

LCUP's Contribution to the Nation's Human Capital: A Tracer Study of MAED, MBA and MABS Graduates, AY 2012-2013 to 2015-2016

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Abstract: The paper is a tracer study of all 89 alumni from AY 2012-2013 to 2015-2016 composed of 45 Master of Arts in Education (MAED) graduates, 37 Master of Business Administration (MBA) graduates, and seven Master of Arts in Behavioral Sciences (MABS) graduates of La Consolacion University Philippines. It aimed to assess the Programs' contribution to the personal and professional growth of the graduates as well as to the nation's human capital. An online survey with Google forms was created, patterned after the questionnaire perused by the Commission on Higher Education. Results reveal that majority of the graduates of the three programs are: employed in private firms, full-time employees, permanent, with average monthly remuneration between P 21,000 to P 30,000 and occupying posts as teachers/professors/instructors. Most of the alumni are locally employed, and majority claim that their present employment is related to their graduate degree. On the average, graduates serve their respective companies for one to ten years. The programs of study have *very highly* contributed to the graduates' personal and professional growth particularly on people skills, personality development, Augustinian values formation, problem-solving skills, critical thinking skills, and academic profession. Overall, the graduates rated the programs and all individual aspects of the programs as *very good*. Results from this study are intended to be used along with other institutional research information to strengthen the MAED, MBA and MABS curricula and improve the overall quality of LCUP's Graduate School course offerings.

Keywords: tracer study, education, business, behavioral sciences, MAED, MBA, MABS

1. Introduction

The advancement of a country's economy is becoming increasingly dependent on its human capital. (Slaus and Jacobs, 2011; Peters, 2013; Nyoku and Onyegbula, 2017) and the quality of a nation's human resources is indistinctly linked to the effectiveness and efficiency, not only in its instructional system but its educational and training institutions as well.

All over the world, one of the biggest problems faced by countries today is the persistent gap between the skills offered by the workforce and those that are needed by the labor market.

The Philippines as a developing country, faces these same challenges having been affected for decades by primarily high unemployment and underemployment rates. The growing population and increasing labor force continue to outpace the creation of formal jobs. The Philippine education system churns out more and more college graduates with different career disciplines such as public administration, commerce/business, engineering, health, sciences, and law, among others. But the "jobs are not created as fast as the universities handing out of the graduate school diploma" (de Ocampo, Bagano, and Tan, 2012).

Existing workforce's skill gaps and skills shortages that firms find had to fill are the types of skills mismatch that probably have the greatest impact on the labor market (Richardson, 2007; Birchenall, 2011; Elemia, 2013; WEF-GAC, 2014). These happen when existing employees do not possess the skills needed to do the required job, or are not able to take on new tasks, or when employers don't take advantage of the skills that employees possess or don't think strategically about how those skills can be harnessed to support product and market innovation. In any of these cases, enterprise growth and development suffers. (ILO.org, 2017).

1.2 Literature Review. In the real academic world, the task of higher education institutions is not confined to mere instruction but most importantly, to ensuring the graduates' employability, recognition, and success in their respective disciplines, and likewise to be productive human resources in a competitive economy (Menez, 2014). On the other hand, the inability of graduates to meet the skills and competencies required by the industry is one of the major factors for underemployment and the difficulty in finding jobs (Menez, 2014).

In addressing the emergent and intricate nature and trials of the 21st century, higher education stands out as one of the primary keys to cope with reforms. Through its crucial tri logical functions on instruction, research, and extension with the addition of another function which is production, higher education makes-up a vital and strategic factor in development. Moreover, Executive Order # 83, series of 2012 creates the Philippine Qualifications Framework (PQF), which mandates agencies like Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Professional Regulation Commission (PRC) and Department of Labor and Employment (DOLE) "responsibilities in reviewing learning standards in basic education, and higher education, technical skills development, and in the alignment of the licensure examination."

The CHED was created with a vision to spearhead the Philippine higher education system to partner with the higher education stakeholders in building the nation's human capital and innovation capacity toward its development. In effect, CHED is mandated to promote relevant, efficient and quality higher education (Gines, 2014).

In its January 2015 Labor Force Survey, the National Statistics Office (NSO) reported that the unemployment rate in was at 6.9 percent or 2.6 million while the underemployment rate was at 17.5 percent (7.1 million). It likewise revealed that more than half or 51.7 percent of the unemployed were from the 15-24 age group. Of this number, 32.8 percent are high school graduates, 13.8 percent are college undergraduates, and 21.0 percent are college graduates.

Likewise, in a joint study conducted by the International Labor Organization (ILO) and Employers Confederation of the Philippines (ECP), a significant job skills mismatch in the Philippines was found, and its impact was said to be more crippling for the manufacturing sector than for services. The report said the mismatch is "significant enough to hamper the country's manufacturing potential and constrain economic growth" (The Philippine Star, March 2, 2016; ILO.org, 2017). The mismatch was "found to be also a contributing factor to the high unemployment rate in the country, which remains among the highest in the Association of Southeast Asian Nations" (ASEAN) The Philippine Star, March 2, 2016).

With this available data, the CHED has been "strictly and carefully keeping tabs with industry stakeholders to address the job mismatch and are likewise being involved in the development of curricula and program standards, on-the-job-training programs, apprenticeships, faculty immersion, assessment-based talent development and other activities"(Menez, 2014).

The Commission on Higher Education mandated colleges and universities all over the nation to conduct Graduate Tracer Study (GTS) to monitor graduates' employability based on their respective disciplines. CHED hopes, through the study, "to assess the issues concerning employability and the relevance of higher education programs concerning

expectations of the employers.” It will utilize the findings of the study to provide incentives to institutions; monitor program quality in the Higher Education Institutions (HEIs); determine the basis for allocating scholarships, prioritize or de-prioritize courses; and investigate whether 21st-century skills are appropriately and adequately taught to college students.

On the other hand, the Department of Labor and Employment (DOLE)'s Labor Market Information (LMI) Report for 2013 to 2020, indicated 275 key occupations as in-demand, and 102 jobs as hard-to-fill from among major and developing industries. In-demand occupations pertain to current occupations or job vacancies that are recurrently posted or advertised because of high turnover rates and are crucial in the business operations. Meanwhile, the report defined hard-to-fill jobs as vacancies which the business is having difficulty to be filled either because prospective applicants are unqualified or there is a shortage of or no job candidates for the particular vacancy (www.ble.dole.gov.ph).

In fact, according to the Associated Labor Unions-Trade Union Congress of the Philippines (ALU-TUCP), the estimated 1.2 million students who graduated from college and finish vocation courses in March 2017 will find it difficult to find jobs due to an increasing mismatch between their training and the skills required by the labor market (Business Mirror, 2016; Depasupil, 2017).

Tracer studies constitute one form of empirical study, which can be considered an appropriate means of evaluating the results of the training and education provided at a given institution (Orejana and Resurrecion, 2010; Celis, Festijo, and Cueto, 2013; Aquino, Punongbayan, Macalaguim, Bauyon, Rodriguez, and Quizon, 2015). It brought together certain basic types of information concerning the contemporary undergraduate experience, the first and current work position of graduates, the correspondence between educational qualifications and required work skills, and the level of employment, unemployment, and underemployment among alumni. Findings of such studies can often demonstrate the success of education and training concerning the alumni, labor market and employers. The information acquired using tracer surveys can also serve as a basis for future institutional and national level planning activities and indicate possible deficits in a given educational program and such that academic program might be brought more firmly in line with the needs of the economy.

According to Schomburg (2003 as cited in Hazaymeth and Dela Pena, 2014; 2012), tracer studies, also known as "graduate studies, alumni research or follow-up studies, target graduates of an institution of higher education to get information that indicates possible deficiencies in a given educational program and to serve as a basis for future planning activities". He further asserted that the information on the professional career, status or income of the graduates are required as well as information on the relevance of and relationship between knowledge and skills, work requirements, workplace locality, position, among others (Rachelle, 2012).

1.2 Research Framework

This paper had its theoretical underpinnings on the human capital theory. Schultz and Backer (1961; 1975 as cited in Mulongo, 2012) gave this theory more substance when they affirmed that time and money expended on education build human capital; hence the rate of return on investment (ROI) must be calculated in a way similar to investment on capital assets. In brief, the human capital theory posits that an individual's education is an investment, involving direct costs spent on education and the opportunity costs of time spent by the student. (akin to investment in physical assets by a company), which enhances the individual's productivity and ensues him the prospect of a stream of benefits such as higher wages, greater productivity, and other non-monetary benefits to both individual and the society.

It is in this context that this study was done to determine whether the Master of Arts in Education (MAED), Master of Business Administration (MBA), and Master of Arts in Behavioral Sciences (MABS) programs of the University has contributed to the development of its graduates who, after graduation, formed part of the nation's human resource. The study is likewise in compliance with the Commission of Higher Education's mandate as indicated in its Philippines Qualifications Framework.

La Consolacion University Philippines offers the afore cited programs among its course offerings in the Graduate School. Presently, the said programs are candidate programs for Level IV Accreditation by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

1.3 Statement of the Problem

This Graduate School Tracer Study aimed to assess the work performances of La Consolacion University Philippines' 89 graduates for Academic Years 2012 to 2016 comprised of 45 MAED graduates, 37 MBA graduates, and 7 MABS graduates, through the following indicators: employment information, contribution of the programs of study to alumni personal and professional growth, and overall respondents' rating of the programs of study.

The results of generated empirical data were hoped to be used as bases for program improvement and curricula enhancement to meet the needs and expectations of the industry thereby reducing the rate of unemployment in the country. Moreover, the tracer study aimed to help LCUP institute necessary policies and reforms to make certain that the University and its graduates are prepared to meet the challenges of a 21st-century world.

Specifically, it sought to answer the following questions:

1. How would the employment information of respondents be described in terms of the ff:
 - a. Type of Organization
 - b. Employment Type
 - c. Occupational Classification
 - d. Relationship of current job in post graduate degree
 - e. Number of years in the company
 - f. Place of work
 - g. First job after finishing graduate degree
 - h. Employment status
 - i. Monthly income range
2. In case of self-employment, how would the employment information of respondents be described in terms of the ff:
 - a. Nature of Business
 - b. Number of Years
 - c. Monthly income range
3. How would the respondents rate the contribution of the MAED, MBA, and MABS programs of study to their personal and professional growth?
4. How would the respondents rate the overall MAED, MBA, and MABS programs of study?

2. Materials and Methods

2.1 Research Design

The research study utilized Descriptive Evaluation in tracing work performances of LCUP graduates and enhancing its programs' sustainability. Descriptive Evaluation means collecting data that describes the event and then organizes, tabulates, depicts, and describes the data collected (Stern et al. 2012). This method fitted the study well since the study attempted to describe the impact of LCUP Graduate School programs on its students.

2.2 Respondents

The research study used purposive sampling. Purposive sampling is defined as a non-representative subset of some larger population and is constructed to serve a particular need or purpose (Palinkas et al., 2013; Patton and Cochran, 2002). The respondents of the study were graduate students of LCUP MAED, MBA and MABS programs from Academic Year 2012-2013 to 2016-2017. A total of 89 graduates were respondents of the study which is shown in Table 1.

Table 1: Respondents of the Study

School Year	MAED	MBA	MABS	Total	Percentage
S.Y. 2012-2013	8	9	3	20	22%
S.Y. 2013-2014	14	10	3	27	30%
S.Y. 2014-2015	10	5	0	15	17%
S.Y. 2015-2016	13	13	1	27	30%
Total	45	37	7	89	100%

The biggest number of graduates were from Batch 2013-2014 totaling 27 and another 27 from Batch 2015-2016, both representing 30% of the total respondents. Twenty alumni or 22% were graduates of academic year 2012-2013, while fifteen or 17% came from Batch 2014-2015.

2.3 Instrument of the Study

The study used a survey questionnaire made available online as the primary instrument of the study which was adapted from the tracer study instrument perused by the Commission on Higher Education. The research study utilized a quantitative approach. According to the Institute of Agriculture of the University of Tennessee, the quantitative

approach in research is more objective because it provides observed effects of the program on a problem or condition through numerical values and formula. (Donaldson, 2013).

2.4 Data Gathering Procedures

To gather the necessary information, the researchers sent a letter to the Registrar’s Office requesting for a complete list of LCUP graduates of the select programs from year 2012-2013 until 2015-2016. The graduates’ records contained the addresses of the respondents, their mobile phone/telephone numbers, and e-mail addresses. An online survey questionnaire was created with Google forms which aided the researchers in summarizing the graduates’ responses. Several follow-ups were made through phone calls, text messages, e-mails and messages sent through Facebook Messenger.

2.5 Statistical Treatment of Data

The data were processed using frequency counts, percentages distribution, and mean results. Five-point Likert scales were utilized to describe the results as follows:

- a. For the respondents’ rating pertinent to the Programs’ contribution to their personal and professional growth, the scale hereunder was employed:

Scale	Range		Interpretation
5	4.51-.5.00	E	The program has <i>excellently</i> contributed to the respondents’ personal and professional growth.
4	3.51-4.50	VH	The program of study has <i>very highly</i> contributed to the respondents’ personal and professional growth.
3	2.51-3.50	H	The program of study has <i>highly</i> contributed to the respondents’ personal and professional growth.
2	1.51-2.50	F	The program of study has <i>fairly</i> contributed to the respondents’ personal and professional growth.
1	1.0-1.50	P	The program of study has <i>poorly</i> contributed to the respondents’ personal and professional growth.

- b. For the respondents’ overall rating of the programs:

Scale	Range		Interpretation
5	4.51-5.00	E	The overall program of study is <i>Excellent</i>
4	3.51-4.50	VG	The overall program of study is <i>Very Good</i>
3	2.51-3.50	G	The overall program of study is <i>Good</i>
2	1.51-2.50	F	The overall program of study is <i>Fair</i>
1	1.00-1.50	P	The overall program of study is <i>Poor</i>

3. Results and Discussion

The data gathered were presented, analyzed, and interpreted in terms of employment information, the contribution of the program of study to respondents’ personal and professional development and respondents’ overall rating of the program.

3.1 Employment Information

Tables 2 to 11 that are hereafter presented give information relevant to the employment of graduates which include: type of organization, type of employment, occupational classification, the relationship of employment to post graduate degree, number of years in the company, place of work, designation, employment status as well as monthly income range.

The **type of organizations where graduates are employed** is shown in Table 2.

On the whole, the majority of the graduates or 56.2% are employed in private organizations while 40.4% are engaged with public institutions. None of the graduates are employed in non-government organizations while 3.4% are currently employed in nonprofit organizations. Individual program results are as follows:

MAED. 19 respondents or 42% are affiliated with public agencies while 25 respondents or 56.2% work in private organizations. No respondents are affiliated with any non-government organizations and four alumni, representing 3.4% of the total, work in nonprofit organizations.

MBA. 15 respondents or 41% are affiliated with public organizations while 20 respondents or 54% work in private organizations. No respondents are affiliated with any non-government organizations and two alumni, representing 5% of the total work in nonprofit organizations.

MABS. It could be culled from the data presented in Table 2 that majority of the MABS graduates or 71% work in private organizations while 29% are affiliated with public institutions or organizations. No respondents are employed in any non-government organizations and two alumni, representing 5% of the total work in nonprofit organizations.

Table 2: Type of Organization where Graduates are Employed

Type of Organization	MAED		MBA		MABS		Total	Percentage
Public	19	42%	15	41%	2	29%	36	40.4%
Private	25	56%	20	54%	5	71%	50	56.2%
NGO	0	0%	0	0	0	0%	0	0.0%
Non-Profit Organization	1	2%	2	5%	0	0%	3	3.4%
Total	45	100%	37	100%	7	100%	89	100.0%

Graduates' **employment status** is well presented in Table 3 wherein data gathered reveal that overall, 90% or 80 respondents are engaged in full-time jobs while the rest of the 10% are: working part-time (two graduates, 7%), Part-time but seeking full-time work (two graduates, 2%), and Part-time but not seeking full-time work (one graduate, 1%). This is an indication that Graduate School alumni are productive and are contributory to the society's and the country's pool of human resource. For the individual programs, the following were the results obtained:

Table 3: Employment Status

Employment Type	MAED		MBA		MABS		Total	Percentage
Fulltime	42	93.4%	31	84%	7	100%	80	90%
Part-time	2	4.4%	4	11%	0	0%	6	7%
Part-time but seeking full-time work	1	2.2%	1	3%	0	0%	2	2%
Part-time but not seeking fulltime work	0	0%	1	3%	0	0%	1	1%
Total	45	100%	37	100%	7	100%	89	100.0%

MAED. 42 respondents or 93.4% of MAED graduates work as full-time employees of their respective organizations while two respondents representing 4.4% of the total alumni are engaged only on a part-time basis. One respondent, representing 2.2% of the total MAED graduates claimed that he is working part-time but still in search of a full-time job, while no respondent indicated that he is engaged in a part-time job, but is not looking for full-time employment.

MBA. The data reveal that 31 respondents or 90.91% of MBA graduates work as full-time employees of their respective organizations while four respondents representing 11% of the total alumni are on a part-time appointment. One respondent, representing 3% of the total MBA graduates claimed that he is working part-time but still in search of a fulltime job, while another 3% indicated that he is engaged in a part-time job, but claimed that he is not looking for a fulltime employment.

MABS. It could be said from data revealed in Table 3 that all or 100% of the MABS graduates work as full-time employees of their respective organizations.

It could be gleaned from Table 4 that the **occupational classification** of the 58 alumni representing 65% of the graduates from 2012-2013 to 2015-2016 are as educators. Thirteen percent are administrators of their respective organizations while 8% are corporate executives or managers of their companies. Two percent are government officials or officials of special interest organizations, another 2% work as human resource officers or directors, and 1% as audit services director. Seven percent of the total graduates are employed as consultant and other special occupations, managing proprietor or supervisor, wellness officer, clerk/rank and file, encoder, pastoral, and librarian.

Table 4: Occupational Classification

Occupational Classification	MAED		MBA		MABS		Total	Percentage
Official of Government and Special-Interest Organizations	1	2.2%	1	3%			2	2%
Corporate Executive or Manager	3	6.7%	4	11%			7	8%
Administrator	6	13.3%	5	14%	1	57%	12	13%
Teacher/instructor/professor	31	68.9%	23	62%	4	14%	58	65%
Human Resource director/officer	1	2.2%			1	14%	2	2%
Consultant and other special occupations	1	2.2%					1	1%
Managing Proprietor or Supervisor			1	3%			1	1%
Wellness Officer					1	14%	1	1%
Clerk/rank and file			1	3%			1	1%
Encoder			1	3%			1	1%
Audit Services Director			1	3%			1	1%
Pastoral	1	2.2%					1	1%
Librarian	1	2.2%					1	1%
Total	45	100%	37	100%	7	100%	89	100%

Individual programs obtained the following results:

MAED. Thirty-one out of the 45 MAED graduates or 68.9% are working as teachers/instructors/professors in different educational institutions. Six graduates representing 13.3% of the total, are administrators in their respective organizations while three or 6.7% hold positions as corporate executives or managers. Each of the following positions is occupied by a total of 12.5% or five alumni: official of government and special interest organizations, human resource director/officer, consultant, pastoral, and librarian.

MBA. It could be culled from the data presented in Table 4 that 62% or 23 out of the 37 MBA graduates are working in the education sector as teachers/instructors/professors; fourteen percent (14%) are administrators in their respective institutions while four or 11% are appointed as corporate executives or managers. A total of 15% is each distributed (3% in each department) in different organizations as an official of government and special-interest organizations, managing proprietor or supervisor, encoder, audit services director, and clerk/rank and file.

MABS. Fifty-seven percent or four out of the seven MABS graduates are working in the education sector as teachers/instructors/professors; 14% are administrators in their respective institutions, another 14% work as administrators and another 14% as wellness officer.

Table 5 presents the graduates' perception of **the relationship of their current jobs to their postgraduate degree**, that is, whether or not their current positions are relevant to their completed courses. Apparently, 89% or 79 out of 89 alumni from academic year 2012 to 2016, agreed that their present jobs are related to their graduate degree, while five alumni representing 6% claimed that their current posts are not, in any way, related to the graduate degree they have pursued; another 6% were not sure whether their current posts are related to their courses.

MAED. Apparently, 91% or 41 graduates agreed that their present jobs are related to their graduate degree, while four alumni representing 9% claimed that their current posts are not, in anyway, related to the MAED degree they have pursued.

MBA. It could be gleaned from Table 5 that 33 graduates or 89% agreed that their current employment is related to their post-graduate degree. None of them answered that their current post is not related to their degree, but four graduates representing 11% of the total are not sure whether or not their present employment is related to their postgraduate degree earned.

MABS. Five graduates or 71% agreed that their current job is related to their post-graduate degree. Fourteen percent answered that their current post is not related to their degree, and still another 14% of the total is not sure whether or not their present employment is related to their postgraduate degree earned.

Table 5: Relationship of job to post graduate degree

Relationship of current job to post graduate degree	MAED		MBA		MABS		Total	Percentage
Yes	41	91%	33	89%	5	71%	79	89%
No	4	9%	0	0%	1	14%	5	6%
Maybe	0	0%	4	11%	1	14%	5	6%
Total	45	100%	37	100%	7	100%	89	100%

Table 6 reveals the **number of years in the company**. Data show that the majority which accounts for 74% or 66 graduates from the three programs have an average of one to ten years of service in their respective companies while 13 representing 15% have been with their current employers for a period of 11 to 15 years. Five graduates or 6% of the total respondents spent 16 to 20 years in service with their current employers; four alumni or 4% have worked for 20 years and more with their present company or organization.

Table 6: Number of Years in the company

Number of Years in the company	MAED		MBA		MABS		Total	Percentage
1-5	14	31%	16	43%	3	43%	33	37%
6-10	16	36%	15	41%	2	29%	33	37%
11-15	9	20%	4	11%	0	0%	13	15%
16-20	3	7%	0	0%	1	14%	4	4%
20 and above	2	4%	2	5%	1	14%	5	6%
total	45	100%	37	100%	7	100%	89	100%

For individual program results, the succeeding paragraphs describe the same:

MAED. Majority or 36% or 16 MAED graduates have an average of six to ten years of service in their respective companies while 14 representing 31% have been with their current employer for a period of one to five years. Nine graduates or 20% of the total respondents spent 11 to 15 years in service with their current employers; three or 7% have worked for 16 to 20 years while two or 4% have stayed for 20 and more years with their present company or organization.

MBA. Apparently, 43% or 15 respondents have served their respective employers from one to five years while 41% or 15 graduates have been in service for six to ten years. Conversely, four respondents or 11% have 11 to 15 years of service. Two respondents or 5% have been in service for 20 years or more.

MABS. Apparently, 43% or three respondents have served their respective employers from one to five years while 29% or two graduates have been in service for six to ten years. Conversely, one respondent representing 14% has 11 to 15 years of service while one more respondent or 14% has been in service for 20 years or more. No graduate has claimed to have been in his current job from 11 to 15 years.

Data in Table 7 show the graduates' **places of work**. It could be culled from the data presented that 98% or 87 out of the 89 graduates from 2012-2013 to 2015-2016 are working locally or within the Philippines, while only two

representing 2% of the total are overseas workers. It could be further inferred from the overall results that LCUP Graduate School alumni, particularly those from the MAED, MBA, and MABS programs have largely contributed to the growth of the nation’s human capital on which its development and progress are largely dependent.

MAED. Ninety-six percent or 42 out of 45 graduates of the program are working locally or within the Philippines, while 4% or two alumni are presently working abroad. This is an indicator that most LCUP MAED graduates prefer to be of service to the nation.

MBA. Data in Table 7 show that of all graduates are working locally or within the Philippines. It is noteworthy that none of the graduates from Batch 2012-2013 to 2015-2016 have chosen to work overseas which is concrete evidence that LCUP MBA graduates opted to be of service to the nation.

MABS. No MABS graduate from academic year 2012-2013 to 2015-2016 have decided to work abroad. All have preferred to be employed locally or within the country. This can be an indicator that LCUP MABS have lived up to one the University’s goals of providing a nationalist education but responsive to international standards.

Table 7: Place of work

Number of Years in the company	MAED		MBA		MABS		Total	Percentage
Local	43	96%	37	100%	7	100%	87	98%
Abroad	2	4%	0	0%	0	0%	2	2%
Total	45	100%	37	100%	7	100%	89	100%

Conversely, Table 8 depicts that on the whole, 55% are employed in jobs that are their first ever after completion of their Master's degree, while 45% claimed that their present employment is not their first after finishing their graduate degree. It could be inferred that the 45% could have been either promoted or offered a more lucrative job by another company or institution after graduation.

MAED. Forty-two percent or 19 graduates currently hold positions that are not their first jobs after finishing their graduate degree. This could be an indicator that after completing their master's degree, the respondents were promoted to higher posts or have decided to look for greener pastures after having been conferred upon a MAED degree. 58% or 26 alumni confirmed that their current jobs are their first stint at work after graduating from their master's degree in education.

MBA. Forty-three percent or 16 graduates currently hold jobs that are not their first jobs after finishing their graduate degree. This could be an indicator that after completing their master’s degree, the respondents were promoted to higher posts or have decided to look for greener pasture after having been conferred upon an MBA degree. 57% or 21 alumni confirmed that their current jobs are their first stint at work after graduating from their Master's degree in business administration.

MABS. Five graduates representing 71% are presently engaged in jobs that are not their first after completing their graduate degree. It could be said that the respondents may have been promoted to higher posts or may have decided to look for greener pasture after finishing their MABS degree. Twenty-nine percent or two alumni confirmed that their current jobs are their first stint at work after graduating from their master’s degree in behavioral sciences.

Table 8: First job after finishing graduate degree

First job after completing graduate degree	MAED		MBA		MABS		Total	Percentage
Yes	26	58%	21	57%	2	29%	49	55%
No	19	42%	16	43%	5	71%	40	45%
Total	45	100%	37	100%	7	100%	89	100%

It could be culled from the **employment status** data presented in Table 9 that overall, 82% or 73 graduates are working as permanent or regular employees to whom accrue all benefits and privileges of employment as mandated by the government and their respective organizations. Fifteen percent or 13 graduates are still under contractual engagement and three percent employed on a fixed-term basis.

MAED. Majority or 89% of the MAED graduates are permanent or regular employees in their respective workplaces. This indicates that they enjoy all the benefits and privileges accorded to staff with regard to leave, retirement, and other fringe benefits and perks as may be bestowed by management. On the other hand, 11% or five graduates are still on a contractual appointment while no graduates are either on a casual engagement or under a fixed employment contract.

MBA. Seventy-six percent of the MBA graduates are permanent or regular employees in their respective companies/institutions, with all the benefits and privileges appertaining to staff such as leave entitlement, retirement benefits, and other fringe benefits and perks as may be bestowed by management. On the other hand, 19% or seven graduates are still on a contractual appointment and another 5% or two graduates under a fixed employment contract.

MABS. Majority or 71% of the MABS graduates are permanent or regular employees in their respective workplaces. This indicates that they enjoy all the benefits and privileges accorded to employees with regard to leave, retirement, and other fringe benefits and perks as may be bestowed by management. On the other hand, 28% or two graduates are still on a contractual appointment (14%) and another graduate (14%) under a fixed employment contract.

Table 9: Employment Status

Employment Status	MAED		MBA		MABS		Total	Percentage
Permanent/Regular	40	89%	28	76%	5	71%	73	82%
Contractual	5	11%	7	19%	1	14%	13	15%
Casual	0	0%	0	0%	0	0%	0	0%
Fixed-Period	0	0%	2	5%	1	14%	3	3%
Total	45	100%	37	100%	7	100%	89	100%

It could be gleaned from Table 10 that 88% or 79 graduates receive remuneration which is above the minimum wage of P 16,000. On the average, majority or 43% have **monthly income range** of P 21,000 - P 30,000 while 25% have monthly compensation between P 31,000 - P 40,000. Overall, one could say that graduates receive incomes which enable them to live decent lives.

MAED. Four out of 37 alumni representing 8% of the total, receive the highest compensation bracket of P 51,000 and above while eight alumni, representing 18% of the total, earn an average monthly income of P 20,000 and below. Nineteen graduates or 42% receive remuneration from P 21,000 to P 30,000 while 14 graduates representing 31% receive a monthly income between P 31,000 to P 40,000, and one (1) or 2% earning between P 41,000 to P 50,000.

MBA. The highest compensation bracket is P 51,000 and above which is the monthly remuneration received by four out of 37 alumni representing 11% of the total, while the least monthly income bracket of P 21,000 to P 30,000 is received by 15 alumni representing 41% of the total. Ten respondents or 27% receive remuneration from P 41,000 to P 50,000 while eight graduates representing 22% receive a monthly income between P 31,000 to P 40,000. No graduate receives a monthly income of P 20,000 and below.

MABS. Majority of the graduates receive an average monthly income range from P 21,000 – P 30,000 while the rest of the graduates representing 43% receive a monthly income of P 20,000 and below.

Table 10: Monthly Income Range

Monthly Income Range	MAED		MBA		MABS		Total	Percentage
Php 20,000 and below	8	18%	0	0%	3	71%	11	12%
Php 21,000-30,000	19	42%	15	41%	4	14%	38	43%
Php 31,000-40,000	14	31%	8	22%	0	0%	22	25%
Php 41,000-50,000	1	2%	10	27%	0	14%	11	12%
Php 51,000 and above	4	8%	4	11%	0	100%	8	9%
Total	45	100%	37	100%	7	71%	89	100%

Table 11 reveals that all 89 respondents or 100% were **working while pursuing a degree at LCUP Graduate School**. It could, therefore, be inferred that all graduates of MABS, MAED, and MBA from 2012-2013 to 2015-2016 were capable of sustaining their education needs during their pursuance of Masters degree.

Table 11: Working while pursuing your degree at LCUP Graduate School

Working while pursuing degree at LCUP Graduate School	MAED		MBA		MABS		Total	Percentage
	f	%	f	%	f	%		
Yes	45	100%	37	100%	7	100%	89	100%
No	0	0%	0	0%	0	0%	0	0%
Total	45	100%	37	100%	7	100%	89	100%

3.2 Self-employment. None of the 89 respondents under study or 0% are self-employed and unemployed. The respondents hold stable positions in their companies/ government agencies that enable them to enhance their administrative skills and nurture their professional abilities to further improve and excel in their jobs.

3.3 Contribution to Personal and Professional Growth. Based on the data presented in Table 12, it could be culled that on the whole, the three programs namely: MAED, MBA, and MABS have *very highly* contributed to the graduates' personal and professional growth. Of the 15 individual program contributions, 12 were rated *very high*, while three have obtained *high* ratings: exposure to international community within the field of specialization, and opportunities abroad both of which obtained computed mean scores of 3.34 and 3.42 respectively. These results could be associated with the graduates' choice of workplaces as demonstrated in Table 7 which revealed that only two graduates (from MAED) out of the 89 from the three programs are working abroad.

It could be further inferred from the results that graduates of all three programs considered people skills among those which have *very highly* contributed to their personal and professional growth. Interpersonal skills/relationship is a significant factor in the graduates' world of work which encompasses a variety of differences between people, how people perceive themselves and how they understand others – traits which are needed to effectively deal with issues such as adaptability and change (Greenberg, 2016).

MAED. Graduates rated the overall program of study as *Very Highly* contributory to their personal and professional growth as evidenced by the overall mean result of 4.37.

Five out of 15 individual indicators of the program's contribution to personal and professional growth was rated *Excellent* by the graduates as evinced by their corresponding computed mean results as follows: academic profession ($\bar{x} = 4.62$), Augustinian values formation ($\bar{x} = 4.60$), research capability ($\bar{x} = 4.58$), people skills ($\bar{x} = 4.56$), problem solving skills ($\bar{x} = 4.56$).

The rest of the items were found to have *Very Highly* contributed to the graduates' personal and professional growth in the order of rank: critical thinking skills, ($\bar{x} = 4.58$) personality development ($\bar{x} = 4.49$), communication skills ($\bar{x} = 4.44$), meeting present and future professional needs ($\bar{x} = 4.47$), information technology skills ($\bar{x} = 4.40$), learning efficiency ($\bar{x} = 4.32$), exposure to local community within field of

specialization ($\bar{x} = 4.20$), salary improvement and promotion ($\bar{x} = 4.20$), opportunities abroad ($\bar{x} = 3.78$), and exposure to international community within field of specialization ($\bar{x} = 3.67$).

Academic Profession was rated the highest in contribution to graduates' personal and professional growth with a mean result of 4.62. Apparently, this response supports the graduates' claim that their current positions or jobs are related to the graduate degree they have earned. Furthermore, MAED graduate has held close to their hearts, the Augustinian values that they have imbibed during their stay in the University. Research capability was ranked third in importance in as much as graduates, as teachers/professors/instructors, have to deal with a lot of research works to keep abreast of changes in their respective disciplines and changes in teaching and learning methodologies as well as pedagogies. People skills and problem-solving skills were likewise rated as *excellently* contributing to their personal and professional growth.

MBA. It could be culled that the MBA graduates rated the overall program of study as *Very Highly* contributory to their personal and professional growth as evidenced by the overall mean result of 4.22.

With respect to the individual indicators of the program's contribution to personal and professional growth, the respondents rated all items to be *Very Highly* contributory as evinced by their weighted mean results as follows: people skills ($\bar{x} = 4.43$), academic profession ($\bar{x} = 4.38$), communication skills ($\bar{x} = 4.35$), learning efficiency ($\bar{x} = 4.32$), meeting present and future professional needs ($\bar{x} = 4.30$), personality development ($\bar{x} = 4.30$), values formation ($\bar{x} = 4.30$), research capability ($\bar{x} = 4.27$), information technology skills ($\bar{x} = 4.27$), critical thinking skills ($\bar{x} = 4.27$), exposure to local community within field of specialization ($\bar{x} = 4.27$), problem solving skills ($\bar{x} = 4.19$), salary improvement and promotion ($\bar{x} = 4.05$), exposure to international community within field of specialization ($\bar{x} = 3.78$), and opportunities abroad ($\bar{x} = 3.76$).

People skills was rated the highest in contribution to graduates' personal and professional growth with a mean result of 4.43.

MABS. Based on the data presented in Table 12, it could be culled that the MABS graduates rated the overall program of study as having contributed *Very Highly* to their personal and professional growth as evidenced by the overall mean result of 4.22.

Concerning the individual indicators of the program's contribution to personal and professional growth, two out of fifteen items were assessed to have *Highly* contributed to the graduates' personal and professional growth: exposure to international community within field of specialization ($\bar{x} = 2.57$), and opportunities abroad ($\bar{x} = 2.71$).

Thirteen items were claimed to have *Very Highly* contributed to the professional and personal development of graduates. These items are presented with their corresponding mean scores in the order of rank as follows: people skills ($\bar{x} = 4.43$), personality development ($\bar{x} = 4.29$), salary improvement and promotion ($\bar{x} = 4.00$), problem-solving skills ($\bar{x} = 4.00$). Augustinian values formation ($\bar{x} = 4.00$), critical thinking skills ($\bar{x} = 3.86$), communication skills ($\bar{x} = 3.86$), academic profession ($\bar{x} = 3.71$), learning efficiency ($\bar{x} = 3.71$), meeting present and future professional needs ($\bar{x} = 3.71$), information technology skills ($\bar{x} = 3.71$), research capability ($\bar{x} = 3.57$), and exposure to international community within field of specialization ($\bar{x} = 3.57$).

People Skills was rated the highest in contribution to graduates' personal and professional growth with a mean result of 4.43.

Table 12: Program's Contribution to Graduates' Personal and Professional growth

Program Contribution	MAED	MBA	MABS	Overall
Academic Profession	4.62 E	4.38 VH	3.71 VH	4.24 VH
Research Capability	4.58 E	4.27 VH	3.57 VH	4.14 VH
Learning Efficiency	4.49 VH	4.32 VH	3.71 VH	4.17 VH
Communication Skills	4.44 VH	4.35 VH	3.86 VH	4.22 VH
People Skills	4.56 E	4.43 VH	4.43 VH	4.47 VH
Problem-Solving Skills	4.56 E	4.19 VH	4.00 VH	4.25 VH
Information Technology Skills	4.40 VH	4.27 VH	3.71 VH	4.13 VH
Meeting Present and Future Professional Skills	4.47 VH	4.30 VH	3.71 VH	4.16 VH
Exposure to Local Community w/in Field of Specialization	4.20 VH	4.27 VH	3.57 VH	4.01 VH
Exposure to International Community w/in Field of Specialization	3.67 VH	3.78 VH	2.57 H	3.34 H

Critical Thinking Skills	4.58	VH	4.27	VH	3.86	VH	4.24	VH
Salary Improvement and Promotion	4.20	VH	4.05	VH	4.00	VH	4.08	VH
Opportunities Abroad	3.78	VH	3.76	VH	2.71	H	3.42	H
Personality Development	4.49	VH	4.30	VH	4.29	VH	4.36	VH
Augustinian Values Formation	4.60	E	4.30	VH	4.00	VH	4.30	VH
Overall	4.37	VH	4.22	VH	3.71	VH	4.10	VH

Table 13 demonstrates the results of the respondents' overall rating of the graduate programs. The respondents rated the programs as *Very Good*. Individual aspects as well each received overall ratings of *very good*. Results per program are as follows:

MAED. The computed overall mean of 4.51 is interpreted as *Very Good*. This could further indicate that the graduates were very satisfied with the outcomes of the MAED program and that it was impressive.

Only three (3) items out of ten (10) were rated *Very Good*: Extra-Curricular Activities ($\bar{x} = 4.20$), Library Resources ($\bar{x} = 4.40$), and Laboratory Resources ($\bar{x} = 4.07$). On the other hand, other program aspects were rated *Excellent*. These items and their corresponding mean results are Relevance to Profession ($\bar{x} = 4.71$), Professor's Knowledge of Subject Matter ($\bar{x} = 4.64$), Professor's Knowledge of the Subject matter ($\bar{x} = 4.64$), Premium Given to Research ($\bar{x} = 4.56$),

Range of courses ($\bar{x} = 4.56$), Teaching and learning Environment ($\bar{x} = 4.58$), Quality of Instruction ($\bar{x} = 4.56$), Class size ($\bar{x} = 4.51$), Professor's Pedagogical Expertise ($\bar{x} = 4.56$), Interdisciplinary Learning ($\bar{x} = 4.51$), and Teacher-student Relationships ($\bar{x} = 4.51$).

MBA. The computed overall mean of 4.51 is interpreted as *Excellent*. This could further indicate that the graduates were very satisfied with the outcomes of the MBA program, and that it was extremely impressive.

Individual aspects of the program such as teacher-student relationships, quality of instruction and teaching and learning environment, obtained the highest results as evinced by their common mean values of 4.62 which, apparently indicates that the MBA graduates rated these program aspects as *Excellent*. On the other hand, other program aspects that were equally rated *Excellent* and their corresponding mean results are professor's knowledge of subject matter ($\bar{x} = 4.59$), relevance to profession ($\bar{x} = 4.57$), premium given to research ($\bar{x} = 4.54$), and interdisciplinary learning ($\bar{x} = 4.54$).

Conversely, remaining items were rated *Very Good* by the alumni, with computed mean results ranging from 4.32 to 4.49 in the order of rank as follows: class size ($\bar{x} = 4.49$), range of courses ($\bar{x} = 4.46$), professor's pedagogical expertise ($\bar{x} = 4.43$), extracurricular activities ($\bar{x} = 4.38$), library resources ($\bar{x} = 4.38$), and laboratory resources ($\bar{x} = 4.32$).

MABS. Overall, the MABS Program was rated as *Very Good* by the respondents. This could further indicate that the graduates were satisfied with the outcomes of the MABS program, and that it was impressive. Only one item was rated as *Excellent* by the respondents: Professors' knowledge on the Subject Matter which obtained a mean score of 4.57.

Conversely, four items were rated *Good* by the alumni: extracurricular activities ($\bar{x} = 2.71$), interdisciplinary learning ($\bar{x} = 3.14$), library resources ($\bar{x} = 3.14$), and laboratory resources ($\bar{x} = 2.57$). It could be further inferred that graduates were moderately satisfied with the aforementioned program aspects which are indicative of a needed improvement or enhancement on the said areas.

The rest of the items were rated as *Very Good*, which could be interpreted as graduates being satisfied with the program aspects and found them to be impressive but still has room for improvement: class size ($\bar{x} = 4.29$), and professor's pedagogical expertise ($\bar{x} = 4.29$), teacher-student relationships ($\bar{x} = 4.00$), relevance to profession ($\bar{x} = 3.86$), quality of instruction ($\bar{x} = 3.86$), premium given to research ($\bar{x} = 3.71$), teaching and learning environment ($\bar{x} = 3.71$), and range of courses ($\bar{x} = 3.57$).

Table 13: Respondents' overall rating of the graduate programs

Program Aspects	MAED		MBA		MABS		Overall	
Range of Courses	4.56	E	4.46	VG	3.57	VG	4.20	VG
Relevance to Profession	4.71	E	4.57	E	3.86	VG	4.38	VG
Extracurricular Activities	4.20	VG	4.38	VG	2.71	G	3.76	VG
Premium Given to Research	4.56	E	4.54	E	3.71	VG	4.27	VG
Interdisciplinary Learning	4.51	E	4.54	E	3.14	G	4.06	VG
Teaching and Learning Environment	4.58	E	4.62	E	3.71	VG	4.30	VG
Quality of Instruction	4.56	E	4.62	E	3.86	VG	4.35	VG
Teacher-Student Relationships	4.51	E	4.62	E	4.00	VG	4.38	VG
Library Resources	4.40	VG	4.38	VG	3.14	G	3.97	VG
Laboratory Resources	4.07	VG	4.32	VG	2.57	G	3.65	VG
Class Size	4.51	E	4.49	VG	4.29	VG	4.43	VG
Professor's Pedagogical Expertise	4.56	E	4.43	VG	4.29	VG	4.43	VG
Professor's Knowledge of Subject Matter	4.64	E	4.59	E	4.57	E	4.60	VG
OVERALL	4.49	VG	4.51	E	3.71	VG	4.24	VG

3.4 Pursuance of Further Studies. It could also be gleaned from the study as demonstrated in Table 14 that of the 89 graduates, 17 or 19% have pursued further studies such as Doctor of Philosophy, Doctor of Education, and Doctor of Business Administration. One graduate has tried culinary and pastry arts for business opportunity while the rest or 71 graduates representing 80% did not pursue further studies, which is indicative that having a doctorate is not a priority.

Table 14: Pursuance of Further Studies

Monthly Income Range	MAED		MBA		MABS		Total	Percentage
PhD	9	20%	1	3%	0	0%	10	11%
EdD	2	4%	0	0%	0	0%	2	2%
DBA	0	0%	5	13%	0	0%	5	6%
Culinary Arts and Pastry Arts	0	0%	1	3%	0	0%	1	1%
Have not pursued further studies	34	76%	30	81%	7	100%	71	80%
Total	45	100%	37	100%	7	100%	89	100%

MAED. Eleven graduates representing 24% of the alumni from Batches 2012-2013 to 2015-2016 continued pursuing degrees in either Doctor of Philosophy in Education (PhD) or Doctor of Education (EdD) for further professional and career growth while the rest representing 76% of the total or 34 out of 45 graduates have not pursued further studies.

MBA. It could also be gleaned from the study that five graduates representing 14% of the respondents continued pursuing a doctorate in Business Administration in La Consolacion University Philippines for further professional and career growth, one graduate representing 3% took a doctor of Philosophy degree, another 3% tried Culinary and Pastry Arts as a preparation for possible business opportunity while the rest representing 81% of the total or 30 out of 37 have not pursued further studies.

MABS. No graduates have pursued Doctorate studies after their Master's degree as demonstrated. This is indicative that more aggressive measures have to be taken by the University to encourage its MABS graduates to pursue further studies.

4. Conclusions and Recommendations

On the whole, it could be culled from the study of the graduates of the three programs namely: MAED, MBA, and MABS from AY 2012 to AY 2016 that majority: are employed in private firms (56.2%), are fulltime employees (90%), permanent (82%), with average monthly remuneration of majority ranging from P 21,000 to P 30,000 and majority occupying posts as teachers/professors/instructors (65%) which are related to their graduate degree (89%). Ninety-eight percent are locally employed, and majority (55%) claimed that their present employment is related to their graduate degree. The respondents, on the average, have served their respective companies for one to ten years (74%).

The programs of study have *Very Highly* contributed to the graduates' personal and professional growth particularly on people skills, personality development, Augustinian values formation, problem-solving skills, critical thinking skills, and academic profession.

Overall, the graduates have rated the programs and all individual aspects of the programs as *Very Good*.

Results from this study are intended to be used along with other institutional research information to strengthen the MAED, MBA and MABS curricula and improve the overall quality of LCUP's Graduate School course offerings.

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