

Assessment of Graduates of Master of Arts in Education (MAED) in one State University in the Philippines

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Abstract - Higher education institution, with teacher education programs, primarily aims of producing graduates having competent, qualified and 21st century skills. Tracer studies on graduates can adequately provide essential information on their profile, future plans, reasons of enrolling at the university, extent of the use of skills provided, adequacy of skills learned, degree of satisfaction in terms of services and learning environment. Descriptive research design was used in this study to describe the characteristics, abilities, preferences and perceptions of individuals. Majority of the respondents (70.6%; 60 out of 85) in the study were females, who primarily specialized in Educational Management while others pursued English, Filipino, Mathematics, Physical Education, and Technology and Home Economics. About 60% (51 out of 85) of the total respondents were in Teacher 1 and 2 or their equivalent teaching position, and about 70.6% (60 out of 85 respondents) planned to pursue doctoral program. The affordable tuition fee and the school location were the major preferred reasons for enrolling in the university. Other reasons included those skills provided by the University such as human skills, and technical, communication, leadership, research, problem solving, and ICT skills. Adequacy of skills had a positive and significant relationship to the graduates' degree of satisfaction with services ($r_s = 0.603$; $p < .01$), learning environment ($r_s = 0.552$; $p < .01$), and facilities ($r_s = 0.527$; $p < .01$). These results indicated that learned skills are adequate to satisfy the students concerning the general and specific services offered by the University.

Keywords: adequacy of skills, affordable tuition, great extent, graduate tracer, services

INTRODUCTION

The university is an educational as well as a service setting, where the service is often produced and consumed simultaneously [1]. 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 classrooms, delivery of student services, and management of educational programs [2]. Those skills include but not limited to knowledge and technical skills, communication skills, leadership skills, research skills, and information and communication technology skills. As the graduate students develop these skills, they become more adaptable and confident in decision making in a complex work environment. Their ability to evaluate, articulate, and

discover more efficient ways to perform a task will be enhanced through the skills they acquire. In this viewpoint, the researchers intend to determine the extent of use of the skills, the relatedness of the skills to the task, and the adequacy of skills learned among graduates in the graduate studies.

One way that educational institutions may consider enhancing service quality in the university is by considering how the students' connection to the university campus and their willingness to benefit from all the services may influence their level of satisfaction [3]. The services, learning environment, and facilities of an institution may greatly influence the degree of attractiveness and the students' overall satisfaction. The services consist of administrative support, faculty staff, academic advising, research advising, food services, library services, extension/outreach/community involvement, extra/co-curricular activity, and security. The learning

environment represent teacher's knowledge of content, interaction with students, creativity in teaching, delivery skills/teaching methods, instructional materials, and respect for students. Then, the facilities comprise the library, science and computer laboratories, equipment, classroom, clinic, canteen, recreational facilities, audio-visual room, communication facilities, and general conditions of building and grounds. This research also investigates how all these factors can elicit positive and affective attitude from students toward their satisfaction.

Graduate tracer studies could appropriately provide valuable information to evaluate the results of the education and training of a specific institution of higher education [4]. The studies could collect essential information concerning the employment profile of graduates [5], their undergraduate experience, their first and current jobs [6] as well as the relevance of their educational background and skills required in their job. Graduate tracer studies also could collect data on the relevance of the curriculum and the graduates' level of satisfaction to their academic preparation [7]. Hence, this study.

OBJECTIVES OF THE STUDY

The main objective of the study was to trace MAEd graduates in order to determine where they are, what they do, and the activities/programs needed to improve their professional career and services, and to track down employment status of alumnus/alumnae. Specific aims included the following: (1) to determine the profile of MAEd graduates in terms of age, sex, and educational attainment; (2) to ascertain the reasons for enrolling at the University and their plans of pursuing further studies; and (3) to find out the employment characteristics of graduates, and (4) to assess the extent of knowledge, various skills (i.e. technical, communication, human relations, leadership, research, problem-solving, Information and Communications Technology) used in the graduates' current work provided to them; and graduates' degree of satisfaction with the services, learning environment/climate and facilities of the University.

METHODS

The study used descriptive research design. In this type of research, the usual methodology was survey [8]. The respondents were the LSPU-LB graduates of Master of Arts in Education program from AY 2013 – 2016. These programs included the

following: Master of Arts in Education (MAEd), major in Educational Management; Master of Arts in Teaching (MAT), major in Filipino, Mathematics, English, Science and Technology, Technology and Home Economics and Physical Education; and Master of Arts, with specialization (BOR 362, series 2004).

The instrument used in the study was a researchers-made survey questionnaire which was content- and face-validated by five (5) Doctor of Education major in Educational Management professors in the University. These experts rated the acceptability of each item using the scale: 4 - Highly Acceptable; 3 - Acceptable; 2 - Needs to be Reworded; and 1 - Not Acceptable. Remarks column was also provided for their comments, points for revisions, corrections, and recommendations on item content and language. The validated questionnaire was administered to 30 instructors to test its reliability. After the questionnaire items were analyzed, it reported an excellent reliability coefficient of 0.944.

The respondent's extent of the use of skills provided was determined accordingly based on a five-point scale: 5 - To a Great Extent; 4 - To Some Extent; 3 - To a Limited Extent; 2 - To a Very Limited Extent; 1 - Not at All. The adequacy of skills learned was rated using the scale from 1 (Not Adequate) to 4 (Very Adequate) while the degree of satisfaction in terms of services, learning environment, and facilities were evaluated using the rating system 4 - Highly Satisfied; 3 - Satisfied; 2 - Moderately Satisfied; and 1 - Not Satisfied.

The means of the five-point scale for the extent of use of skills were interpreted using the guide: 4.50 - 5.00 – To a Great Extent; 3.50 - 4.49 – To Some Extent; 2.50 - 3.49 – To a Limited Extent; 1.50 - 2.49 – To a Very Limited Extent; and 1.00 - 1.49 – Not at all, while the means of the four-point scale for the adequacy of skills learned and degree of satisfaction of services were interpreted using the scheme: 3.50 - 4.00 – Very Adequate (Highly Satisfied); 2.50 - 3.49 – Adequate (Satisfied), 1.50 - 2.49 – Moderately Adequate (Moderately Satisfied; and 1.00 - 1.49 – Not Adequate (Not Satisfied).

The total enumeration was applied as a sampling technique however, only 85 out of 130 graduates participated in the study. A prepared letter and a survey questionnaire were sent to each of the graduates or respondents (exclusively LSPU alumni and alumnae). The graduates were given options to return the completed questionnaire either through mail, or through students who were enrolled in various

courses at LSPU-Los Baños Campus. To assure a higher feedback compliance by returning the answered questionnaire of the survey, follow-ups were done by using the social media, and by visiting the respondents in their respective schools or area of assignment to talk with the employers, however only 65% response rate was obtained.

The gathered data were tabulated and statistically analyzed. The mean and standard deviation were used to describe the data, while Pearson Product Moment of correlation was used to test the significant relationship.

RESULTS AND DISCUSSION

Table 1. Distribution of the Respondents in Terms of Sex

Sex	f	%
Male	25	29.4
Female	60	70.6
Overall	85	100

Table 1 shows that the majority of respondents are females. This indicates that the teaching profession is continuously dominated by female teachers. This finding supports the previous study about the role of female teachers in increasing the literacy rate and their increased career satisfaction [9].

Table 2. Distribution of the Respondents in Terms of Age

Age (years)	f	%
24 to 29	11	12.94
30 to 35	26	30.59
36 to 41	24	28.24
42 to 47	11	12.94
48 to 53	9	10.59
54 to 59	3	3.53
60 to 65	1	1.18
Overall	85	100

As shown in Table 2, more than 60% of the respondents are 24 to 41 years old and the rest are above 42. These results indicate that most of the graduates are in their late 20s and 30s. In their chosen profession, the respondents recognized the importance of pursuing advanced education in their area of specialization even at their younger age.

Table 3. Distribution of the Respondents in Terms of Field of Specialization

Specialization	f	%
Educational Management	43	50.6
English	7	8.2
Filipino	2	2.4
Mathematics	17	20.0
Physical Education	6	7.1
Science and Technology	6	7.1
Technology and Home Economics	4	4.7
Overall	85	100

As shown in Table 3, most of the respondents (50.6 %) specialized in Educational Management in their Master's Degree, followed by Mathematics, English, Physical Education, Science and Technology, Technology and Home Economics and Filipino. These results are similar to the enrollment figure in GSAR record of CTE-LSPU-Los Banos Campus where the largest number of graduate students pursued the Master of Arts in Education, major in Educational Management.

Table 4. Distribution of the Respondents in Terms of Year Graduated

Year	f	%
Batch 2013	11	12.9
Batch 2014	10	11.8
Batch 2015	28	32.9
Batch 2016	36	42.4
Overall	85	100

Table 4 shows that majority of respondents (75.3%) graduated in 2015 and 2016. It further indicates that the graduates of recent academic years (2015, 2016) are more accessible than those who graduated in previous years. The GSAR of CTE-LSPU-Los Banos Campus may devise a mechanism or an action plan to have better access to its graduates.

Table 5. Distribution of the Respondents in Terms of Academic Rank/Position

Academic Rank/Position	f	%
Teacher 1	34	40
Teacher 2/ Instructor 1/ Lecturer 2	19	22.4
Teacher 3/ Instructor 2	21	24.7
Instructor 3	1	1.2
Master Teacher/ Assistant Professor	4	4.7
School Head	6	7.1
Overall	85	100

As shown in Table 5, more than 50% respondents are in Teacher 1 and 2 or their equivalent teaching

position. Since majority of the respondents graduated from 2015 and 2016, they might not be promoted yet during the time when this study was conducted.

Table 6. Distribution of the Respondents in Terms of Enrollment Status in the Doctorate Program

Enrollment Status	f	%
Currently Enrolled	24	28.2
Did Not Enroll	61	71.8
Overall	85	100

Table 6 shows that 71.8% of respondents did not enroll in their doctorate program, while the rest pursued their further studies. Based on this data, there is a need to encourage the vast majority of the graduate-respondents to continue their graduate program. Graduate schools could provide an environment for professionals to pursue graduate degrees in order to improve their chosen career paths [10].

Table 7. Distribution of the Respondents in Terms of Future Plan in Pursuing Further Study

Future Plan	f	%
Post Doctoral	2	2.4
Doctoral	60	70.6
Other Master's Degree	2	2.4
No Plan Yet	21	24.7
Overall	85	100

Table 7 shows that 70.6% of the respondents plan to pursue the doctoral program while 24 % of them have no plan yet. This could be one of the evidences why there is a need to motivate the graduate-respondents to pursue higher learning. With proper orientation and motivation, they will be inspired to enroll in the graduate studies.

Table 8. General Respondents' Reasons of Enrolling at LSPU

Reasons	f	%
School Location	63	74.12
Personal Prestige of being in the University	35	41.18
Prospect for Career Advancement	52	61.18
Availability of Scholarship	13	15.29
Affordable Tuition Fee	66	77.65
Overall	85	100.00

Table 8 shows that when asked about the respondents' reasons of enrolling at LSPU, affordable tuition fee (77.7 %) was the most preferred reason, followed by the school location (74.1), and the prospect for career advancement (61.1 %). Only 15.2 % of respondents ranked the availability of scholarship at LSPU.

Table 9. Specific Respondents' Reasons of Enrolling at LSPU

Reasons	f	%
School Location	8	9.40
Personal Prestige of being in the University	1	1.20
Prospect for Career Advancement	5	5.90
Affordable Tuition Fee	5	5.90
School Location and Prospect for Career Advancement	2	2.40
School Location and Availability of Scholarship	1	1.20
School Location and Affordable Tuition Fee	9	10.60
Personal Prestige of being in the University and Affordable Tuition Fee	2	2.40
Prospect for Career Advancement and Affordable Tuition Fee	6	7.10
School Location, Personal Prestige, and Career Advancement	1	1.20
School Location, Personal Prestige, and Affordable Tuition Fee	5	5.90
School Location, Career Advancement, and Availability of Scholarship	1	1.20
School Location, Career Advancement, and Affordable Tuition Fee	11	12.90
Personal Prestige, Career Advancement, and Affordable Tuition Fee	3	3.50
School Location, Personal Prestige, Career Advancement, and Affordable Tuition Fee	14	16.50
School Location, Personal Prestige, Availability of Scholarship, and Affordable Tuition Fee	2	2.40
School Location, Career Advancement, Availability of Scholarship, and Affordable Tuition Fee	2	2.40
School Location, Personal Prestige, Career Advancement, Availability of Scholarship, and Affordable Tuition Fee	7	8.20
Overall	85	100.00

Table 10. Extent of Use of the Skills Provided

Skills	Mean	Std. Deviation	Skewness	Descriptive Interpretation
Knowledge and Technical Skills	4.33	0.64	-0.705	To Some Extent
Communication Skills	4.41	0.68	-0.963	To Some Extent
Human Relations Skills	4.58	0.62	-1.499	To a Great Extent
Leadership Skills	4.44	0.68	-1.037	To Some Extent
Research Skills	4.35	0.63	-0.443	To Some Extent
Problem Solving Skills	4.24	0.70	-0.575	To Some Extent
Information and Communication Technology Skills	4.05	0.69	-0.285	To Some Extent
Overall	4.34	0.68	-0.739	To Some Extent

Legend: 4.50 – 5.00 – To a Great Extent; 3.50 – 4.49 – To Some Extent; 2.50 – 3.49 – To a Limited Extent; 1.50 – 2.49 – To a Very Limited Extent; 1.00 – 1.49 – Not at all

The specific reasons of the respondents why they enrolled at LSPU are shown in Table 9. Graduate students enrolled at LSPU primarily because the tuition fee is very reasonable (Php5,500 - Php 6,000). Beside this low tuition fee, graduate students can enroll even with a downpayment of Php 2,000, then the remaining outstanding balance can be settled before the semester/term ends - a scheme that seemed to be appealing. Next, the school is situated in a strategic area. Graduate students can reach the campus for less than 30 minutes to one hour, hence giving them convenience in going to- and from- especially at times they need to submit urgent requirements. The prospect for career advancement is also one of the reasons why the graduate students chose LSPU as their higher-learning institution.

Table 10 shows that human relations skills obtained the highest weighted mean of 4.58 which indicates that this skill is being used “to a great extent”. Other skills such as knowledge and technical skills, communication skills, leadership skills, research skills, problem solving skills, and ICT skills which the University provided are used “to some extent”. A greater purpose would be to provide graduate students encouragement, support, and confidence to develop and realize their graduate program was an opportunity to gain valuable employable skills [11].

Graduate students feel fortunate enough to have been raised in the University anchored on integrity, professionalism, and innovation. The University’s core values stressing kindness, humbleness, politeness, attentiveness, and empathy, were conveyed which make the respondents work well with others in their respective school setting. Stemming from this

human relation skills, their ability to set visions, motivate others and delegate tasks cannot be underscored.

Table 11. Relatedness of the Skills to the Task

Relatedness	f	%
Very Much Related	32	37.60
Much Related	46	54.10
Slightly Related	6	7.10
Not Related at All	1	1.20
Overall	85	100.00

Majority of the respondents (37.6 %) revealed that the skills acquired in their graduate studies are much to very much related to their current tasks as teachers (Table 11). Only seven respondents (8.3%) stated that such skills are not or slightly related at all. Previous study suggested that graduate education is about creating individuals who have a capacity to ask interesting, demanding, and difficult questions. It is also about skill development that takes the student beyond cultivating a strong analytical mind [11].

When it comes to adequacy of skills learned as shown in Table 12, human relations skills consistently got the highest weighted mean of 3.53, which signifies that this skill is “very adequate”. Meanwhile, the respondents agreed that the University provides them adequate knowledge and technical skills, communication skills, leadership skills, research skills, problem solving skills, and ICT skills with a weighted mean score ranging from 3.28 to 3.49. These results suggest that the University’s graduate program is meeting its goal and objectives by providing adequate skills to the graduate students.

Table 12. Adequacy of Skills Learned

Skills	Mean	Std. Deviation	Skewness	Descriptive Interpretation
Knowledge and Technical Skills	3.40	0.56	-0.216	Adequate
Communication Skills	3.44	0.54	-0.190	Adequate
Human Relations Skills	3.53	0.53	-0.372	Very Adequate
Leadership Skills	3.47	0.57	-0.479	Adequate
Research Skills	3.46	0.52	-0.086	Adequate
Problem Solving Skills	3.49	0.53	-0.227	Adequate
Information and Communication Technology Skills	3.28	0.59	-0.158	Adequate
Overall	3.44	0.55	-0.270	Adequate

Legend: 3.50 – 4.00 – Very Adequate; 2.50 – 3.49 – Adequate; 1.50 – 2.49 – Moderately Adequate; 1.00 – 1.49 – Not Adequate

As envisioned to become the center for sustainable development that will transform lives and communities, the University, through the graduate education remains committed in providing relevant professional skills needed by the students in the work place. Quality and responsive instruction in the graduate school complements the ability of graduate students to adapt quickly to a situation, anticipate the consequences of a course of action, connect with other colleagues, maximize the use of ICT, and use knowledge and tools to develop new products, ideas, and applications.

Among the services offered by the University, the respondents are highly satisfied with the registrar, faculty support, staff, and academic advising (Table

13). They are all satisfied with the services of accounting, cashier, admission, research mentoring, canteen, library, extension, extra/co-curricular activity, and security. These findings indicate that in general, the University is meeting the needs and demands of its clientele by providing quality services at all times.

The quality of services offered and the courtesy of the personnel in the said offices made the respondents satisfied in their stay at the university. The graduate students participated in the Sports fests and Sacrificial lunch during their term/semester. The university maintains a balance academic and extra-curricular activities of the students.

Table 13. Respondents' Degree of Satisfaction in Terms of Services

Services	Mean	Std. Deviation	Skewness	Descriptive Interpretation
1. Administrative Support				
1.1 Accounting	3.40	0.60	-0.444	Satisfied
1.2 Cashier	3.47	0.59	-0.598	Satisfied
1.3 Admissions	3.46	0.55	-0.281	Satisfied
1.4 Registrar	3.66	0.52	-1.181	Highly Satisfied
2. Faculty Support	3.52	0.53	-0.323	Highly Satisfied
3. Staff	3.71	0.46	-0.920	Highly Satisfied
4. Academic Advising	3.60	0.52	-0.680	Highly Satisfied
5. Research Mentoring	3.11	0.67	-0.127	Satisfied
6. Food Services	2.96	0.71	-0.149	Satisfied
7. Library Services	3.01	0.73	-0.578	Satisfied
8. Extension/Outreach/ Community Involvement	3.09	0.63	-0.365	Satisfied
9. Extra/Co-curricular Activity	3.33	0.56	-0.102	Satisfied
10. Security	3.41	0.60	-0.484	Satisfied
Overall	3.36	0.59	-0.479	Satisfied

Legend: 3.50 – 4.00 – Highly Satisfied; 2.50 – 3.49 – Satisfied; 1.50 – 2.49 – Moderately Satisfied; 1.00 – 1.49 – Not Satisfied

Table 14. Respondents' Degree of Satisfaction in Terms of Learning Environment

Learning Environment	Mean	Std. Deviation	Skewness	Descriptive Interpretation
1. Teaching Staff				
1.1 Knowledge of content	3.61	0.49	-0.467	Highly Satisfied
1.2 Interaction with students	3.60	0.49	-0.416	Highly Satisfied
1.3 Creativity in teaching	3.51	0.53	-0.275	Highly Satisfied
1.4 Delivery Skills/Teaching Methods	3.58	0.50	-0.315	Highly Satisfied
2. Instructional Materials	3.45	0.52	-0.039	Satisfied
3. Respect for students	3.59	0.52	-0.626	Highly Satisfied
Overall	3.55	0.51	-0.356	Highly Satisfied

Legend: 3.50 – 4.00 – Highly Satisfied; 2.50 – 3.49 – Satisfied; 1.50 – 2.49 – Moderately Satisfied; 1.00 – 1.49 – Not Satisfied

In terms of the degree of satisfaction in the learning environment, the respondents were highly satisfied to instructor's/professor's knowledge of content, interaction with students, creativity in teaching, and delivery skills/teaching methods as well as the teacher's high respect for students (Table 14). Though instructional materials obtained a satisfactory rating, it indicates that the teachers are encouraged to utilize innovative and appropriate teaching and learning materials in implementing the curriculum. How much a given student learns in a class is governed firstly by student's native ability and prior preparation as well as by the compatibility of his or her characteristic approach to learning, and secondly, by the instructor's styles and characteristic approaches to teaching [12].

The graduate students are offered varied teaching styles to suit to their needs such as those with major in Technology and Home Economics were able to share their skills in the community through demonstration and training; other students with different specializations served as resource speakers conducted in the graduate studies programs and in the community; use of social media in the

discussion/ submissions of assignments/requirements; in situ visit to institutions, offices and historical places for the authentic observation of the theories/concepts learned from the interaction.

As shown in Table 15, 100% of the respondents indicated that they are "satisfied" with the University's library, science and computer laboratories, equipment, classroom, clinic, canteen, recreational facilities, audio-visual rooms, communication facilities, and general condition of building and grounds. These results suggest that the University should sustain sufficient facilities to support student's learning and holistic development. The students are more affected by the school environment rather than their academic performance, and it influences the students' emotions and health behaviors. Furthermore, the students feel more socially connected to others, particularly in schools that hold them to high academic standards. Therefore, they are more engaged in their education. A positive school environment enhances motivation, increases educational aspirations and improves attendance and retention [13].

Table 15. Respondent's Degree of Satisfaction in Terms of Facilities

Facilities	Mean	Std. Deviation	Skewness	Descriptive Interpretation
1. Library	2.88	0.68	-0.317	Satisfied
2. Science Laboratories	2.73	0.62	-0.636	Satisfied
3. Computer Laboratories	2.99	0.65	-0.261	Satisfied
4. Equipment (e.g. lcd, laptop, etc.)	3.07	0.67	-0.325	Satisfied
5. Classroom	2.95	0.65	-0.216	Satisfied
6. Clinic	2.98	0.69	-0.415	Satisfied
7. Canteen	2.99	0.57	-0.003	Satisfied
8. Recreational Facilities (e.g. gym, courts)	2.92	0.66	-0.169	Satisfied
9. Audio-Visual Room	3.02	0.62	-0.013	Satisfied
10. Communication Facilities	2.98	0.64	-0.266	Satisfied
11. General conditions of Building & Grounds	2.92	0.62	-0.251	Satisfied
Overall	2.95	0.64	-0.261	Satisfied

Legend: 3.50 – 4.00 – Highly Satisfied; 2.50 – 3.49 – Satisfied; 1.50 – 2.49 – Moderately Satisfied; 1.00 – 1.49 – Not Satisfied

Table 16. Test of Significant Relationship between Respondents' Extent of Use of the Skills Provided and Degree of Satisfaction

Pairs of Variables	r_s value	p-value
1. Extent of Use of the Skills Provided and Satisfaction with Services	0.196	0.072
2. Extent of Use of the Skills Provided and Satisfaction with Learning Environment	0.218	0.046*
3. Extent of Use of the Skills Provided and Satisfaction with Facilities	0.120	0.274

*Correlation is significant at .05 level

Table 16 shows a highly significant relationship between the respondents' extent of the use of skills provided and satisfaction with the learning environment ($r_s = 0.218$, $p < .05$). This indicates that as the respondents appreciate their learning environment, the more they acknowledge the relevance of the skills they learned in the graduate program.

The association of the extent of use of skills and satisfaction with learning environment is attributed to the varied teaching-learning styles offered to the students as they experienced immersion to the community where they served as trainers, facilitators, coordinators and resource speakers.

Table 17. Test of Significant Relationship between Relatedness of the Skills to the Task and Degree of Satisfaction

Pairs of Variables	r_s value	p-value
1. Relatedness of the Skills to the Task and Satisfaction with Services	0.396**	<.01
2. Relatedness of the Skills to the Task and Satisfaction with Learning Environment	0.388**	<.01
3. Relatedness of the Skills to the Task and Satisfaction with Facilities	0.302**	<.01

**Correlation is significant at .01 level

As shown in Table 17, relatedness of the skills to the task has a positive and significant relationship to respondent's satisfaction with the services ($r_s = 0.396$; $p < .01$), learning environment ($r_s = 0.388$; $p < .01$), and satisfaction with the facilities ($r_s = 0.302$; $p < .01$). These indicate that as the respondents highly appreciate the services provided by the University, the more they realize the connection of the skills they learned from their current tasks.

The findings in this study conform with the modern world demands learning environments that embrace the wide world of people, places, and ideas, and are flexible in their arrangements of space, time, technology, and people. These various connections will foster healthy cultures of mutual respect and support among students, educators, families, and neighborhoods, to serve their lifelong learning and recreational needs, and to unite learners around the world in addressing global challenges and opportunities [14].

Table 18. Test of Significant Relationship between Adequacy of Skills Learned and Degree of Satisfaction

Pairs of Variables	r_s value	p-value
1. Adequacy of Skills Learned and Satisfaction with Services	0.603**	<.01
2. Adequacy of Skills Learned and Satisfaction with Learning Environment	0.552**	<.01
3. Adequacy of Skills Learned and Satisfaction with Facilities	0.527**	<.01

**Correlation is significant at .01 level

Table 17 shows that the adequacy of skills has a positive and significant relationship to their degree of satisfaction with services ($r_s = 0.603$; $p < .01$), learning environment ($r_s = 0.552$; $p < .01$), and facilities ($r_s = 0.527$; $p < .01$). These results clearly indicate that if the skills learned are adequate enough, the students will be more likely satisfied with the general and specific services offered by the University.

CONCLUSION

The findings revealed that the teaching profession is continuously dominated by female teachers; the respondents who finished their studies the current academic years are more accessible than those who graduated 3 to 4 years ago; most of them are not yet enrolled in their doctorate program, but others eagerly pursued their further studies. Affordable tuition fee, school location, prospect for career advancement and prestige of being in the University appeared as the most preferred reasons of the respondents for enrolling at LSPU-Los Baños Campus.

The knowledge and technical, communication, leadership, research, problem solving and ICT skills which the University provided to the graduate students are used to some extent. The respondents reported high satisfaction to instructor's/professor's knowledge

of content, interaction with students, creativity in teaching, and delivery skills/teaching methods.

The relatedness of the skills to the task has a positive and significant relationship to respondent's satisfaction with the services, learning environment, and satisfaction with the facilities which means that as the respondents highly appreciated the services provided by the University, the more they realized the connection of the skills they learned to their current tasks.

The graduate students who finished their degree in the university are adaptable to their work place specially those employed at the schools of the Department of Education offering basic education curriculum since they were trained to practice their skills while they are enrolled in the university. The students' capacity to design contextualized and localized and supplementary materials anchored on K-12 competencies were developed as well their ability as instructional leader. This is manifested from the significant association of the extent of use and adequacy of skills and satisfaction of the students in terms of the services, learning environment and facilities offered by the university.

RECOMMENDATION

In as much as the study revealed that majority of the respondents are not yet enrolled in their doctorate program, there is really a need to motivate them to pursue higher learning. With proper orientation and motivation, they will be inspired to enroll in their Ed. D./Ph. D. programs.

Though instructional materials obtained a satisfactory rating, it indicates that the teachers are encouraged to utilize innovative and appropriate teaching and learning materials in implementing the curriculum. Relevant and updated instructional materials should be made available.

Since the respondents are highly satisfied with the services provided, facilities and learning environment, the University should sustain sufficient facilities to support student's learning and holistic development.

The Graduate Studies and Applied Research Office may probably devise a mechanism or an action plan to have better access of its graduates. In view of this, another study is recommended to include the professional development and promotion of the respondents in their workplace.

Another study can be conducted to determine other assignments of graduates related to their specialization in their workplace which the

researchers believed could provide data on the adequacy of skills obtained to handle varied services to the stakeholders.

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