking skills, human relations skills and research skills. The third covers the respondents' answers on the benefits they earned upon completion of the program Master of Arts in Education in School Administration and Supervision.

Data Gathering Procedures

First, the researcher sought for the master list of the MAEd graduates for the academic year 2012-2017 to the Academic Related Services (ARS) office to identify the number of respondents he should have accessed with. It was found out that there were 113 MAEd graduates on the record.

After the approval was granted by the Dean of the Graduate College, permission to conduct the study was sought from the Schools Division Superintendent of Cotabato City Division since it was reflected in their curriculum vitae that most of them were connected at Cotabato City Division. After seeking of approval, the researcher proceeded to the selected schools of Cotabato City where he could find the graduates. He sought the approval of the school principals through a letter and was given a chance to meet the respondents to administer the survey questionnaire. To reach other graduates, enrolled students were asked if they know previous graduates of the college. Those who answered affirmatively were given survey questionnaires and instructed on how to hand – in the instrument to the prospective respondents and likewise, to retrieve them.

Further, the researcher made use of technology through posting a public message on facebook in order to have access with the respondents. Hence, other graduates were accessed through their friends, facebook e-mailing and phone calling using their email addresses and mobile numbers reflected in their curriculum vitae and through the replies of the facebook users who helped and positively responded.

The data gathered were tallied, analyzed, and interpreted. Frequency, weighted mean, and ranking were used to describe the typicality of responses of the graduates.

3. RESULTS AND DISCUSSION

Profile of the Respondents

Table 1.1 shows the frequency distribution of the respondents' civil status. As shown in the table, 73 or 68.9% of the respondents were married and 33 or 31.1% were single. None of them were separated/divorced, married but not living with spouse or widow or widower. It denotes that majority of the graduates were married when taking the Master of Arts in Education in School Administration and Supervision. It further implies that married graduates were more motivated to finish Master's degree despite the need to balance the demands of work, commitment, financial resources, and parenting.

As surmised in the study of Price (2006), married male students are much more likely to graduate by any given year than single students; whereas, married female students completed their degrees .21 years quicker than single female students. Further, he said that married students are more likely to publish during graduate school and have more publications. It supports the idea of Korenman and Neumark (1991) as cited by Price (2006) that married individuals are more productive.

On the other hand, the findings contradict the statement of Durso, et al., (2016) that it was expected that single individuals had greater intrinsic motivation to pursue a Master's degree. Added, they have a lifestyle with less financial and social obligations, something which might make it easier to pursue a Master's degree. Thus, for single students, the continuity of the studies may be associated to the very fulfillment of the activity (intrinsic motivation) and not to external rewards (extrinsic motivation), something which might make the completion of the Master's course more feasible.

Table 1.2 shows the frequency distribution of the respondents' sex. It reveals that 85 or 80.2% were female and 21 or 19.8% were male. It indicates that there was a preponderance number of female than of male. It is in the Filipino culture that women persevere more than men. They are hardworking and willing to take a risk in order to realize their dream. Even up to this day, women excel in academics compared to men since they are more disciplined especially with their time and more dedicated to their work.

The findings are supported by the notion of Angeles, et al., (2015) that women are the most hardworking and as people always say, they are more mature in weighing things in priority. It became associated with today's situation and can be seen especially with the educational system. She appended that women are more eager to study hard, as it is evident in the honour's lists dominated by them, while men are more eager to play, literally. It is evident in the school setting that there are more boys athletes than girls, because the latter are more focused in attaining a straight line-of-nine grades and bunch of medals to wear as they go up the recognition day stage.

Further, Perry (2017) from the University of Michigan's Flint campus said that men received fewer Master's and doctoral degrees. Moreover, Matos & Machado (2006) said as cited by Durso, et al., (2016) that women tend to have higher educational level than men. Thus, it was expected that female students showed higher intrinsic motivation to pursue a Master's degree, when compared to male students, regardless of the course they have graduated with. To boot, National Center for Education Statistics (2011) exclaimed as cited by Ramirez (2017) that more women than men are obtaining bachelor's, Master's, and doctoral degrees.

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It is always the scenario in the Philippines that after finishing undergraduate studies, one should take a Licensure Examination for Teachers to be eligible, then look for a job in order to support his/her needs and to help his/her family. Once there is enough budget to support graduate education or already have the eligibility, then one can continue graduate studies.

Frierson (2012) said that when wanting to pursue graduate studies it is significant to consider current financial obligations, the level of education needed to succeed in the career of one's choice, as well as the interest in continuing school and working in the "real world". Further, posted in Access Master (2017), financial implications are also quite important to consider.

Table 1.4 below shows the frequency distribution of the kind of job of the respondents. It poses that 102 or 96.23% of the respondents were in the field of teaching and 4 or 3.77% were non-teaching personnel. It posits that majority of them were teachers working both in public and private institutions.

It further denotes that 102 of the respondents were still in a rank and file position which means that they were holding positions like Teacher I, Teacher II, Teacher III, Master Teacher I, Master Teacher II, or Master Teacher III or contractual employees as supported in Tables 1.6 and 1.7 on the comparative frequency distribution of respondents' past and present employment statuses and the comparative frequency distribution of respondents past and present salaries, respectively, for public institutions; and contractual, probationary or permanent as also supported in Tables 1.6 and 1.7 for private institutions. Additionally, the remaining 4 or 3.77% were holding a principalship position as based on their answers during the interview. Meaning, they were promoted and became administrators and exercised school administration and supervision in their workplaces. Their position matched with their graduate degree, to boot. Moreover, the results allude that the majority of a rank and file position among teachers means that they were not promoted to their job to hold administrative and supervisory positions that matched with their postgraduate educational attainment.

The findings gainsaid the notion that a master's degree in education enables education graduates to qualify for higher positions in academic institutions and education agencies. It is a qualification that is often demanded from applicants who wish to teach in the tertiary level and even for managerial, supervisory or professional positions in some elementary and secondary schools. It will give a person an edge over other education graduates since some schools no longer accept applicants for managerial and supervisory positions who do not hold a Master's degree in education due to the increasing number of education graduates in the Philippines, (FindUniversity.ph, 2018).

Table 1.5 shows the frequency distribution of the respondents in terms of years of employment experience.

The table shows that 41 or 38.7% of the respondents were working for 6-10 years, 26 or 24.5% were working for 11-15 years, 16 or 15.1% were in the service for 1-5 years, 14 or 13.2% were working for 21 years and above, 7 or 6.6% for 16-

20 years in the service, and 2 or 1.9% were working less than a year. It conveys that majority of the respondents had 6-10 years of experience whether in teaching or non-teaching related career in private and public institutions.

Table 1.6 shows the comparative frequency distribution of respondents' past and present employment statuses. For respondents working in public institutions in terms of past employment status, 57 or 80% were working as permanent employees and 14 or 20% were working as contractual employees. For respondents working in private institutions still in terms of past employment status, 29 or 83% were working as contractual employees, 5 or 14% were working as probationary employees, and 1 or 3% was working as a permanent employee. For respondents working in public institutions in terms of present employment status, the table reveals that 105 or 100% were working as permanent employees; whereas, 1 or 100% was working as a permanent employee in a private institution.

The findings reveal that there is a distinction between the past and present employment statuses of the respondents since all of them became permanent employees in their current employment status. It implies that a number of employees working as permanent employees in public institutions augmented given the frequencies of 71 and 105, past and current employment statuses, respectively. However, in private institutions, it is reflected in the table that there was a diminution in the number of employees given the frequencies of 35 and 1, past and current employment statuses, respectively. It denotes that majority of the graduates were connected in public schools. Further, it designates that they applied in public schools after they finished their graduate studies or when already had earned Master's units. It expresses that Master of Arts in Education had helped them met the qualifications set by the Department of Education. Mentioned in the DepEd Order No. 7, s. 2015 entitled as "Hiring Guidelines for Teacher I Position Effective Year (SY) 2015-2016", applicants with a Master's Degree (MA or MS) shall be given +1 point, while applicants with a Master's Degree and with a Doctorate (PhD) shall be given +2 points.

Table 1.7 displays the comparative frequency distribution of respondents' past and present salaries. In terms of past salary, 49 or 46.2% of the respondents received a salary of P15, 000.00 to less than P20, 000.00, 38 or 35.8% received a salary of P5, 000.00 to less than P10, 000.00, 7 or 6.6% received a salary of below P5, 000.00, and 6 or 5.7% received a salary of P10, 000.00 to less than P15, 000.00 and P20, 000.00 to less than P25, 000.00. In terms of current salary, 69 or 65.1% received a salary of P20, 000.00 to less than P25, 000.00, 24 or 22.6% received a salary of P15, 000.00 to less than P20, 000.00 and 13 0r 12.3% received a salary of P25, 000.00 and above. It denotes that majority of the respondents in the past received a salary of P15, 000.00 to less than P20, 000.00, followed by a number of respondents received a salary of P5, 000.00 to less than P10, 000.00. Albeit, it is in contrast to the current salary they received since majority of them received a salary of P20, 000.00 to less than P25, 000.00. In addition, it portends that in the current salary they received, majority of them were public school teachers (reflected in Table 1.6) and majority of them also were occupying rank and file positions (as unveiled in Table 1.8).

However, posted in Manila Times Magazine (2018), the average salary of private school sector across all regions in the country is P13, 000 per month. Notwithstanding, there are other private school sectors, for instance, Isabela that pays its entry-level teachers P8, 000 which is way below the counterpart in a DepEd school. It bears that though there were respondents who were permanent in private institutions as revealed in Table 1.6, still there is a difference in terms of salary rate they received compared to public school teachers since private schools are independent schools, meaning they generate the salaries of their employees through tuition and the like from their clientele.

Table 1.8 shows the frequency distribution of the respondents in terms of current position titles held. The table discloses that 102 or 96.2% were in rank and file positions, and 4 or 3.8% were school administrators or principals. It means that majority of them were occupying Teacher I, II and III positions or Master Teacher I, II, and III positions. The remaining 4 or 3.8% were occupying principalship position.

The findings contradict the notion that the most common career goal for students in these programs is to become a principal or assistant principal (Study.com, 2018) since it was revealed that the graduates were holding rank and file positions. This view is propped up by the concept that it is a graduate degree program that helps students gain a deeper understanding on the managerial, supervisory and instructional competencies for higher level educational leadership. The course aims to develop students' skills on effective leadership and educational management practices (FindUniversity.ph, 2018).

Table 1.9 shows the frequency distribution of the respondents in terms of graduate studies pursued after graduation. It depicts that 65 or 61.3% did not pursue doctorate or take other similar/equivalent degree, 40 or 37.7% pursued doctorate degree, and 1 or 0.9% took other similar/equivalent degree. It points forward that majority of them did not pursue doctorate degree.

With a great number of graduates who did not pursue doctorate degree program, it is significant that the Graduate College should find a way in order to have access with them to encourage them to continue doctorate degree. Posted in Top Universities (2013), a **graduate degree** is increasingly considered an asset by employers and governments all over the world and opens up advanced leadership positions in the **knowledge economy**. By engaging in advanced studies and research at the world's best universities will make an individual expert in the field and improve career prospects.

Extent in Developing Teaching and Competency Skills

Table 2 shows the mean distribution of the respondents in terms of the extent in developing teaching and competency skills. It has the grand mean of 3.99, standard deviation of 0.31, described as highly developed. Further, it depicts that the respondents had really developed first in "critical thinking skills" with a mean point of 4.12, standard deviation of 0.47, described as highly developed; second is the "human relation skills" with a mean point of 4.10, standard deviation of 0.51, described as highly developed; third are the "communication skills" and "research skills" with mean point of 4.08, standard deviations of 0.47 and 0.51, respectively, described as highly developed; fourth is the "use of variety of methods" with a mean point of 4.05, standard deviation of 0.48, described as highly developed; fifth is the "problem solving-skills" with a mean point of 4.01, standard deviation of 0.40, described as highly developed; sixth is the "information technology skills" with a mean point of 3.92, standard deviation of 0.53, described as highly developed; seventh is the "preparation of instructional materials" with a mean point of 3.82, standard deviation of 0.64, described as highly developed; and eight is the "lesson planning" with a mean point of 3.73, standard deviation of 0.80, described as highly developed.

The results indicate that all teaching and competency skills were highly developed on the respondents. Critical thinking, human relation, communication, research, use of variety of methods and problem-solving skills were the top skills being developed more on them and lesson planning was the least.

When they were asked why critical thinking, human relation, communication, research, use of variety of methods and problem-solving skills the top skills being developed on them, they said that the following were the focus in the courses or subjects offering in the Graduate College which are significant in school administration and supervision. For instance, they were engaged in reporting in every subject that developed those skills especially when presenting assigned reports by thinking and applying methods and strategies to make class discussions meaningful, fruitful and relatable. Added, Statistics and thesis writing developed their problem-solving skills. Further, they mentioned that their research skill was developed because they were required to present their final manuscript as a partial fulfilment to their degree program. Prior to that, there were training and seminars they had attended on research before they could continue to thesis writing when taking the degree program. Evident to this, they were able to make action research in their respective workplaces as one of the requirements set by the Department of Education reflected in their Individual Performance Commitment and Review Form to be used as a basis in their performance based-bonus (PBB). Also, others were sent to seminars and workshops on action research writing conducted by the Department of Education and were asked to re-echo what they had learned from the training to their respective workstations.

On the other hand, when they were asked why lesson planning was the least among the skills that was developed on them, they said that lesson planning was not related to their postgraduate degree program. Hence, the subjects offering focused on the skills to developed administrative and supervisory skills preparing them to become effective administrators and supervisors.

The results are consistent to the concept that Master of Arts in Education in Educational Administration makes ready current and prospective school leaders to meet the professional demands of educational leadership. It develops competencies related to effective leadership and educational management practices. It allows students to explore the theoretical and practical aspects of curriculum development, teaching and learning, and the supervision of instruction. Exposure to research about current realities, emerging trends, and issues in various aspects of educational administration ensures their continuing growth and effectiveness as school leaders. Students are trained to conduct scholarly research that will address relevant issues in their own school setting (ADMU, 2012).

Further, the Master of Arts in Education (MAEd) in Educational Management (also known as MAEd major in Supervision and Administration) helps students gain a deeper understanding on the managerial, supervisory and instructional competencies for higher level educational leadership. The course aims to develop students' skills on effective leadership and educational management practices (FindUniversity.ph, 2018).

Benefits Earned Upon Completion of the Program Master of Arts in Education in School Administration and Supervision

Table 3 below is all about the benefits earned upon completion of the MAEd program. As depicted in the table, "promotion" ranked first with 84 points, "professional growth" ranked second with 63 points, "personal growth" ranked third with 50 points, "development of leadership skills especially in management" ranked fourth with 45 points, "gain knowledge on educational administration" ranked fifth with 43 points, "researched competency" and "development of communication skills" ranked 6.5 with 40 points, "more confidence" ranked 8 with 35 points, "development of critical thinking skills" ranked 9 with 33 points, "overall development" and "development of information technology skills" ranked 10.5 with 13 points, and finally "development of teaching skills" and "experience mastering teaching profession" ranked 12.5 with 10 points.

When they were asked why they mentioned promotion as one of the benefits earned when completing the degree program, they said that though they were not promoted to administrative or supervisory positions, they were still promoted from Teacher I to higher rank and file positions like Teacher II, Teacher III, Master Teacher I, Master Teacher II, or Master Teacher III. Others said, especially those who were connected before in private institutions, their postgraduate graduate studies helped them to be qualified in the Registry of Qualified Applicants (RQA) conducted by the Department of Education. It is an indication that the Master of Arts in Education in School Administration and Supervision helped the graduates to be promoted on their career.

The results support the proposition of Revermann (2017) that there are reasons for pursuing graduate degrees, namely: career opportunities, knowledge, money, and one step closer to a doctoral level. Posted in topuniversities.com, there are ten good reasons to go to graduate school, namely; (1) invest in the future, (2) get noticed in today's job market, (3) get more than a qualification, (4) pursue interests in more depth, (5) contribute to the world knowledge, (6) make connections, (7) increase financial prospects, (8) get academic recognition, (9) work with the best, and (10) gain an internationally recognizable qualification.

Further, relevant to the benefits earned, Master of Arts in Education (MAEd) major in Educational Management (also known as MAEd major in Supervision and Administration in some schools) helps students gain a deeper understanding on the managerial, supervisory and instructional competencies for higher level educational leadership. The course aims to develop students' skills on effective leadership and educational management practices (FindUniversity.ph, 2018).

4. SUMMARY OF THE MAJOR FINDINGS

On the profile of the respondents, 73 or 68.9% were married, 85 or 80.2% were females, 106 or 100% were employed, and 102 or 96.23% were in the field of teaching. In terms of years of employment experience, 41 or 38.7% of the respondents were working for 6-10 years. For respondents working in public institutions in terms of past employment status, 57 or 80% were working as permanent employees and for those working in private institutions, 29 or 83% were working as contractual employees. For respondents working in public institutions in terms of present employment status, 105 or 100% were working as permanent employees; whereas, 1 or 100% was working as a permanent employee in a private institution. In terms of past salary, 49 or 46.2% received a salary of P15, 000.00 to less than P20, 000.00 and 69 or 65.1% received a salary of P20, 000.00 to less than P25, 000.00 in terms of current salary. In their current position titles held, 102 or 96.2% were in rank and file positions and 65 or 61.3% did not pursue doctorate or take other similar/equivalent degree with regards to graduate studies pursued after graduation.

On the other hand, the respondents were highly developed in terms of the extent in developing teaching and competency skills with a grand mean of 3.99. Further, "critical thinking skills" ranked first with a mean point of 4.12, described as highly developed and "lesson planning" ranked eighth with a mean point of 3.73, described as highly developed.

On the benefits earned upon completion of the MAEd program, "promotion" ranked first with 84 points, "professional growth" ranked second with 63 points, "personal growth" ranked third with 50 points, "development of leadership skills especially in management" ranked fourth with 45 points, "gain knowledge on educational administration" ranked fifth with 43 points, "research competency" and "development of communication skills" ranked 6.5 with 40 points, "more

confidence" ranked 8 with 35 points, "development of critical thinking skills" ranked 9 with 33 points, "overall development" and "development of information technology skills" ranked 10.5 with 13 points, and finally "development of teaching skills" and "experience mastering teaching profession" ranked 12.5 with 10 points.

5. CONCLUSION

Majority of the respondents were females and married. All of them were employed in public and private educational institutions. Forty-one (38.7%) were working for 6 to 10 years. In their past employment status, majority of them were working in public educational institutions as permanent employees with a salary range of P15, 000.00 to less than P20, 000.00, while in their current employment status, 105 of them were working in public educational institutions as permanent employees receiving a salary range of P20, 000.00 to less than P25, 000.00 and only 1 was working in a permanent position in a private institution. One hundred two (96.2%) of them were in rank and file positions. Majority did not pursue doctorate degrees. All teaching and competency skills were described as highly developed. However, "critical thinking skills" had the highest mean point and "lesson planning" has the lowest. The respondents answered "promotion" as the first benefit of pursuing MAEd program. In addition, the program Master of Arts in Education in School Administration and Supervision benefited the graduates in terms of promotion.

6. RECOMMENDATION

From the summary of the major findings and the conclusions made, the following recommendations are posed:

1. The Graduate College should revisit the Master of Arts in Education curriculum for curriculum enhancement to improve other administrative and supervisory competencies.

2. The College should give due support in terms of accessibility of the graduates through having social media access.

3. Master of Arts in Education graduates must be advised to continue doctoral degree for professional development and lifelong learning.

4. The Graduate College should carry out educational advertisements through social media and the like utilizing the results of the study that the Graduate College has a positive impact to the career life of the graduates. It will help augment the number of enrolees.

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