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Research Article

Master's Degree Program at Osias Colleges, Incorporated... In the Prospect of Educators and Corporate World Employees

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ABSTRACT

This tracer study examines the Master's Degree graduates from the Master of Arts in Education (MAEd) and Master in Business Administration (MBA) programs to assess their current profiles, contributions of their respective programs, and their ratings of the degrees earned. Utilizing a survey questionnaire adapted from the University of Santo Tomas, data were collected from both MAEd and MBA graduates through web-based sampling. The descriptive research design was employed to address the study's questions.

The findings reveal that the majority of respondents are females in upgraded positions, such as Teacher III, Head Teacher, Master Teacher, and Principal. Most MBA graduates are employed as Senior High School teachers, with some holding high positions like Corporate Budget Specialist and Senior Financial Planning Specialist. The study highlights that the Master's Degree Program significantly contributes to the academic profession, particularly in meeting professional needs, enhancing learning efficiency, and fostering people skills and values formation. Graduates rated their professors highly, particularly regarding subject matter knowledge, pedagogical expertise, quality of instruction, and teacher-student relationships.

The study recommends that Osias Colleges, Inc. (OCI) Management and Faculty continue to foster a lifelong learning mindset and maintain ongoing communication and networking with alumni to enhance educational outcomes and professional development. This approach will support continuous growth and ensure that graduates are well-prepared for their careers.

Keywords: Graduate school tracer, Professional-pedagogical expertise, Web-based

Introduction

The Master's Degree Program at Osias Colleges, Incorporated aims to prepare graduates

for these sectors; however, a notable gap exists in the practical application of learned competencies in real-world scenarios. Many

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graduates' express concerns regarding the disconnect between their academic training and the demands of their professions, indicating a need for curriculum improvements that better align educational outcomes with industry expectations. This situation underscores the importance of integrating experiential learning opportunities and contemporary pedagogical practices into the program to enhance graduates' readiness for the challenges they face in their careers (Meyer & Land, 2023; Jones & Smith, 2022).

The two-year Covid-19 outbreak (March 2020 – March 2022) brought enormous challenges to mankind in the whole world. Osias Colleges, Incorporated (OCI), oldest private higher education institution (HEI) is no exception considering the loss of enrollees in the elementary department and only less than fifty (50) students in the secondary department were left.

Even with the sad fate of this institution, however, the graduate school which caters two (2) programs, the Master of Arts in Education (MAEd) and the Master in Business Administration (MBA) continue to flourish, making the alternative online learning an effective platform to deliver educational services. There is an increase of enrolment in these programs even during the lockdowns, quarantines and significant other health protocols to combat this pandemic. Blended learning was employed in instruction, along with virtual presentations of capstone projects and examination of research papers. There is also continuity of community and extension services at the adopted barangay, barangay Bora, Tarlac City to complete their respective degree programs.

It was indeed very timely that before the pandemic, the OCI President spoused a training workshop for the faculty in all the programs: basic, tertiary and graduate school along computer technology integration. This formed part of the challenge especially to the elderly faculty who are rated fairly proficient in computer literacy. The younger participants in the training-workshop however, applied the principle advocated by Vygotsky on scaffolding where the More Knowledgeable Other (MKO) extends instructional support to the less proficient. The training then was a very good learning

opportunity that prepared the faculty for the blended learning.

Hence, during the lockdown, the delivery of instruction was purely online learning where the graduate students continued studying until they finished their terminal requirement for graduation. At some point in their studies, face-to-face or on-site learning was resorted to but with complete observation of the health protocols including vaccinations. The motivation of the graduate students in MAEd and MBA was obviously felt in this regard pushing the researcher to conduct a tracer study (GTS) among the graduates.

The graduate tracer study is not only in compliance to the recommendation of the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) for quality assurance. Indeed, it is a motivating factor to investigate their experiences believing that certain dimensions in their stay in OCI might have influenced their employment, promotion and total development. Moreover, the Osias Colleges, Incorporated inspired by the Commission on Higher Education's (CHED) goal (Tutor, et.al. 2019) can thus have a sound empirical basis for decisions to make.

Osias Colleges, Inc. (OCI) can similarly set its priorities and corresponding resource requirements; it can be more strategic in developing its curricula and graduate students grow personally and professionally.

According to John Taca (n.d.) of the University of the Philippines, Diliman, a tracer study is an approach which is widely used especially in the educational institution to keep track of their students once they have graduated from the institution. It is a follow-up of graduates which aims to evaluate ones progress up to the time he gets promoted and upgraded. The tracer study is important because it is the tool used to evaluate the quality of education given to their graduates. The graduate placements positions and salaries are predictors of relevance of the quality of their education. Taking this into account, the tracer study would then serve as a benchmark in producing more qualified and competitive graduates.

Meanwhile, a tracer study entitled "Assessment of Graduate of Master of Arts in Education

(MAEd) in one State University in the Philippines by Buenvenida and Yazon (2017), underscored that graduate education, as one of the service providers in the university, is at the apex of the educational system. In the field of education, graduate studies are effective means to improve the skills and abilities of education professionals in order to contribute to the continued advancement of teaching and learning capacities in the classroom's delivery of student's services and management of educational programs. Further, those skills include but not limited to knowledge and technical skills, communication skills, leadership skills, research skills, and information and communication technology skills. Said skills would capacitate the MAEd graduates to apply these in their respective schools as teachers, school heads and/or supervisor. They are even driven to share their expertise to a group of teachers, group of students or communities strengthening collaboration as advocated by the Professional Learning Communities (PLC). Accordingly, the services, learning environment and facilities of institutions particularly the HEIs may greatly influence the degree of attractiveness and the student's overall satisfaction. (Buenvenida & Yazon, 2017b). The services include among others, faculty, staff, academic advising, research advising extension/outreach/community involvement and security.

Another study of Calma (2020a) entitled "A Tracer Study of the Master in Business Administration Graduates from 2014 to 2018" emphasized that HEIs need to conduct tracer studies not only for accreditation of the study programs, but also for evaluating the results of the education and training they provide to the students. Almost thirty (30) years ago, the UNESCO (1992) as cited by Calma (2020b) pointed out the significance of tracer studies as a planning tool to assist education and manpower planning. There is a need to know the status of the graduates. This is where tracer studies come in. such studies are useful for assessing the labor market performance of graduates and school leavers. It can also be used to get feedback from the graduates to improve and upgrade the education institutions and can serve as part of the labor market information system to policy makers. Significantly,

according to Calma (2020c), a tracer study of graduates is necessary to determine the extent of responsibility as institution has upon its graduates.

Tracer studies have enabled higher education institution to profile their graduates while also reflection on the quality of education they provide (Pentang, et.al. 2022). Highlighting what your alumni accomplish after graduation is one of the best ways to market. (Independent School Management, 2019).

The main objective of this tracer study is to determine the employment status of the OCI graduates in MAEd and MBA and the contribution of the Graduate Degree Programs to their personal and professional growth.

Statement of the Problem

In light of the major problem, the following specific research questions were considered:

1. How may the respondents' profile be described in terms of:
 - 1.1. master's degree program graduated;
 - 1.2. name of organization where employed;
 - 1.3. status of employment;
 - 1.4. present occupation/position; and
 - 1.5. monthly income?
2. How has the Master's Degree Program of OCI contributed to the respondents' personal development and professional growth?
3. How is the Master's Degree Program of OCI rated by its graduates?
4. What opportunities for improvement can be proposed to the Management of Osias Colleges, Incorporated?

Methods

The graduate school tracer study employed a descriptive research design to systematically examine the facts and characteristics of the target population. This approach, as noted by Solvien (2001) and cited by Navarro and Santos (2011), allows for a factual representation of the area of interest. The study included a total of 103 graduates, comprising 58 from the Master of Arts in Education (MAEd) program and 45 from the Master in Business Administration (MBA) program. The respondents were selected through web-based sampling and hailed from various municipalities in Tarlac Province,

including Concepcion, Capas, Tarlac City, La Paz, Victoria, Camiling, and Paniqui, as well as neighboring provinces like Pampanga and Nueva Ecija.

The survey questionnaire, adapted from the University of Santo Tomas (UST) graduate school, was revised and validated by three experts: the Vice President for Academic Affairs, the Program Head of Business Administration, and a Consultant in Statistics. The first section of the survey focused on the respondents' profiles, including their Master's Degree programs, employment status, organization names, and monthly income. The second section assessed the contributions of the Osias Colleges, Inc. (OCI) graduate school to the graduates' personal and professional growth. Data were collected via Google Forms, with respondents completing the survey within a few hours despite their work commitments. Frequency counts and percentages were utilized to describe the respondents' profiles, while weighted means and scoring protocols were

applied to interpret the contributions of the Master's Degree Program and the graduates' ratings of their completed degrees. The scoring protocol categorized responses into four levels: Very Highly (3.50 – 4.00), Highly (2.50 – 3.49), Fairly (1.50 – 2.49), and Poor (1.00 – 1.49).

Results

Profile

Data profiling is crucial in this study as it traces the right information about the graduates in Osias Colleges, Incorporated which eventually leads to critical decisions for improvement.

Master's Degree Program Graduated

There are two (2) Master's Degree Program. First, the Master of Arts in Education (MAEd with three (3) majors, namely; Administration and Supervision (AS), Early Childhood Education (ECE) and Guidance and Counseling (GC). Second, the Master in Business Administration (MBA)

Table 1. Master's Degree Program Graduated

Indicator	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
MAEd	13	43	45	62	58	56
MBA	17	57	28	38	38	44
Total	30	100	73	100	103	100

At the time of the study, most of the respondents (56%) are MAEd graduates. As per records however, there are more MBA graduates. The MBA program is non-thesis but they are required to present their capstone projects before graduation.

Name of Organization Where Employed

The common organizations where the graduates work are the Department of Education (DepEd), Commission on Higher Education (CHED), Water Districts, Social Security System (SSS), PhilHealth, Bureau of Internal Revenue (BIR), Commission on Audit (COA), and private companies.

Table 2. Organization where the MAEd Graduates are Employed

Workplace	Frequency	Percentage
Department of Education (DepEd)	52	90
Client Solutions	1	17
Dominican College	1	17
Mommy International (Japan)	1	17
Osias Colleges, Incorporated (OCI)	2	34
Our Lady of Fatima University (OLFU)	1	17
Total	58	100

Majority (90%) of the MAEd graduates work in the Department of Education (DepEd) and two (2) at Osias Colleges, Incorporated (OCI) as instructors. The rest work at Dominican College, Our Lady of Fatima University (OLFU) and Mommy International in Japan. One works at the Clients Solutions, an IT Services and IT consulting which is defined as the Irish enterprise technology partner of choice. They work with large private and public sector organizations helping them to transform, refresh or extend their technology capabilities to harness the value of digital change and become more agile, lean, responsive and competitive (Client Solutions, n.d.)

A MAEd graduate of Osias College Incorporated is a teacher at the Sta. Ana, Pampanga, who after his graduation was hired at the Mommy International Co., Ltd. In Japan. According to him, he teaches the English Language in several schools in Japan since 2019.

Organization where the MBA Graduates are Employed

The MBA graduates are already employed in their respective organizations when they took MBA at Osias Colleges, Incorporated. Thirty-seven (37) of them are working in government office.

Table 3. Organization where the MBA Graduates are Employed

Workplace	Frequency	Percentage
Department of Education (DepEd)	22	49
Concepcion Water District (CWD)	7	16
Osias Colleges, Incorporated (OCI)	2	4.4
Bureau of Internal Revenue (BIR)	2	4.4
Golden Olympus Colleges (GOC)	2	4.4
Tarlac City Water District (TCWD)	1	2.2
Paniqui Water District (PWD)	1	2.2
C & E Publishing	1	2.2
National Development Corporation (NDC)	1	2.2
National Power Corporation (NPC)	1	2.2
Philhealth	1	2.2
Robinson Appliances	1	2.2
Commission on Audit (COA)	1	2.2
Don Bosco Technical Institute (DBTI)	1	2.2
Total	45	100

Table 3 illustrates the employment landscape of MBA graduates from Osias Colleges, Incorporated, revealing that a significant portion (49%) are employed by the Department of Education (DepEd), primarily as Senior High School teachers. This trend aligns with the requirement for advanced degrees in educational roles, particularly in public education, where master's units are often necessary for career advancement. The presence of graduates in various water districts, including Concepcion Water District (16%) and others, indicates the program's versatility and relevance across different sectors, including public utilities. The

representation of graduates in diverse organizations such as Osias Colleges, Golden Olympus Colleges, and the Bureau of Internal Revenue further emphasizes the broad applicability of the skills acquired through the MBA program. These findings resonate with research by Alshahrani et al. (2023), which highlights that MBA programs equip graduates with essential competencies that enhance their employability across various industries. Additionally, Cruz et al. (2022) note that graduates often leverage their degrees to secure positions that require advanced analytical and leadership skills, confirming the effectiveness of the MBA

curriculum in preparing students for diverse professional environments. Overall, the data underscores the importance of continuous curriculum evaluation to ensure alignment with industry needs and graduate aspirations.

Status of Employment

In this study, the respondents are occupying permanent positions in the government. There are only three (3) who work on contractual capacity.

Table 4. Status of Employment

Degree Program	Permanent		Contractual		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
MAEd	56	97	2	3	58	100
MBA	44	98	1	2	45	100

As shown in the Table 4, almost all of them are permanent in their respective organizations for both MAEd and MBA (97.5%). There are only 2.5% contractual by the time this study was conducted. These respondents however have a greater chance to land on permanent positions because master's degree adds points to qualify to the registered qualified applicants (RQA).

Present Occupation/Position of MAEd Graduates

It presents the upgraded positions or reclassification of positions earned by 76 % of the MAEd graduates as a result of finishing their graduate degrees. A reclassification occurs when job duties, responsibilities, and required

qualifications of a position are re-evaluated and the position is assigned a new higher-level title that may also warrant a higher rate of pay (Texas A&M AgriLife, n.d.). in simple terms, the MAEd graduates were promoted from Teacher I to Teacher II, Master Teacher I, and Master Teacher II (as the case maybe). In the administrative line, the promotion may or may not start with the respondents occupying an Officer-In-Charge (OIC) or Teacher-In-Charge (TIC) designation. They are promoted to Head Teacher I, Head Teacher II, Head Teacher III in the elementary and Head Teacher I to Head Teacher VI in the secondary. Both elementary and secondary school heads are ranked from Principal I to Principal IV.

Table 5. Present Occupation/Position of MAEd Graduates

Indicator	Frequency	Percentage
Education Program Supervisor (EPS)	1	1.7
College Dean	1	1.7
Principal III	1	1.7
Principal II	1	1.7
Elementary School Head Teacher III	1	1.7
Head Teacher	2	3.4
Master Teacher II	1	1.7
Master Teacher I	1	1.7
OIC/TIC	2	3.4
Teacher III and Guidance Designate	1	1.7
Guidance Officer	1	1.7
Teacher III	21	36
Teacher II	8	13
Teacher I	13	34
Teacher, Senior High School/Instructor in College	2	3.4
Client Solution Associate	1	1.7
Total	58	100

In this study, most of the teachers were promoted to Teacher III (36%) and Teacher II (13%). There are two (2) who were designated Officer-In-Charge (OIC) and Teacher-In-Charge (TIC). There are also two (2) who were promoted to Master Teacher I and Master Teacher II. Some were promoted to Head Teacher, Elementary School Head Teacher, Principal II and Principal III. These are the school heads assigned to administer and supervise their respective schools with corresponding number of teachers according to their position. It is nice to note that one (1) became a College Dean in a

private school and another as the Education Program Supervisor (EPS) in the Division of Tarlac City.

Present Occupation/Position of the MBA Graduates

All of the MBA respondents are occupying second level positions. According to the Civil Service, the second level involves professional, technical, or scientific work and educational requiring at least four years of college studies (Civil Service Commission, 2019).

Table 6. Present Occupation/Position of the MBA Graduates

Indicator	Frequency	Percentage
Budget Officer V of the National Development Corporation (NDC)	1	2.2
Corporate Budget Analyst of Camiling Water District	1	2.2
Sr. Financial Planning Specialist/Supervisor	1	2.2
Revenue Officer II	2	4.4
General Service Chief B of Tarlac City Water District	1	2.2
Administrative Service Chief C of Paniqui Water District	1	2.2
Principal Engr A of National Power Corporation	1	2.2
Administrative Officer II	3	6.7
Safety and Health Officer & Instructor in College	1	2.2
Professor (Contractual) Golden Olympus Colleges	1	2.2
Customer Service Officer B	1	2.2
Customer Service Assistant	1	2.2
A.O. Phil Health	1	2.2
Store Manager	1	2.2
Audit Team Member	1	2.2
Commercial Services Division	1	2.2
Supervising IRMO	1	2.2
Accounting Supervisor	1	2.2
Accountant	1	2.2
Assistant School Administrator	1	2.2
Administrative Assistant III	1	2.2
Corporate Budget Specialist	1	2.2
Acting Assistant Branch Manager (NFA)	1	2.2
Teacher III (Senior High School)	6	13.3
Teacher II (Senior High School)	12	26.7
Managing Projector/Supervisor	1	2.2
Total	45	100

As shown in Table 6, the MBA graduates perform various services like administrative, professional, scientific and educational services. They are civil service servants of the government. There are twenty-seven (27) of them

who engage in administrative professional and scientific services while eighteen (18) engage in educational services. These are the teachers who teach in the Senior High School.

It is a great privilege teaching these students who occupy high positions and yet willing to empower themselves for their personal growth and professional development by going to the graduate school.

Monthly Income

Monthly income refers to the monetary payment given to an individual in exchange for services rendered. In this study, it includes the monthly salary only from the agency where employed

Table 7. Monthly Income

Variable	Frequency		Percentage	
	MAEd	MBA	MAEd	MBA
71,000 - and above	1	1	1.7	2.2
61,000 - 70,000	0	1	0	2.2
51,000 - 60,000	4	2	7	4.4
41,000 - 50,000	1	4	1.7	9
31,000 - 40,000	7	4	1.2	9
21,000 - 30,000	42	28	72.4	62.2
10,000 - 20,000	1	5	1.7	11
Below - 10,000	2	0	3.4	0
	58	45	100	100

Table 7 reveals that majority of the graduates both MAEd and MBA receive a monthly income of 21,000 to 30,000 (72.4% and 62.2%) respectively. These are the teachers from DepEd who received an increase in 2020, pursuant to the salary Standardization Law. So, the basic salary of Teacher I effective January 2023 is Php 27,000 of Teacher II is Php 29, 165 and Teacher III is Php 31,320 (What A Life, 2023). On the other hand, Master Teacher I receives a salary of Php 46,725 while Master Teacher II is Php 51,357. Private school teachers start below Php 10,000 and the average is Php 13,750 in Philippines. The salary grades of Head teachers 1-6 start from Salary Grade 14 while the Principal I to IV start from salary grade 19 to salary grade 22 with a salary of Php 51,357. The Education Program supervisor receives Php 54,038 a month. The teacher who works at the Mommy International Japan receives Php 71,000 and above.

The table further shows that the highest monthly salary income of the MBA graduates is also Php 71,000 and above. While no one among the MAEd graduates receive a salary of Php 61,000 - Php 70,000, there is one from

MBA who receives that much. There are four (4) in MAEd who receives Php 51,000 - Php 60,000 while there are two in MBA. The government employees receive their monthly salaries based from the Standardization Law. Their counterpart from the private sector receives a lower salary, below Php 10,000.

Contribution of the Master's Degree Program to the Graduates Personal Development and Professional Growth.

Personal development and professional growth are two (2) different terms though used interchangeably by some. Personal development refers to the training, seminars, certifications, coaching, education that make up an individual including emotional well-being. On the other hand, professional growth refers to the application of new experiences and skills to positioning impact one's current position and career pursuits. One grows professionally when he/she expands his/her skills and think ahead. Professional growth means one is prepared to handle more responsibilities, promotions and job changes, (Business Graduates Association, n.d.)

Table 8. Contribution of the Master's Degree Program to the Graduates Personal Development and Professional Growth.

Indicators	MAEd		MBA		Grand Mean	Verbal Description
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description		
Academic Profession	3.79	Very Highly	3.76	Very Highly	3.8	Very Highly
Research Capability	3.66	Very Highly	3.6	Very Highly	3.63	Very Highly
Learning Efficiency	3.81	Very Highly	3.64	Very Highly	3.72	Very Highly
Communication Skills	3.72	Very Highly	3.62	Very Highly	3.67	Very Highly
People Skills	3.76	Very Highly	3.64	Very Highly	3.70	Very Highly
Problem Solving Skills	3.66	Very Highly	3.53	Very Highly	3.6	Very Highly
Information Technology Skills	3.55	Very Highly	3.47	Highly	3.51	Very Highly
Meeting Present and Future Professional Needs	3.79	Very Highly	3.67	Very Highly	3.73	Very Highly
Exposure to Local Community within Field of Specialization	3.76	Very Highly	3.57	Very Highly	3.64	Very Highly
Values Formation	3.84	Very Highly	3.67	Very Highly	3.76	Very Highly
Overall Grand Mean	3.73	Very Highly	3.67	Very Highly	3.67	Very Highly

Table 8 presents the ten (10) dimensions of personal development and professional growth that indicate the contributions of the Master's Degree Program graduates at Osias Colleges, Incorporated (OCI). It has an overall grand mean (= 3.67) described as very highly. It is only in Information Technology Skills that is described highly ($\bar{x} = 3.47$) by the MBA graduates. On the other hand, Academic Profession got the highest grand mean ($\bar{x} = 3.8$) described as very highly by both MAEd and MBA. Through Master's Degree Program, the graduates are aimed with systematic knowledge that give them confidence to disseminate, discuss and share in their respective work places. They become more active with their academic profession because they went through teaching-learning experiences and research in the graduate school.

Moreover, the graduates are endowed with Values Formation ($\bar{x} = 3.76$) and Learning Efficiency ($\bar{x} = 3.72$) when they finished their master's degree. There is emphasis on values formation as they come to apply new experiences and skills as a result of promotion more responsibilities, and job changes. There is development, personally and professionally. There are actions that create growth, just like Learning Efficiency which indicates a measure of educational development considering overall performance and observing "time on task."

Meeting Present and Future Professional Needs ($\bar{x} = 3.73$) is another huge contribution of the Master's Degree Program because the degree they finished is an achievement of their short-term goals or their aims in life. This enables them to realize their own potential and

continue growing by their participation in trainings, seminar-workshops, and higher education.

Additionally, there is growth mindset on People Skills (\bar{x} =3.7) or interpersonal and interaction skills. Then one graduates in Master's Degree, it goes with it personal effectiveness, additional responsibilities in the work place where this individual has to work with or talk to people in an effective and friendly way. She applies communication skills, collaboration and problem-solving abilities.

In terms of Research Capability (\bar{x} =3.63) described very highly, both MAEd and MBA presented a capstone project, also based on research. Their research skills are very useful in their work because research is carried out to improve educational practices, establish credibility on the profession and observe accountability for the profession (Almeida, et.al., 2016).

Similarly, exposure to Local Community within Filed of Specialization (\bar{x} = 3.64) described very highly indicates that the graduate students enjoy participating in the community extension and outreach services of the institution. They join the faculty, administration and undergraduate students not only in the adopted barangay that is Barangay Bora of Tarlac City but also the indigenous communities at Marugto, Capas, Tarlac, at Care, Tarlac City to mention a few. Livelihood trainings were conducted in cooperation with the Department of Trade and Industry, every year since 2017, tree planting, seminars, educational services to the kindergarten/grade schools and gift-giving to the less-privileged folks.

The contribution of Master's Degree Programs to graduates' personal development and professional growth is well-supported by various studies. Personal development encompasses training and education that enhance an individual's emotional well-being, while professional growth focuses on applying new skills to advance one's career. Research indicates that graduates of Master's programs, particularly in business and education, experience significant improvements in essential skills such as problem-solving, communication, and critical thinking. For instance, a study by Cruz et al. (2022) found that MBA graduates reported high levels of personal and professional growth, particularly in decision-making and interpersonal skills, which are crucial for career advancement. Similarly, a study by Alshahrani et al. (2023) highlighted that Master's programs significantly enhance graduates' research capabilities and learning efficiency, thereby preparing them for higher responsibilities and leadership roles in their respective fields. These findings emphasize the vital role of graduate education in fostering both personal and professional development among graduates.

Rating of the Master's Degree Program By the Osias Colleges, Incorporated Graduates

Performance Appraisal of Higher Education Institutions is favorable to the administrative especially if it is conducted among its graduates. Their rating to the program in particular is authentic feedback that allows the organization to strategically plan for better results.

Table 9. Rating of the Master's Degree Program by the Osias Colleges, Incorporated Graduates

Indicators	MAEd		MBA		Grand Mean	Verbal Description
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description		
Range of Courses	3.66	Very Highly	3.58	Very Highly	3.62	Very Highly
Relevance to your Profession	3.88	Very Highly	3.67	Very Highly	3.78	Very Highly
Extra-Curricular Activities	3.64	Very Highly	3.40	Highly	3.52	Very Highly
Premium Given to Research	3.67	Very Highly	3.51	Very Highly	3.59	Very Highly

Indicators	MAEd		MBA		Grand Mean	Verbal Description
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description		
Interdisciplinary Learning	3.69	Very Highly	3.58	Very Highly	3.64	Very Highly
Teaching and Learning Environment	3.84	Very Highly	3.69	Very Highly	3.76	Very Highly
Quality of Instruction	3.90	Very Highly	3.67	Very Highly	3.78	Very Highly
Teacher-Student Relationships	3.88	Very Highly	3.69	Very Highly	3.78	Very Highly
Library Resources	3.62	Very Highly	3.11	Highly	3.36	Highly
Laboratory Resources	3.48	Highly	3.13	Highly	3.30	Highly
Class Size	3.79	Very Highly	3.58	Very Highly	3.68	Very Highly
Professor's Pedagogical Expertise	3.95	Very Highly	3.62	Very Highly	3.78	Very Highly
Professor's Knowledge of Subject Matter	3.93	Very Highly	3.69	Very Highly	3.81	Very Highly
Overall Grand Mean	3.77	Very Highly	3.53	Very Highly	3.65	Very Highly

It is interesting to find that the MAEd and MBA graduates rated the Master's Degree Program very highly ($\bar{x} = 3.65$). professor's Knowledge of Subject Matter was appraised with the highest overall grand mean ($\bar{x} = 3.81$) described as very highly. The professors are assigned their major subjects to teach that are aligned to their educational qualification and industry experience.

Similarly, the professors possess pedagogical expertise ($\bar{x} = 3.78$) considering their long teaching experience coupled with updated seminars and trainings in the field, not to mention their commitment and collaboration. So, the other indicators obviously were rated very highly ($\bar{x} = 3.78$) in Quality of Instruction, Teacher-Student Relationships, and Relevance to your Profession.

The range of courses ($\bar{x} = 3.62$) were rated very highly along with Class Size ($\bar{x} = 3.68$) and Interdisciplinary Learning ($\bar{x} = 3.64$). interdisciplinary Learning is applied in research, community extension services and seminars where both MAEd and MBA graduate students together participate as a professional learning community.

Extra-Curricular Activities was rated involved in community extension services, student government and plant visit field trips. The library Resources and Laboratory Resources are described highly ($\bar{x} = 3.36$) and (3.30) respectively. The resources are still inadequate in terms of e-books and e-journals for the library and apparatus and equipment in the laboratory. The purchase, acquisition and subscription are included in the performance targets of the institution.

The rating of the Master's Degree Program by graduates from Osias Colleges, Incorporated provides valuable insights into the effectiveness of higher education institutions in meeting the needs of their alumni. Studies indicate that positive feedback from graduates is essential for institutions to strategically plan and enhance their programs. For instance, a study by Alshahrani et al. (2023) found that graduates rated their programs highly in terms of relevance to their professions and the quality of instruction, which significantly contributed to their personal and professional growth. Similarly, Cruz et al. (2022) highlighted that favorable ratings in course offerings and teaching environments correlate with improved student

outcomes and satisfaction, reinforcing the importance of continuous assessment and adaptation of educational programs to align with industry demands. These findings underscore the necessity for institutions like Osias Colleges to leverage graduate feedback for ongoing program development and enhancement (Alshahrani et al., 2023; Cruz et al., 2022).

Opportunities for Improvement

Based on the appraisal of the Master's Degree Program by the MAEd and MBA graduates, the areas of concerns are presented with the corresponding opportunities for improvement. The management is aware of the inadequacies particularly in resources and the President pledge to address these gaps for better results.

Opportunities for Improvement

Areas of Concern	Opportunities for Improvement
Information Technology Skills	<ul style="list-style-type: none"> • Conduct seminar-workshops on Information Technology Skills regularly to the faculty and staff to address digital gaps. • Purchase new high specification of computers, desktops, and printers. • Maintain a stable internet connectivity. • Provide connectivity allowance to the faculty.
Library Resources	<ul style="list-style-type: none"> • Purchase e-books at least 5 years back edition. • Subscribe to e-journals on education, business, research leadership and management. • Provide ICT-based Library Services.
Laboratory Resources	<ul style="list-style-type: none"> • Provision of the following <ul style="list-style-type: none"> ○ Physical Resources Lab space, computer, equipment, meeting space apparatus for research purposes. ○ People Resources Primary Investigator (IP), Technicians, Computers/network technical support.

All of these needs shall be included in the strategic plan addressed to the President of Osias Colleges, Incorporated who spearheads quality assurance and advancement of this institution.

Conclusions

1. The Master's Degree Programs are Master of Arts in Education (MAEd) and Master in Business Administration (MBA). Majority of the graduates work in the government; specifically, DepEd for the MAEd graduates occupying upgraded positions from Teacher I to Education Program Supervisor. Most graduates from MBA also teach in DepEd at the Senior High School while others work in Water Districts, BIR, Private Schools, Philheath, Commission on Audit, National Development Corporation and National Power Corporation. Majority occupy

permanent positions receiving Php 20,000 to Php 71,000 and above, while the 3 contractual employees receive below Php 10,000.

2. The dimensions of personal development and professional growth are all described very highly as a contribution of the Master's Degree Program where Academic Profession is the highest and Information Technology Skills is the lowest, described as highly only.
3. The respondents rate the Master's Degree Program of OCI in twelve (12) dimensions very highly with Professor's Knowledge of Subject Matter as the highest and Library Resources and Laboratory Resources as the lowest, described highly only.
4. The opportunities for Improvement are based from the three (3) major concerns; namely, Information Technology Skills,

Library Resources and Laboratory Resources. Hence, two (2) rooms should be satisfied like physical resources (computers, stable internet connectivity, e-books, e-journals, thesis lab), and people resources (Primary Investigator (PI), trainings and seminars of faculty and staff, technicians, and network technical support).

Recommendations

1. OCI should incorporate comprehensive IT training modules, including workshops on current software applications and data analysis tools. Collaborate with IT professionals for regular training sessions.
2. OCI must invest in expanding the library's collection of e-books and e-journals. Establish partnerships with digital libraries and create a budget for acquiring new materials each semester.
3. OCI should improve laboratory resources by acquiring modern equipment that meets industry standards. Set up a dedicated fund for upgrades and seek grants or donations from local businesses.
4. OCI faculty must prioritize ongoing professional development through conferences, workshops, and collaborative research to keep faculty updated on educational methodologies and industry trends.
5. OCI must form partnerships with local businesses and government agencies to provide students with internships and practical experiences, as well as guest lectures from industry professionals.
6. OCI must implement structured feedback systems for graduates to share their post-employment experiences through surveys or focus groups, helping identify areas for program improvement.

Continuous for Improvement of OCI Graduate School

Areas of Concern	Opportunities for Improvement
Information Technology Skills	<ul style="list-style-type: none"> - Conduct regular seminar-workshops on IT skills for faculty and staff to bridge digital gaps. - Purchase high-specification computers, desktops, and printers. - Ensure stable internet connectivity. - Provide connectivity allowances for faculty.
Library Resources	<ul style="list-style-type: none"> - Acquire e-books from at least five years back editions. - Subscribe to e-journals covering education, business, research, leadership, and management. - Implement ICT-based library services.
Laboratory Resources	<ul style="list-style-type: none"> - Enhance physical resources by providing lab space, computers, equipment, and meeting spaces for research. - Develop human resources by hiring Primary Investigators (PIs) and technicians, and providing technical support for computers and networks.

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