

TRACER STUDY OF BASILAN STATE COLLEGE MASTERS OF ARTS IN EDUCATION (A CASE STUDY)

Sheila U. Alonzo

¹Basilan State College Sumagdang Isabela City, Basilan, Philippine.

Correspondence; Tel. +0639269044991, Email: sheialonzo@gmail.com

ABSTRACT: *Excellence in higher learning is a significant element of national effectiveness. Quality assurance is a technique of validating if the product or serviceability has reached or gone beyond the client's prospect. One of the objectives of higher learning is the assurance of employability of graduates. This is purposely to document the occupational status of the graduates of the Master of Arts in Education major Educational Administration (MAED) school year 1987 - 2022. It is a quantitative descriptive research design that adopts purposive sampling. Thus, to answer the specific research problem 160 respondents were sampled, and 10 employers were interviewed. The appropriate statistical software was applied for the descriptive dimension of the research. Furthermore, revealed that the majority of the MAED graduates are feminine and married. Most of the graduate's elementary education some are secondary education graduates and others are in AB Political Science. Both the elementary and secondary graduates took and passed the LET examination for the teachers. The graduates undergo training for professional development and promotion purposes. The graduates' employment information revealed that the majority are employed. The majority of the graduate employment types are professional and the nature of work is in the education sector. Furthermore, the curriculum was relevant to the majority of the graduates, and communication skills, critical thinking skills, and human relation skills are useful in employment. Moreover, the employers of the MAED degree graduates claimed that they exhibited competence.*

INTRODUCTION

Education as viewed from the international standpoint has the capability not merely to bring self-sustenance and orderliness but also to contribute to the nation's economic improvement. Manpower is the best asset of any industry therefore, having competency and quality of learning before the job opportunity should not be overlooked. One of the objectives of higher learning is the assurance of employability of graduates. State Universities and Colleges (SUCs) give priority to providing the alumna ready to comply with the demands of the industry. In this contemporary generation wherein competitiveness exists around nations, technical knowledge, and skills are dominating more than simple fabrication procedures its best part is the excellence of higher learning and experiences [1]. There are several research works on ascertaining that investing in quality of learning is at the expense of developing a well-rounded individual as well as economic development. The quality of higher learning is important in the delivery of excellence in education that is towards the foundation of opportunities for the future. Employability has various definitions, considering employability as merely involved in achieving employment [2]. But as years evolve the understanding becomes sufficient. The new meaning it's the potential to land a job and should never be mistaken with the idea of merely acquiring a job [3]. It is the primary issue of concern for governments across the world. Nevertheless, different educational programs and policies are imposed on higher learning systems (Yorke, 2006) [3].

RELATED LITERATURE

Employability is the display of success and the ultimate goal of tertiary organizations. Each institution has the responsibility to gather information about the position and the employment of graduates [4]. With the number of learners completing their requirements to finish college in the different state universities and colleges (SUCs), it becomes imperative to monitor them. As a consequence, the focus of the idea of employability is to be better than others. It is also vital to emphasize that a highly technical understanding is of

the essence especially since our society is moving into the integration of technology. Education becomes the leading performer in equipping students as they join the workforce. Accordingly, the employment status of the education courses is a determinant of achievement of an institution and it is one of their mandate [5]. Employability is a set of knowledge, technical know-how and individual characteristics that entitle graduates to attain occupation and to fulfill the desired success in the field chosen [6]. It also includes characteristics of the process of 'attaining a job' including the 'result of competent profession development and interview' [6, 3]. Apart from ensuring the former student possesses the knowledge skills and abilities required for the program [7]. Therefore it emphasizes that institutions have the responsibility to guarantee that the former students are equipped for employment and can respond to the demands of the industries or organization they are employed. Employment involves a competency base [8]. It doesn't merely concentrate on the number of graduates employed for a particular occupation but the knowledge, proficiency, skills, and characteristics that have a bearing on the performance in the respective work highlights that the graduates' employment survey is significant in analyzing the relationship of higher learning and employment [9]. Furthermore, it provides a concrete figure on employment and career path. Including their attributes towards their work the competitiveness they possess and the deep understanding of the educational and orientation of the experiences (Millington 2000). Moreover, the data gathered serves as an indicator of quality. Accordingly, the result of students is highly significant and it becomes the responsibility of the learning institution to enhance the ability, proficiency, skills, and competencies [10]. He further elucidates that the employment of the former student is a factor considered as student outcome [11]. Educational institutions need to trail what is the status of their former students after graduation in this way, it determines and assesses whether the curricular courses have a progressive influence on the graduates and the society in

terms of the outcome. In light of the trends and demands of the global market, the significance of employment is recognized by policymakers and intellectuals [11]. The exploratory on employability in a kind of empirical attempt that gives an understanding to the outcome of learning and preparation provided by a particular institution [9].

METHODOLOGY

a. RESEARCH DESIGN

The current study is a descriptive quantitative research design that emphasizes the employment rate of the MAED Major in Education Administration graduates.

b. RESEARCH RESPONDENTS

The study included 160 graduates of Basilan State College class of 1987-2022. The respondent's profile, educational achievement, and employability were investigated

3. 3 RESEARCH INSTRUMENT

The Commission on Higher Education (CHED) graduates Tracer Study instrument was used to gather relevant information. It comprises four major parts namely the proofed, educational achievement, post-college programs & employment status.

DATA GATHERING PROCEDURE

The data gathering in the study will follow the efficient method from gathering responses to answering the objective and testing the hypotheses in this research endeavor. A letter of permission was sent to the MAED graduates to gather relevant information. After, the approval of the permission letter a copy to initiate the distribution of the research instrument and gather relevant information. In the process of distributing research instruments in each institution, the researcher will deliver a brief discussion on the importance of the study to the participants and explain that their participation in the study was voluntary.

RESULTS AND FINDINGS

The findings revealed that the MAED graduates showed that the majority is female about 56.875% and males are 43.12%. About 92.5% of the MAED graduates are married, 6.25% are single and 1.25% is single parents. It also showed that for educational attainment, 60% of the sample are elementary education graduates, 36.87% are secondary education graduates and 3.125% are AB Political Science. It also revealed that 96.87% of the sample took and passed the LET examination for the teachers and also. All respondents also took their master's degree. There are about 95.62% of the respondents who received training program and only about 4.37% didn't receive training.

level of implementation on institutional standards and the accreditation status of the BEED program.

It also revealed a significant difference between the institutional results in the LET and SUC leveling. Institutions with SUC level 3 have a higher mean score compared to intuitions with SUC level 2 with an independent sample t-test its result is .001 (<0.05).

It shows that out of 160, 100 of the graduates underwent training for professional development and 60 for promotion. Results showed the reasons for course choice revealed that reasons for taking the course are 18.75% it is the available course offered by the institution, 13.75% it is affordable for the family,

11.25% good grades in high school, 10.62% is identified as encouragement of family members. Moreover, for stimulated by a strong desire for a career and prospect for direct work, 9.37% and the rest were eminence or reputation of the vocation, outlook of professional improvement no particular choice or no better idea, and peer influence. Of the MAED graduates' reasons for choosing the program, the majority of the respondents reveal that it is a prospect for attractive compensation; about 13.75% disclose that it is affordable for the family, and only about 3.12% explicate that it is influenced by peers.

Furthermore, it showed that the reasons for pursuing doctoral degree program 18.75% is the prospect of attractive compensation. About 13.75% showed that it is affordable for the family, 11.25% had good grades in high school, and 10.62% of the respondents said that they are influenced by parents and relatives. And 9.31% of MAED graduates reveal that it is inspired by role models, the prospect of career advancement, and a strong passion for the profession.

Findings revealed that the MAED graduates' employment information reveals that 96.87% of the respondents are employed. The reasons for unemployment showed that the MAED graduates are still ongoing advanced education, have personal concerns about not landing employment, have well-being-related difficulties, have no work familiarity, and others are still waiting for the decision of the division office.

CONCLUSIONS & RECOMMENDATIONS

It is concluded that the majority of the MAED graduates are employed and as stated by the employers MAED degree graduates exhibit competence. The majority of the employers agreed that they exhibit competence. They claimed that a good work ethic was observed and they become an asset to the institution. Finishing the degree would open opportunities for the graduates like promotion and enhancement of knowledge and skills.

The administration of Basilan State College should continuously enhance the level of standards offered in the institution because this on the employability of the graduates. They should find ways and means to apply relevant standards. These parameters can be important issues for consultative discussion to formulate policies. The Education faculty must continuously update their skills in teaching. It reflects the performance of the students. The head must also make efforts to observe the classes to trace possible deficiencies. It is necessary to look into the possibilities for restructuring the appropriate educational approaches activities and exposure. Strongly support faculty to pursue graduate studies and attend short-term courses to get updated with the newest trends.

REFERENCES

- [1] Schwab, Klaus (2010). *Global competitiveness report 2010-11*. Geneva: World Economic Forum.
- [2] Feintuch, A. (1955) Improving the employability and attitudes of —difficult to place persons, *Psychological Monographs*, 69, 392-397.
- [3] Yorke, M. (2006) *Employability in Higher Education: What It Is, What It Is Not*; Learning & Employability Series; Higher Education Academy (HEA): Heslington, UK.

- [4] Aquino (Ed.D), Estelito J. Punongbayan, Lydia P. Macalaguim, Simeona M. Bauyon, Roman A. Rodriguez, Jr, Glicería R. Quizon (2015) Teacher Education Graduate Tracer Study from 2010 to 2014 in One State University in Batangas, Philippines Asia Pacific Journal of Multidisciplinary Research Vol. 3 No.5, 45-50 December 2015 Part II P-ISSN 2350- 7756 E-ISSN 2350-8442
- [5] Leyaley RVG. 2016 The Employability Skills of Teacher Education Graduates of the Kalinga-Apayao State College. International Journal of Scientific Engineering and Research (IJSER) 4(6)
- [6] Yorke, M. (2004). Employability in the undergraduate curriculum: some student perspectives. *European Journal of Education*, 39(4), 409-427.
- [7] Cardona, R. S., and Andres, E. M. Jr. 2014. Employability of Mathematics Education Graduates (2008-2013) of A Teacher Education Institution (TEI) in the Philippines. *Researchers World Journal of Arts, Science & Commerce* Vol. 5, Issue 4.
- [8] Römgens I, Scoupe R, Beausaert S. Unraveling the concept of employability, bringing together research on employability in higher education and the workplace. *Studies in Higher Education* 2019;45(12).
- [9] Schomburg, Harald. 2003. Handbook for Graduate Tracer Studies. *Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH*.
- [10] Terano, H. J. R. (2015, 12). Development and acceptability of the simplified text in differential calculus for engineering. *Asia Pacific Journal of Multidisciplinary Research*, 4, 106-126.
- [11] Terano, H. J. R. (2018, November). Development and effectiveness of the simplified textbook in advanced mathematics for engineering programs in one state college in the philippines. *International Journal of Educational Sciences*, 23(1-3).
- [11] Peeters, E.; Nelissen, J.; De Cuyper, N.; Forrier, A.; Verbruggen, M.; De Witte, H. Employability Capital: A Conceptual Framework Tested through Expert Analysis. *J. Career Dev.* 2019, 46, 79–93.