

EXAMINING CAREER OUTCOMES AND ALUMNI SATISFACTION: A GRADUATE TRACER STUDY OF MASTER OF ARTS IN EDUCATION AND MASTER OF BUSINESS ADMINISTRATION GRADUATES

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Abstract

This study examines the career outcomes and alumni satisfaction of graduates from the Master of Arts in Education (MAEd) and Master of Business Administration (MBA) programs in one higher education institutions in Malolos City. The research aims to assess the effectiveness of these programs in equipping graduates with the necessary skills and knowledge for professional success. Key findings reveal that a significant portion of alumni reported limited local research productivity, with 61% of respondents indicating zero local publications in the past three years. The study also highlights the importance of enhancing research capabilities, providing flexible learning modalities, and integrating technology into the curriculum to meet the diverse needs of students. Recommendations include establishing partnerships for international exposure, implementing systematic program assessments, and creating comprehensive research enhancement initiatives. The insights gathered underscore the necessity for continuous improvement in graduate education to ensure that programs remain responsive to the evolving demands of the job market. Overall, this research contributes to the understanding of how graduate programs can better prepare students for their careers while fostering a culture of research and innovation.

Keywords: Career Outcomes, Alumni Satisfaction, Graduate Education.

Introduction

In an era characterized by rapid socioeconomic transformation and evolving global market dynamics, the pursuit of higher education has become increasingly integral to career advancement and personal development. Two of the most sought-after postgraduate programs, the Master of Arts in Education (MAEd) and the Master of Business Administration (MBA), hold particular significance in shaping the future leaders and educators of our society. These programs equip graduates with specialized knowledge and skills that are not only relevant but also essential in the modern workforce.

The Master of Arts in Education (MAEd) program, is designed to prepare educators and professionals in the field of education with advanced pedagogical techniques, curriculum development strategies, and leadership skills (Smith, 2019). On the other hand, the Master of Business Administration (MBA), focuses on imparting essential managerial and business acumen, equipping graduates to thrive in diverse industries (Kaplan & Norton, 2019). Both programs, while distinct in their objectives and areas

of expertise, share the common goal of enhancing individuals' career prospects and contributing to their personal and professional growth.

As the landscape of higher education continues to evolve, it becomes increasingly crucial to assess the outcomes and impacts of postgraduate programs. A graduate tracer study serves as a valuable tool for evaluating the effectiveness of these programs by tracking the career trajectories, job placements, and overall satisfaction of their alumni. Through such studies, institutions can gain insights into the strengths and weaknesses of their curricula, identify areas for improvement, and adapt to the evolving needs of the job market (Holland et al., 2020).

This research aims to conduct a comprehensive graduate tracer study that will shed light on the post-program experiences and career outcomes of MAEd and MBA graduates. By examining the professional journeys of these alumni, we seek to understand the extent to which these programs have contributed to their career advancement, job satisfaction, and overall well-being. Additionally, this study will

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explore the transferable skills and competencies acquired during their respective programs and how these skills have been applied in their careers.

In the following sections, we will delve into the methodology, data collection process, and analysis techniques employed in this study to obtain a deeper understanding of the impact of MAEd and MBA programs on graduates' professional lives. Through the insights gained from this research, we aim to provide valuable recommendations for program enhancements and improvements to better serve the needs of future students and the broader society.

Theoretical Framework

The study was primarily anchored on human capital theory proposed by Greg Becker (Winterton, 2019). Human capital applies to both the set of skills and the individuals who possess such skill set. The latter bring into play the former at a place of work in order to get the job done and contribute to the development of the workplace. In the Philippines,

the human capital is its most critical resource especially when the country morphed into one of the preferred destinations for foreign business outsourcing firms eyeing for educated workers (Global Delivery Initiative, as cited on Penera, 2021).

The above theory was deemed relevant to the present study since Human capital theory posits that education and training investments increase an individual's human capital, leading to better employment prospects and higher earning potential. This theory may be used to analyze how educational experiences impact graduates' career outcomes, income, and satisfaction.

Conceptual Framework

As can be gleaned on figure 1, the study uses the result of the analysis of the quantitative and qualitative data obtained from the respondents, and uses the findings to propose a continuous quality improvement plan.

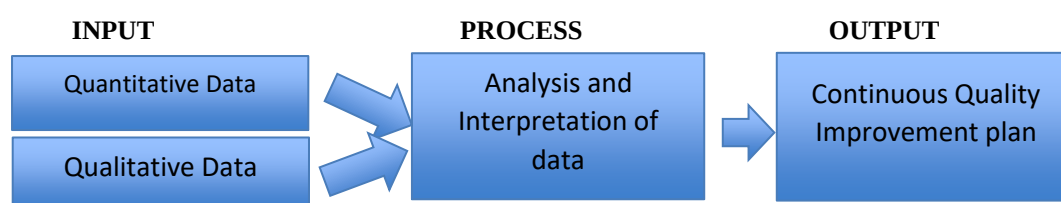


Figure 1: Conceptual Paradigm of the Study

Statement of the Problem

The general problem of the study was to determine the different Career Outcomes and Alumni Satisfaction on the graduate studies programs. Specifically, it sought answer to the following problems:

1. How may the employment information of the alumni be described in terms of the following?
 - 1.1 Type of organization
 - 1.2 Employment Type
 - 1.3 occupational classification
 - 1.4 Relationship to the current job in post graduate degree
 - 1.5 Number of years in the company
 - 1.6 Place of work
 - 1.7 First job after finishing graduate degree
 - 1.8 Employment Status
 - 1.9 Monthly income range
2. How may the research productivity of the alumni be described?
 - 2.1. Books/ research outputs published locally
 - 2.2. Books/ research outputs published internationally
 - 2.3. Books/ research outputs presented locally
 - 2.4. Books/ research outputs presented internationally

3. How may the graduate studies program's contribution to personal and professional growth of the alumni be described?
4. How may the overall satisfaction on the graduate studies program of the alumni be described?
5. How does graduate studies program impact the career development of the alumni?
6. Based on the findings of the study, what continuous quality improvement plan may be proposed?

Scope and Delimitation

The main objective of the study was to determine the different Career Outcomes and Alumni Satisfaction on the graduate studies programs. Graduate studies alumni who graduated during the school year 2018-2019 up to 2022-2023, from the degree of Master of Arts in educations and degree of Master of Business Administration were included as respondents of the studies. Alumni from the other masters and doctorate programs were excluded from the study.

Ethical Consideration/s

The following ethical considerations were considered during the conduct of the study:

1. The dignity and well-being of respondents were protected. The researcher ensured that there was

- no harm in any form or placed in an uncomfortable position.
- The researcher obtained from the respondents informed consent that includes essential information, i.e., who the researchers are, the intent of the study, the data to be collected, level of commitment, etc. Respondents were also informed that participating in the study is voluntary, ensuring no coercion or deception in participation.
 - The research data remained confidential throughout the study. Respondents were also informed that their names will not appear in the final paper.
 - In the Conduct of the Study, “No Conflict of Interest” was declared by the researchers.

Methodology

Methods and Techniques

The study employed a convergent parallel mixed method. Convergent parallel mixed methods, according to Creswell (as cited on Galvez, 2018) is a kind of mixed methods design that makes the researcher converge or merge the qualitative data and quantitative information to come up with a substantial presentation of findings and results of the research problem. In this method, the researcher typically collects the two forms of data at roughly the same time and then integrates the data analysis results and findings in the interpretation of the overall results. Contradictions or incongruences that may arise in the end are explained or further probed in this design. In this approach, a researcher gathers both qualitative and quantitative data, separately

analyzes them, and then converges the results to see if the findings confirm or disconfirm each other.

Data Collection and Analysis

Convergent parallel mixed method was utilized in the study. A survey questionnaire with a consent form was distributed electronically via Google forms. Means and frequency counts were used in tabulating the results.

Thematic analysis was utilized in the analysis of the qualitative data gathered.

Respondents of the Study

The respondents of the study were the alumni from the graduate studies program (1) Master of Arts in Education and (2) Master of Arts in Business Administrations who graduate during the school year 2018-2019 up to School year 2022-2023.

As can be gleaned from table 1, 37% of the total respondents graduated from school year 2022-2023, while 20% of the total respondents graduated from school year 2021-2022, 17% from school year 2020-2021, 14% from school year 2018 – 2019 and 12% from the school year 2019-2020.

MAEd: 41% of respondents from the MAEd graduated from the school year 2022-2023, while 15% from school years 2019-2020, 2020-2021, and 2021-2022 respectively, and 14% graduated from school year 2018-2019.

MBA: 38% of respondents from the MBA group graduated during the school year 2021-2022, 24% from school year 2022-2023, 23% from school year 2020-2021, 15% from school year 2018-2019, and 0% from school year 2019-2020.

Table 1: Respondents of the Study

School Year	MAED		MBA		Total	Percentage
2018-2019	7	14%	2	15%	9	14%
2019-2020	8	15%	0	0%	8	12%
2020-2021	8	15%	3	23%	11	17%
2021-2022	8	15%	5	38%	13	20%
2022-2023	21	41%	3	24%	24	37%
Total	52	100%	13	100%	65	100%

Results and Discussion

Pertinent data gathered were presented, analyzed, and interpreted in terms of (1) employment information, (2) the contribution of the program of study to respondents' personal and professional development and respondents' overall satisfaction rating of the program, impact of the program to the career development, and alumni suggestion to further improved the graduate studies program.

Employment Information

Employment information encompasses data related to job opportunities, career prospects, and the

demand for specific skills and qualifications. This information provides valuable insights to job seekers, policymakers, and businesses. By tracking employment trends, wage disparities, and emerging job sectors, research in this field helps individuals make informed career decisions and assists organizations in adapting to the ever-changing labor landscape. Table 2 revealed the employment information in terms of the type of organization where the alumni are employed. 66% of the alumni were employed in the public sector while 34% were employed in private companies.

MAEd: 37 or 71% of the MAEd respondents were employed in the public or government institutions, while 15 or 29% were employed in private institutions.

MBA: 7 or 54% of MBA respondents were employed in private companies, while 46% or 6 of the respondents were employed in government institutions.

Table 2: Employment Information of the Alumni in Terms of Type of Organization

Type of Organization	MAED		MBA		Total	Percentage
Private	15	29%	7	54%	22	34%
Public	37	71%	6	46%	43	66%
Total	52	100%	13	100%	65	100%

Table 3 depicts the employment information of the alumni in terms of their employment status.

97% or 63 out of 65 respondents were full time employees, and 3% or 2 Out of the 65 respondents were part-timers but seeking full time work.

MAEd: 100% or 52 out of 52 respondents from the master of Arts in Education program were full time employees.

MBA: 85% or 11 out of the 13 respondents from the Master of Business Administration program were full time employees, while only 15% or 2 out of 13 respondents were part-timers but seeking full time work.

Table 3: Employment Information of the Alumni in Terms of Employment Status

Employment Type	MAED		MBA		Total	Percentage
Fulltime	52	100%	11	85%	63	97%
Part-time	0	0%	0	0%	0	0%
Part-time but seeking full time work	0	0%	2	15%	2	3%
Part-time but not seeking full time work	0	0%	0	0%	0	0%
Total	52	100%	13	100%	65	100%

As seen on table 4, the 54% of the overall occupational classification of the respondents were teachers/ instructors/ professors. 14% were clerk/ rank and file employees, 9% were Administrators and Corporate executive/ manager respectively, 6% were wellness officers, 4% were managing proprietor or supervisor, and 2% were officials of government and special interest organizations, and consultant and other special occupations respectively.

MAEd: In terms of occupational classification 65% or 34 of the MAEd respondents were

teachers/instructors/professors, 12% or 6 of the respondents were administrators, 6% were corporate executive/ manager, and clerk/rank and file respectively, and 2% were Official of Government and Special Interest Organizations.

MBA: Most of the MBA respondents or 46% fall under the Clerk/ Rank and file category, 23% of them were Corporate Executive or Manager, 15% were Managing Proprietor or Supervisor, 8% Teachers/instructor/professor, and Consultant and other special occupations respectively.

Table 4: Employment Information of the Alumni in Terms of Occupational Classification

Occupational Classification	MAED		MBA		Total	Percentage
Official of Government and Special Interest Organizations	1	2%	0	0%	1	2%
Corporate Executive or Manager	3	6%	3	23%	6	9%
Administrators	6	12%	0	0%	6	9%
Teachers/instructor/professor	34	65%	1	8%	35	54%
Consultant and other special occupations	0	0%	1	8%	1	2%
Managing Proprietor or Supervisor	1	2%	2	15%	3	4%
Wellness officer	4	7%	0	0%	4	6%
Clerk/ Rank and file	3	6%	6	46%	9	14%
Encoder	0	0%	0	0%	0	0%

Audit Services Director	0	0%	0	0%	0	0%
Pastoral	0	0%	0	0%	0	0%
Librarian	0	0%	0	0%	0	0%
Total	52	100%	13	100%	65	100%

Table 5 revealed the relationship to the current job in post graduate degree, 77% of the respondents agreed and answered yes, while 20% answered no and only 3% answered maybe.

MAEd: 44 out of 52 or 85% of the MAEd alumni respondents agreed that their current job was related

to their post graduate degree. The remaining 11% answered no and the 4% answered maybe.

MBA: 6 out of 13 or 46% MBA alumni respondents agreed that their current job was related to their post graduate degree. However, 56% or 7 out of 13 responded No.

Table 5: Employment Information of the Alumni in Terms of Relationship to the Current Job in Post Graduate Degree

Relationship to the current job in post graduate degree	MAED		MBA		Total	Percentage
Yes	44	85%	6	46%	50	77%
Maybe	2	4%	0	0%	2	3%
No	6	11%	7	54%	13	20%
Total	52	100%	13	100%	65	100%

The Employment information of the alumni in terms of number of years in the company is gleaned on table 6, 49% of the overall respondents are 1-5 years in the in the company, while 37% are 6-10 years in the company, 6% are 11-15 years in the company, 5% are 16-15 years in the company, and 3% are 21 and above years in the company.

MAEd: As seen in table 6, 48% of the MAEd respondents are 1-5 years in the company, 37% are 6-10 years in the company, 85 are 11-15 years in the company, 6% are 16-20 years in the company and only 1% are 21 and above years in the company.

MBA: For MBA, 54% of the respondents are 1-5 years in the company, 38% are 6-10 years in the company, and 8% are 21 and above in the company.

Table 6: Employment Information of the Alumni in Terms of Number of Years in the Company

Number of years in the company	MAED		MBA		Total	Percentage
1-5	25	48%	7	54%	32	49%
6-10	19	37%	5	38%	24	37%
11-15	4	8%	0	0%	4	6%
16-20	3	6%	0	0%	3	5%
21 and above	1	1%	1	8%	2	3%
Total	52	100%	13	100%	65	100%

Employment information of the alumni in terms of place of work was revealed in table 7, 100% or 65 out of 65 of the overall respondents' works locally.

MAEd: all or 100% of the respondents from the MAEd programs were employed locally.

MBA: 13 out of 13 or 100% of the MBA respondents work locally.

Table 7: Employment Information of the Alumni in Terms of Place of work

Place of work	MAED		MBA		Total	Percentage
Local	52	100%	13	100%	65	100%
Abroad	0	0%	0	0%	0	0%
Total	52	100%	13	100%	65	100%

On table 8, 38% or 25 out of the 65 overall respondents answered “yes” as to the first job after completing a graduate degree. However, 62% answered “no”.

MAEd: 37% of the respondents from the MAEd programs answered “yes” as to the first job after

completing a graduate degree. While 63% answered “no”

MBA: 46% of the respondents from the MAEd programs answered “yes” as to the first job after completing a graduate degree. While 54% answered “no”

Table 8: Employment Information of the Alumni in Terms of First Job After Completing Graduate Degree

First job after completing graduate degree	MAED		MBA		Total	Percentage
Yes	19	37%	6	46%	25	38%
No	33	63%	7	54%	40	62%
Total	52	100%	13	100%	65	100%

As seen on table 9, 91% of the overall respondents were permanent/ regular, while 8% were contractual, and only 1% had an employment status of casual.

MAEd: 92% of the MAEd respondents has a permanent employment status, while the remaining 8% has a contractual employment status.

MBA: 84% of the MBA respondents have a permanent employment status, 8% have a contractual employment status and the 1% have a casual employment status.

Table 9: Employment Information of the Alumni in Terms of Employment Status

Employment Status	MAED		MBA		Total	Percentage
Permanent/ Regular	48	92%	11	84%	59	91%
Contractual	4	8%	1	8%	5	8%
Casual	0	0%	1	8%	1	1%
Fixed-Period	0	0%	0	0%	0	0%
	52	100%	13	100%	65	100%

Table 10 depicts the Employment information of the alumni respondents in terms of Monthly Income. As can be seen, 38% are earning Php 21,000 - 30,000, and Php 31,000 - 40,000 respectively, while 12% of the overall respondents are earning Php 41,000 - 50,000, the 6% are earning Php 51,000 and above, and the other 6% are earning Php 20,000 and below.

MAEd: For MAEd respondents, 42% have a monthly income of Php 21,000 - 30,000, 40% has an

income of Php 31,000 - 40,000, 8% has an income of Php 41,000 - 50,000, 6% has an income of Php 20,000 and below and the remaining 4% has an income of Php 51,000 and above

MBA: For MBA respondents, 31% earns Php 31,000 - 40,000, 23% earns Php 21,000 - 30,000, the other 23% earns Php 41,000 - 50,000, 15% earns Php 51,000 and above, and the remaining 8% earns Php 20,000 and below.

Table 10: Employment information of the alumni in terms of Monthly Income

Monthly Income	MAED		MBA		Total	Percentage
Php 20,000 and below	3	6%	1	8%	4	6%
Php 21,000 - 30,000	22	42%	3	23%	25	38%
Php 31,000 - 40,000	21	40%	4	31%	25	38%
Php 41,000 - 50,000	4	8%	3	23%	7	12%
Php 51,000 and above	2	4%	2	15%	4	6%
	52	100%	13	100%	65	100%

Employment information is often referred to as labor market analysis, it is an essential component of economic and workforce studies. This data is often used to gain a comprehensive understanding of employment trends and their implications (Smith et al., 2020). Knowing pertinent information on employment may be used to develop evidence-based

strategies to address the challenges and opportunities in today's ever-evolving job market.

Research Productivity

The research productivity of graduate studies alumni is a critical measure of the success and impact of higher education programs. It gauges the extent to

which individuals who have completed advanced degrees, such as master's or doctoral programs, continue to contribute to their respective fields through scholarly activities. This productivity encompasses the publication of research papers, and even conference presentations. Understanding the research productivity of graduate studies alumni is essential for universities, policymakers, and academic institutions, as it provides insights into the long-term outcomes of higher education investments and their contributions to the broader research community and society.

Table 11 showed the Alumni's overall research productivity in terms of books/ research outputs

published locally in the last 3 years. 61% of the respondents have zero local publication, while 35% have 1-3 local publications, 2% have 4-6 local publications, and the other 2% have 7-9 local publications.

MAEd: 63% of the MAEd respondents have zero publication locally, while the 33% has 1-3 local publications for the last 3 years, the 2% has 4-6 local publications and the remaining 2% has 7-9 local publications.

MBA: Among the MBA respondents, only 46% has 1-3 local publications and the remaining 54% has zero local publication.

Table 11: Research Productivity of the Alumni in Terms of Books / Research Outputs Published Locally

Books/ research outputs have you published locally	MAED		MBA		Total	Percentage
None (0)	33	63%	7	54%	40	61%
1-3 in the last 3 years	17	33%	6	46%	23	35%
4-6 in the last 3 years	1	2%	0	0%	1	2%
7- 9 in the last 3 years	1	2%	0	0%	1	2%
10 and more in the last 3 years	0	0%	0	0%	0	0%
	52	100%	13	100%	65	100%

Table 12 depicts the international publication of the respondents for the last 3 years. As can be gleaned, only 12% of the overall respondents has 1-3 international publications, and 88% of the respondents has zero international publications.

MAEd: Among the MAEd respondents, only 15% of them have 1-3 international publications and the

remaining 85% have zero number of international publications.

MBA: All or 100% of the MBA respondents have zero number of international publications.

Table 12: Research Productivity of the alumni in terms of Books / Research Outputs Published Internationally

Books/ research outputs have you published internationally	MAED		MBA		Total	Percentage
None (0)	44	85%	13	100%	57	88%
1-3 in the last 3 years	8	15%	0	0%	8	12%
4-6 in the last 3 years	0	0%	0	0%	0	0%
7- 9 in the last 3 years	0	0%	0	0%	0	0%
10 and more in the last 3 years	0	0%	0	0%	0	0%
	52	100%	13	100%	65	100%

Table 13 showed the research productivity of the respondents when it comes to research presentation locally. 2% of the overall respondents have 4-6 local research presentations, 40% have 1-3 local research presentations. However, 58% of the respondents had zero local research presentations.

MAEd: Only 2% or 1 out of 52 of the respondents from MAEd group has 4-6 research put presented locally for the last 3 years, 46% or 24 out of 52 MAEd respondents has 1-3 local research presentations, and the remaining 52% or 27 out of 52 respondents has zero research local presentation.

MBA: Only 15% or 2 out of the 13 respondents from the MBA group have 1-3 local research presentations, while the remaining 85% or 11 out of

13 MBA respondents have zero local research presentation.

Table 13: Research Productivity of the Alumni in Terms of Books / Research Outputs Presented Locally

Books/ research outputs have you presented locally	MAED		MBA		Total	Percentage
None (0)	27	52%	11	85%	38	58%
1-3 in the last 3 years	24	46%	2	15%	26	40%
4-6 in the last 3 years	1	2%	0	0%	1	2%
7- 9 in the last 3 years	0	0%	0	0%	0	0%
10 and more in the last 3 years	0	0%	0	0%	0	0%
	52	100%	13	100%	65	100%

The overall research productivity of the alumni in terms of books/ research outputs presented internationally is seen in table 14. 86% of the alumni have zero or none research productivity when it comes to research international presentation. Only 10% have 1-3 research presentations internationally, 2% have 7-9 international research presentations and the remaining 2% have 10- and more research presentations internationally for the past 3 years.

MAEd: Among the MAEd group, 13% has 1-3 research presentations internationally, 2% has 7-9 research presentations internationally, and 2% has 10 and more international research presentations, while the remaining 83% has none or zero international research presentations.

MBA: All or 100% of the MBA respondents have zero number of international research presentations.

Table 14: Research Productivity of the Alumni in Terms of Books/ Research Outputs Presented Internationally

Books/ research outputs have you presented internationally	MAED		MBA		Total	Percentage
None (0)	43	83%	13	100%	56	86%
1-3 in the last 3 years	7	13%	0	0%	7	10%
4-6 in the last 3 years	0	0%	0	0%	0	0%
7- 9 in the last 3 years	1	2%	0	0%	1	2%
10 and more in the last 3 years	1	2%	0	0%	1	2%
	52	100%	13	100%	65	100%

These findings suggest that MAEd graduates have a more diverse range of research productivity, including some with substantial involvement, while MBA graduates, uniformly, have little to not been involved in such activities. In a study conducted by Mahon, et.al, (2019) universities serve numerous important functions and among these were in research, education, and community engagement. Research capability among students must be given a premium in graduate studies curriculum.

Graduate Studies Program Contribution to Personal and Professional Growth

Graduate studies programs play a pivotal role in shaping the personal and professional growth of individuals in numerous ways. These programs offer a unique and transformative educational experience that extends well beyond the boundaries of undergraduate education. Through advanced coursework, research opportunities, and specialized training, graduate studies contribute significantly to personal development, expanding knowledge, and enhancing professional skills. In this exploration, we will delve into the multifaceted contributions of

graduate studies programs to fostering personal and professional growth, highlighting their capacity to empower individuals to reach new heights of achievement and fulfillment.

Table 15, provided data on a comprehensive analysis of various indicators related to graduate studies program contribution to personal and professional growth: The overall rating for this program or institution is exceptionally high, standing at 4.17 on a scale where VH "Very High" effectiveness. This indicates that the program or institution in question is highly regarded and effective in various aspects, especially in academic, personal, and professional development. However, there are some areas, such as *international exposure and opportunities abroad, where there may be room for further enhancement to provide a more holistic educational experience.*

MAEd: The MAEd program boasts an impressive overall rating of 4.27, reflecting a "Very High" level of satisfaction across various dimensions. It excels in nurturing academic excellence, evidenced by a

rating of 4.42, which underscores a strong commitment to educational rigor and quality. The program places a high emphasis on learning efficiency and communication skills, both scoring 4.50, highlighting its focus on effective learning methods and essential communication abilities for educators.

Ratings of 4.44 in people skills and 4.48 in personality development indicate that the program prioritizes interpersonal competencies and personal growth, vital for educators working closely with students. Furthermore, the program demonstrates a commitment to cultivating critical thinking and problem-solving abilities, with scores of 4.38 and 4.31, respectively. It maintains high standards in information technology skills (4.25) and meeting present and future professional demands (4.35), ensuring graduates are well-equipped for modern educational challenges.

While the program shows strong local community connections (4.19), there is room for improvement in international exposure (3.65), which could broaden participants' perspectives. The program positively impacts salary improvement and career advancement, scoring 4.00, but could benefit from strategies to enhance these aspects. It also places significant emphasis on moral and ethical development, evident in its score of 4.52 for Augustinian Values Formation. Opportunities abroad received a rating of 3.85, indicating a notable presence but with potential for further expansion. Overall, the MAED program excels in academic rigor, personal development, and critical skills cultivation, although it could benefit from increased international exposure and enhanced career advancement opportunities. It is perceived as highly

effective in contributing to the growth and development of its participants.

MBA: The MBA program has received a commendable overall rating of 4.03, indicating a "Very High" level of effectiveness across various dimensions. Academic excellence is emphasized, with a rating of 4.08, although there is room for further improvement. The program scores impressively high in Learning Efficiency (4.25) and Communication Skills (4.17), demonstrating its commitment to fostering efficient learning and effective communication. Personal growth and interpersonal competencies are prioritized, reflected in scores of 4.33 for People Skills and 4.42 for Personality Development, both crucial for MBA professionals. The program cultivates strong analytical and solution-oriented thinking, as shown by high ratings of 4.42 in Problem-Solving Skills and 4.25 in Critical Thinking Skills. While Information Technology Skills receive a lower score of 3.83, Meeting Present and Future Professional Skills is rated solidly at 4.17, indicating a focus on professional preparedness. Though the program has a strong emphasis on local community engagement (3.75), there is significant potential for enhancing international exposure, which currently stands at 3.08. Additionally, salary improvement and promotion are positively impacted, with ratings of 3.92, yet opportunities abroad also receive a rating of 3.75, suggesting room for expansion. The program emphasizes moral and ethical development, scoring 4.17 in Augustinian Values Formation. Overall, the MBA program is highly effective in contributing to participants' growth, particularly in personal and professional skills, but it can improve in areas like international exposure and IT skills.

Table 15: Graduate Studies Program Contribution to Personal and Professional Growth of the Alumni

Indicators	MAED		MBA		Overall	
1. Academic Profession	4.42	VH	4.08	VH	4.25	VH
2. Research Capability	4.17	VH	3.92	VH	4.15	VH
3. Learning Efficiency	4.50	VH	4.25	VH	4.38	VH
4. Communication Skills	4.50	VH	4.17	VH	4.34	VH
5. People Skills	4.44	VH	4.33	VH	4.39	VH
6. Problem-Solving Skills	4.31	VH	4.42	VH	4.37	VH
7. Information Technology Skills	4.25	VH	3.83	VH	4.04	VH
8. Meeting Present and Future Professional Skills	4.35	VH	4.17	VH	4.26	VH
9. Exposure to Local community within field of specialization	4.19	VH	3.75	VH	3.97	VH
10. Exposure to international community within field of specialization	3.65	VH	3.08	H	3.37	H
11. Critical Thinking Skills	4.38	VH	4.25	VH	4.32	VH
12. Salary Improvement and Promotion	4.00	VH	3.92	VH	3.96	VH
13. Opportunities abroad	3.85	VH	3.75	VH	3.80	VH

14. Personality Development	4.48	VH	4.42	VH	4.45	VH
15. Augustinian Values Formation	4.52	VH	4.17	VH	4.35	VH
Weighted mean	4.27	VH	4.03	VH	4.17	VH

Findings of the study suggest that the program is held in high regard and is highly effective in numerous dimensions, particularly concerning academic, personal, and professional development. Nonetheless, upon closer examination, certain areas emerge where there is room for improvement. Specifically, in terms of international exposure and opportunities abroad, the program could benefit from further enhancements to provide a more comprehensive and globally oriented educational experience (Nudzor & Ansah, 2020). These findings underscore the program's strengths while highlighting avenues for growth and development.

Satisfaction on Graduate Studies Program

Satisfaction with graduate studies programs is a crucial measure of their effectiveness and impact on the academic, personal, and professional growth of individuals. These programs play a pivotal role in shaping the future of students, providing advanced knowledge, research opportunities, and specialized training. Evaluating satisfaction levels allows us to gauge the success of graduate programs in meeting the diverse needs and expectations of students, and in turn, assess their ability to contribute to the broader educational landscape and workforce development.

Table 16 revealed the overall satisfaction of the alumni on the graduate studies programs. The program has received a remarkably high overall satisfaction rating, with a weighted mean of 4.25 on a scale where VH signifies "Very High" satisfaction. This indicates that participants are highly content with various aspects of the program. Analysis of the data suggests that the program is exceptionally successful in providing a high-quality educational experience, fostering strong faculty-student relationships, and aligning its curriculum with professional needs. While the overall satisfaction levels are very high, there may be some room for enhancement in areas such as *library resources and extracurricular activities*. Overall, the program is perceived as highly effective and aligned with the needs and expectations of its participants.

The **MAEd** program has achieved a high overall satisfaction rating, with a weighted mean of 4.35, indicating that participants are generally very satisfied. In terms of relevance to profession, it scored an impressive 4.60, demonstrating strong alignment with professional needs and career preparation. The teaching and learning environment,

along with the quality of instruction and teacher-student relationships, received a solid rating of 4.40, highlighting an effective educational atmosphere. The expertise of professors is well-regarded, with pedagogical expertise rated at 4.56 and subject matter knowledge at 4.54. The program also scores well in offering a diverse range of courses (4.25) and placing a premium on research (4.15). Interdisciplinary learning is encouraged, scoring 4.19, and library resources, rated at 4.21, are seen as valuable. Class sizes are favorable with a rating of 4.44, ensuring effective student-teacher interaction.

Extracurricular activities, while present, received a slightly lower score of 4.04, suggesting room for improvement. Overall, the MAEd program excels in preparing students for their professions, providing a conducive learning environment, and offering strong faculty expertise, making it highly effective and well-aligned with participant expectations.

MBA: The MBA program has received a high overall satisfaction rating, with a weighted mean of 4.15, indicating that participants are generally content with various aspects of the program. It aligns well with professional needs, scoring 4.33 for relevance to profession, demonstrating its strong focus on practical career preparation. The teaching and learning environment, interdisciplinary learning, quality of instruction, and teacher-student relationships each scored 4.08, reflecting a supportive and effective educational atmosphere. Professor expertise is highly regarded, with pedagogical expertise rated at 4.25 and subject matter knowledge at 4.33. The program also places a strong emphasis on research, with a score of 4.17, helping to develop critical skills. Although the range of courses scored 4.08, there may be opportunities for further diversification to broaden students' learning options. Library resources and extracurricular activities, rated at 3.92, could benefit from enhancement to better support students' academic and holistic development. Class sizes are favorable, with a score of 4.25, facilitating effective student-teacher interactions.

Overall, the MBA program is highly effective in preparing students for their careers, providing strong faculty expertise, and fostering a conducive learning environment. Some areas, such as course offerings and resources, may benefit from further improvements.

Table 16: Overall Satisfaction on Graduate Studies Program

Indicators	MAED		MBA		Overall	
1. Range of Courses	4.25	VH	4.08	VH	4.16	VH
2. Relevance to Profession	4.60	E	4.33	VH	4.47	VH
3. Extracurricular activities	4.04	VH	3.92	VH	3.98	VH
4. Premium given to research	4.15	VH	4.17	VH	4.16	VH
5. Interdisciplinary Learning	4.19	VH	4.08	VH	4.14	VH
6. Teaching and Learning Environment	4.40	VH	4.08	VH	4.24	VH
7. Quality of Instruction	4.40	VH	4.17	VH	4.29	VH
8. Teacher-Student Relationships	4.44	VH	4.17	VH	4.31	VH
9. Library Resources	4.21	VH	3.92	VH	4.07	VH
10. Class Size	4.44	VH	4.25	VH	4.35	VH
11. Professor's Pedagogical Expertise	4.56	E	4.25	VH	4.41	VH
12. Professor's Knowledge of Subject Matter	4.54	E	4.33	VH	4.44	VH
Weighted mean	4.35	VH	4.15	VH	4.25	VH

Graduate Studies Program Impact the Career Development of the Alumni

Graduate studies programs have a significant influence on the career development of their alumni by enhancing knowledge, skills, and personal growth. These programs are not just about earning advanced degrees but are instrumental in shaping career paths, opening new opportunities, and equipping individuals to navigate today's professional landscape with confidence. Three major themes emerged from the qualitative data gathered: career advancement and financial growth, reskilling and upskilling, and the development of soft skills and leadership abilities. Graduates reported that their programs led to tangible improvements in their careers, such as promotions and significant salary increases, highlighting the direct impact of graduate education on professional

and financial growth. Additionally, respondents emphasized that their graduate programs helped them acquire specialized knowledge and skills, making them more competitive and effective in their jobs. This illustrates the role of graduate education in providing vital reskilling and upskilling. Graduates also pointed to the enhancement of critical thinking, problem-solving, time management, and leadership skills, showing that graduate education contributes to both technical and soft skill development, which are essential for career success. Overall, graduate programs offer comprehensive benefits, driving career advancement, reskilling, and leadership development, ultimately shaping the professional success and growth of individuals in their respective fields.

Table 17: Matrix on How does Graduate Studies Program Impact the Career Development of the Alumni

Meaning unit	Sub-themes	Themes
“It paved the way for promotion, engagement with professional community, landed a part- time job”	Job Promotion	Career improvement, promotions opportunities and salary increase
“My master’s program really helps my career development in such a way that it gives a huge impact as an educator.”	Career development and improvement	
“It helped me attain the license necessary in my field of work.”	Career opportunities	
“ It gave me opportunities to go for higher position”		
“Right after I earned my MAEd, I got a relatively good salary increase and held several positions”	Salary increase	
“Graduate programs uplift my capabilities in teaching and engage me fully in teaching little ones.”	Improving skills/ Upskilling	Reskilling and Upskilling
“Graduate programs can have a significant impact on my career development. provided specialized knowledge, skills, and a deeper understanding in this kind of specific field, making me more competitive in my job”	Specialized skills/ Upskilling	
“Graduate programs typically provide in-depth knowledge and specialized skills in your field. This can make me a more effective and knowledgeable teacher.”		

“It has provided me with the knowledge, skill, and attitude, in passing the licensure examination”	Provisions for reskilling and Upskilling	
“It helped me to think critically, create input while considering its relevance, timeliness and usefulness to my learners.”	Soft skills development	Soft Skills and Leadership Development
“Learn a diverse range of skills and deeper knowledge of the business community. Including leadership skills”		
“It helped improve my critical thinking and problem solving skills. Also, in depth learning of courses provided better understanding of the industry I’m working with.”		
“It taught me to manage my time well and a good leader”	Leadership skills	

Integration of the Quantitative and Qualitative Data Analysis

In the ever-evolving landscape of data analysis and decision-making, the integration of quantitative and qualitative methodologies has emerged as a powerful approach to gain comprehensive insights and identify key priority areas. This matrix represents the confluence of two distinct but complementary realms: quantitative data, often characterized by numerical precision, and qualitative data, which captures the richness of human experiences and perspectives.

Table 18, delve into the landscape of empirical data and human narratives, uncovering essential insights that will guide decision-makers and stakeholders toward addressing critical issues and shaping a more informed and impactful future.

Four key priority areas were identified in the integration of the Quantitative and Qualitative Data Analysis namely: (1) **Research Capability training** - this suggests that efforts should be directed toward

enhancing research capabilities and providing opportunities for research engagement and training. This holistic approach can contribute to increased research productivity among graduate students. (2) **International Exposure and Opportunities Abroad** - The convergence of quantitative data on international exposure with the qualitative theme of career improvement, promotions opportunities and salary increase signifies the significance of promoting international linkages and exposure. (3) **Salary Improvement and Promotion** - To enhance graduate programs, institutions should focus on initiatives related to career advancement, which includes providing opportunities for salary increase and promotions. This can serve as a significant motivating factor for students. And (4) **Library and technology infused resources** - Modernizing library resources and aligning them with technology-based learning can significantly enhance the educational experience. It highlights the importance of creating a digitally rich environment that supports research and learning.

Table 18: Matrix on the Integration of the Quantitative and Qualitative Data Analysis to Arrive at the Key Priority Areas

Quantitative Least Rated/ Percentage Elements	Qualitative Themes Derived from the Interview	Key Priority Area
Research productivity	Research enhancement trainings and engagement	Research Capability training
International exposure and opportunities abroad	Career improvement, promotions opportunities and salary increase	International Exposure and Opportunities Abroad
Salary Improvement and Promotion		Salary Improvement and Promotion
Library resources	Technology infused/ based learning	Library and technology infused resources

Proposed Continuous Quality Improvement Plan

Tracer studies provide valuable insights into the outcomes of a graduate program. By implementing a Continuous Quality Improvement (CQI) Plan, institutions can continuously monitor and improve the effectiveness of their programs. This ensures that students receive a high-quality education that aligns with their career goals.

Rationale

In today's rapidly evolving academic landscape, institutions of higher learning must be proactive in adapting to changing educational paradigms, fostering innovation, and nurturing the talents of their graduate studies students. The pursuit of excellence in graduate education is not only a moral imperative but also a strategic necessity to meet the

demands of the global knowledge economy. To this end, we present a comprehensive Continuous Quality Improvement (CQI) plan that is centered

around key priority areas critical for the advancement of graduate studies students' experiences and outcomes.

Table 20: Matrix on the Proposed Continuous Quality Improvement plan

Key-priority Area	Objectives	Metrics for measuring progress	Actions for Improvement	Budget
Research Capability training	- Enhance the research skills of graduates' studies students to improve innovation and problem-solving. - Foster a culture of continuous learning and knowledge sharing within the organization.	- Percentage increase in graduates' studies students' participation in research training programs. - Number of research projects initiated by graduates' studies students'. - Improvement in research output quality and impact (e.g., publications, presentations).	- Identify relevant research training programs, workshops, and courses. - Develop a structured curriculum for research skill development. - Encourage graduates' studies students to share their research findings with peers. - Establish mentorship programs. - Set up regular research-focused meetings or seminars.	100,000
International Exposure and Opportunities Abroad	- To increase international exposure for faculty and students. - To provide opportunities for faculty and students to engage in global learning experiences.	- Number of faculty and students participating in international programs, exchanges, or collaborations. - Increase in the diversity of international partnerships and collaborations. - Student and faculty feedback on international experiences. - Number of international research collaborations and publications.	- Establish partnerships with universities and institutions abroad for student and faculty exchange programs. - Allocate resources for scholarships and grants to support international experiences. - Promote international conferences and seminars to facilitate networking and collaboration. - Encourage faculty to incorporate international perspectives into their courses. - Monitor and evaluate the impact of international experiences on participants' personal and professional development.	100,000
Salary Improvement and Promotion	To provide opportunities for career growth and advancement	Provide professional development opportunities and mentorship	Seek graduate studies students' feedback the impact of career activities on career	500,000

	of graduates studies students.	programs for graduate studies students.	development of students	
Library and technology infused resources	• To enhance access to modern library resources and technology for research and learning. • To create a technologically advanced learning environment.	• Investment in library resources and technology infrastructure. • Usage statistics for digital resources, databases, and online learning platforms. • Feedback from faculty and students on the quality and accessibility of resources. • Number of technology-enhanced classrooms and facilities.	• Allocate budget for the acquisition of up-to-date library resources and technology. • Conduct regular assessments of the library's collection to ensure relevance. • Offer training programs for faculty and students to maximize the use of technology resources. • Continuously upgrade technology infrastructure, including high-speed internet and multimedia facilities. • Create a user-friendly online portal for accessing digital resources and course materials.	

Conclusion

After analyzing the outcome of the study, herewith are the conclusion drawn:

1. The exceptionally high overall rating reflects the program's excellence, but it also serves as a call to action to further refine and expand the educational offerings, particularly in the realm of international experiences, to continue meeting the evolving needs and expectations of graduate students. This finding underscores the importance of continuous evaluation and improvement within the graduate studies program.
2. In terms of graduates' studies satisfaction on the programs, the graduate studies programs have earned a stellar reputation among alumni, as evidenced by the remarkably high overall satisfaction rating. This signifies that the program is not only meeting but often exceeding the needs and expectations of its participants.
3. The qualitative data analysis yielded insightful suggestions from stakeholders that align with the evolving landscape of graduate education. The emergence of these three themes reflects a commitment to ensuring that the graduate studies program remains responsive to the needs and expectations of its diverse student body. By considering and implementing these suggestions, the program can continue to evolve and provide a high-quality educational

experience that equips graduates with the skills and knowledge they need to excel in their chosen fields.

Recommendations

Based on the findings and conclusions of the study the following recommendations were drawn:

1. On Enhancing International Experiences, Actively seek and establish partnerships with universities and institutions abroad to provide more diverse and enriching international experiences for graduate students.
2. On Continuous Quality Improvement, Implement a systematic and periodic program assessment process that involves feedback from students, alumni, and faculty. Use this feedback to identify areas for improvement and to refine the curriculum and educational offerings.
3. On Responding to Stakeholder Suggestions, Create and implement comprehensive research enhancement initiatives, including research-specific training and mentorship programs, to prepare graduate students for excellence in research. Moreover, introducing flexible learning modalities, such as online classes and blended learning options, to accommodate the diverse needs of students, including those who are working professionals or reside outside the immediate area. Likewise, embracing technology-infused learning approaches across various courses to enhance the educational

experience and ensure that students are well-prepared for the digital age.

Conflicts of Interest

The authors declare that there is no conflict of interest in this manuscript.

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