

MASTER OF EDUCATION MANAGEMENT: A TRACER STUDY

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ABSTRACT

This study evaluated the whereabouts of the graduates, especially their status after graduating the degree Master of Education Management. It also aimed to determine their work category and Promotion if there is any. The graduates of the Academic year 2013 – 2014 to Academic Year 2019 – 2020 were the subject of the study. They were given survey questionnaire to determine their profile as well as employment and Promotion.

The findings of the study show that there was a slight difference of graduates, with second semester having a slight greater than the first semester and that there were more female respondents than male. It is not surprising to know that the graduates of this program belonged to public school under the Department of Education (DepEd). The graduates were employed due to the fact they were already working prior to their enrollment in the MEM. Two respondents were employed in the Philippine Army who were assigned in the Training and Doctrine Command.

It was observed that the respondent-graduates after the interview were former teachers of various private basic education schools who preferred employment in the public school due to higher salary and that there is a system of Promotion that is regularly observed. The Program's existence was productive in view of the fact that it helps promote career development to academic personnel from various institution or agency that is mostly observed in the public sector.

With the advent of education transformation, it is recommended that the current MEM, being dynamic, has to be evaluated for possible amendments [inclusions] in terms of IP curriculum, K-12 education, and other related topics as required by the Commission on Higher Education.

Keywords: *Master of Education Management, Department of Education, system of Promotion, tracer study*

INTRODUCTION

The Nueva Ecija University of Science and Technology (NEUST) started in June, 1908 as a vocational course at the Wright Institute in San Isidro, Nueva Ecija where young Filipinos were trained in woodworking and basic telegraphy. Said vocational course lasted until SY 1927-1928 when the general secondary school was transferred to Cabanatuan City. However, on June 9, 1929, the school continued its operation in San Isidro, under a new name, Nueva Ecija Trade School (NETS) with woodworking as the vocational course offered in addition to the existing secondary curriculum inherited from the Wright Institute. On May 8, 1953, the NETS was converted into the Central Luzon School of Arts and Trades (CLSAT) by virtue of Republic Act No. 845. CLSAT was recognized as a center of manpower/vocational training for both youths and adults not only in the province but also in the whole Region III. Series of developments continued until the CLSAT was converted into the Central Luzon Polytechnic College (CLPC) by virtue of Republic Act No. 3998 which was signed on June 18, 1964 by then President Diosdado Macapagal. Thirty-four years later, the CLPC, under the leadership of President Gemiliano C. Calling, was converted into a specialized university, the NEUST by virtue of Republic Act. No 8612 on March 27, 1998 (NEUST, 2020).

The University have six (6) campuses of which its main campus is in Cabanatuan City. The University offers a wide variety of degree programs that enables it to fulfill its vision and mission of being a locally responsive and internationally relevant and recognized University of Science and Technology while developing new knowledge and technologies and transforming resources into productive citizenry to bring about development impact to local and international communities (NEUST, 2019). The University offers graduate degrees in Business Administration, Education Management, Engineering Management, English Language Education, Information Technology, Public Administration, and Teaching.

For more than a decade of offering Master in Education Management (MEM) program the researcher seeks to determine the current location or status of its graduates in terms of employment in order to identify whether or not the Program has contributed to the career of its graduates. According to Orejana and Resurreccion (2010), the alumni are considered as the best evidence of a program's effectiveness in terms of employment and positions held. Moreover, they are a good source of feedback regarding the program's relevance in the current labor market. Palmiano (2019) emphasized that tracer study provides the desirable information as to the graduates' career after graduation and as to what is happening to them when they join the world of work. It is equally important to find out how effective and adequate were the trainings provided by an institution in the enhancement of their skills and competencies in the development of their work-related values to their present job. Similarly, Schomburg (2003) mentioned that tracer study constitutes one form of empirical study which provides valuable information for evaluating the results of the education and training of a specific institution of higher education. This information may be used for further development of the institution in the context of quality assurance. Hazaymeh and Dela Peña (n.d.) also said that a

tracer study enables the institution of higher education to get information on possible deficits in a given educational programme which can serve as a basis for curricular improvement. Correspondingly, this research is conducted for the purpose of identifying the employment status of MEM graduates as well as possibly evaluate how the curriculum of the Program complements with the target clientele. Hence, the following are the specific problems, to wit:

a. What is the profile of the respondents in terms of Group Year Graduated, Sex, Work Category?

What is the current status of the respondents in terms of Employment and Promotion?

The study is focused only to MEM Graduates from Academic Years 2013-2014 to 2019 to 2020. The purpose of the study is to determine the current status of MEM graduates in order to established a simple data about them as respondents. The research is conducted from June to July 2020.

METHODOLOGY

The study used the descriptive method of research which is analogous to a fact-finding body wherein the adequate and accurate interpretation of data is at stake (Calderon & Gonzales, 2004); the main research instrument used is a researcher developed questionnaire. The study was conducted in Central Luzon, particularly in Nueva Ecija and its neighboring provinces, where all of the graduates of the MEM Degree Program of the NEUST are residing or are employed during the Summer of Academic Year 2020. The study was delimited to the gathering data within the bounds of the Data Privacy Act of 2012. Total enumeration was used in this study.

In this study, the population consisted of the graduates of the MEM of NEUST from Academic Years 2013-2014 to 2019 to 2020. Figure 1 shows the number of graduates per academic year. A survey instrument was the main gathering instrument sent to the respondents through social media. Interview was also conducted through phone calls and social media to validate some responses. Data were treated through percentage and frequency distribution. Table 1 shows the descriptors used in gathering the data.

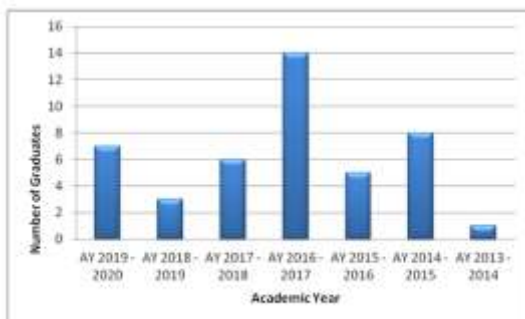


Figure 1. Number of Graduates per Academic Year

Table 1. Descriptors

Employment	Employed (Job is related to the graduated Program)
	Unemployed (No employment at all or employment is not related to the Program)
Promotion	Promoted (Graduates are elevated to the next rank or designated to a higher position after graduation)
	Not Promoted (Graduates are not elevated to the next rank or not designated to a higher position after graduation)
	Not Applicable (Promotion is not applicable or not possible)

RESULTS AND DISCUSSION

The following are data gathered in the course of the study and analysis and interpretation were made.

On the Profile of the Respondents

Table 2 presents that most of the respondents graduated during 2nd Semester with 22 or 50%, 20 or 44.45% during 1st Semester, and 2 or 4.5% during Mid-Year; most of the graduates are females with 28 or 63.64% while males have 16 or 36.36%; and majority of them are Department of Education (DepEd) employees with 32 or 72.73%, 10 or 22.73% are employed in the Higher Education Institutions (HEIs), then 2 or 4.56% are regular member in the Armed Forces of the Philippines Training and Doctrine Command. In total, there are 44 respondent-graduates. The data shows that there is a slim difference between 1st and 2nd Semester graduates; also, the Program is dominated by females and DepEd teachers possibly due to the nature of the profession (teaching) associated with it. Further, all graduates of the Program are connected to agencies with teaching-related work.

Table 2. Profile of Respondents

Group Year Graduated		Sex		Work Category	
1 st Sem. AY 2013-2014 to 1 st Sem AY 2019-2020	20 (44.45%)	Female	28 (63.64%)	DepEd (Public or Private)	32 (72.73%)
2 nd Sem. AY 2013-2014 to 2 nd Sem AY 2019-2020	22 (50%)	Male	16 (36.36%)	HEIs (Public or Private)	10 (22.73%)
Summer/Mid-Year	2 (4.55%)			Others	2 (4.56%)
Total	44 (100%)	Total	44 (100%)	Total	44 (100%)

Refer to Appendix A for list of graduates from 1st semester AY 2013 – 2014 to 1st sem AY 2019 – 2020.

On the Status of the Graduate-Respondents in terms of Employment and Promotion.

The data in Tables 3 and 4 show that 44 (100%) of the graduates are employed due to the fact they were already working prior to their enrollment in the MEM. Interview also revealed that graduates' present workplaces were the same agency or institution since they enrolled in their MEM. Also, 38 (86.36%) were promoted after graduating their MEM while the 4 (9.09%) Not Promoted represents those new graduates and 2 (4.55%) are those employed in the private sector where promotion is not applicable.

Unsurprisingly, most of the graduates were DepEd teachers with a total number of 31 (70.45%); 11 (25%) are employed in the Higher Education HEIs (SUCs and Private); and, 2 (4.55%) are from the Philippine Army. Logically, it is not surprising that most of our MEM graduates are DepEd and HEIs teachers considering that the Program is very much aligned to both. However, based on record (Curriculum Vitae), the 2 (4.55%) graduates employed in the Philippine Army were assigned in the Training and Doctrine Command (TRADOC) – the academic or training institution or center of the Armed Forces of the Philippines. It signifies that the 2 Army finished the MEM which is still relevant to their current work. Lastly, the data also revealed that most of the MEM graduates were employed in the public sector with a total number of 40 (90.91%) while only 4 (9.09%) are in the private sector which is attributed to the continuous recruitment or hiring of the public sector (DepEd) of teachers. This finding is supported by an interview via group chat, phone calls, and text messages with the respondents. Similarly, all of the 29 respondent-graduates interviewed were former teachers of various private basic education schools who unanimously said that they preferred employment in the public due to higher salary and there is a system of Promotion that is regularly being observed.

Table 3. Status of the Graduate-Respondents in terms of Employment and Promotion

Name	Year Graduated	Name of Employer Before Graduation	Work/Appointment /Designation/ Before Graduation	Name of Present Employer	Description in terms of Employment	Work/Appointment /Designation/ After Graduation	Description in terms of Promotion
Academic Year 2019 to 2020							
1. Bautista, Jeffrey C.	1 st Semester/ Jan. 24, 2020	DepEd, Guimba, N. E.	Teacher 3	DepEd, Guimba, N. E.	Employed	Teacher 3	Promoted
2. Dayos, Leonardo L.	1 st Semester/ Jan. 24, 2020	DepEd, Nampitan, N.E.	Teacher 1	DepEd, Nampitan, N. E.	Employed	Teacher 1	Not Promoted
3. Centeno, Enelou A.	1 st Semester/ Jan. 24, 2020	DepEd, Aliaga, N. E.	Teacher 1	DepEd, Aliaga, N. E.	Employed	Teacher 2	Promoted
4. Ramirez, Nympha T.	1 st Semester/ Jan. 24, 2020	Scheueller Christian Academy, Cabanatuan City, N. E.	Principal	Scheueller Christian Academy, Cabanatuan City, N. E.	Employed	Principal	Not Applicable
5. Villareal, Jennifer G.	1 st Semester/ Jan. 24, 2020	DepEd, Gapan South Central School, Gapan City, N. E.	Teacher 1	DepEd, Gapan South Central School, Gapan City, N. E.	Employed	Teacher 2	Promoted
6. Ken Mark Bautista	2 nd Semester/2020	DepEd, Bongabon, N. E.	Teacher 2	DepEd, Bongabon, N. E.	Employed	Teacher 3	Promoted
7. Evangeline Manzolin	2 nd Semester/2020	Philippine Army, TRADOC, Capas, Tarlac	Major	Philippine Army, TRADOC, Capas, Tarlac	Employed	Lt. Colonel	Promoted
Academic Year 2018 to 2019							
8. Buan, Emiliano M.	2 nd Semester/ Jun .21, 2019	DepEd, Jasn, N.E.	Teacher 1	DepEd, Jasn, N.E.	Employed	Teacher 2	Promoted
9. Eduardo, Ericson J.	2 nd Semester/ Jun .21, 2019	DepEd, Jasn, N. E.	Principal 2	DepEd, Jasn, N. E.	Employed	Principal 2	Not Promoted
10. Franco, Jennifer U.	2 nd Semester/ Jun .21, 2019	DepEd, Gabaldon, N.E.	Teacher 1	DepEd, Gabaldon, N.E.	Employed	Teacher 2	Promoted

Academic Year 2017 to 2018					
11. Pronto, Julius Victor R.	1 st Semester/Oct. 27, 2017	DepEd, San Jose City, N.E.	Teacher 2	Employed	Promoted
12. Almarino, Lovelyn M.	2 nd Semester/Apr. 06, 2018	DepEd, Guimba, N.E.	Teacher 1	Employed	Promoted
13. Banasina, Mark C.	2 nd Semester/Apr. 06, 2018	Arullo University High School, Cabanatuan City, N. E.	Teacher 1	Employed	Promoted
14. Dano, Leo C.	2 nd Semester/Apr. 06, 2018	DepEd, Gen. Tinio National High School, N. E.	Assistant Principal	Employed	Not Applicable
15. Divina, Mylin Sarah	2 nd Semester/Apr. 06, 2018	DepEd, Bongabon, N.E.	Teacher 2	Employed	Promoted
16. Luzon, Mario B.	2 nd Semester/Apr. 06, 2018	Philippine Army, 7 th Division, Fort Magsaysay, Palayan City, N. E.	Major	Employed	Promoted
Academic Year 2016 to 2017					
17. Adelante, Noemi D.	1 st Semester/Nov. 11, 2016	DepEd, San Roque national High School, Gapan City, N. E.	Teacher 1	Employed	Promoted
18. Esteron, Ivy DG.	1 st Semester/Nov. 11, 2016	DepEd, Sto. Cristo Norte elem. School, Gapan City, N.E.	Teacher 1	Employed	Promoted
19. Graganta, Michelle M.	1 st Semester/Nov. 11, 2016	DepEd, Cabanatuan City, N. E.	Teacher 2	Employed	Promoted
20. Mallari, Ma Remedios M.	1 st Semester/Nov. 11, 2016	NEUST, Gabaldon, N. E.	Instructor	Employed	Promoted
21. Pschilla, May P.	1 st Semester/Nov. 11, 2016	DepEd, Munoz North	Teacher 1	Employed	Promoted

	Semester No v. 11, 2016	Central School, Science City of Munoz, N. E.			Central School, Science City of Munoz, N. E.		
22. Panahon, Rachellyn J.	1 st Semester No v. 11, 2016	DepEd, Gapan City, N. E.	Teacher 2	Employed	DepEd, Gapan City, N. E.	Teacher 3	Promoted
23. Roney, Ervie C.	1 st Semester No v. 11, 2016	DepEd, San Leonardo, N. E.	Teacher 2	Employed	DepEd, San Leonardo, N. E.	Teacher 3	Promoted
24. Anna Juliano	2 nd Sem. AY16-17	DepEd, Sta. Maria, Bulacan	Principal 2	Employed	DepEd, Sta. Maria, Bulacan	Principal 3	Promoted
25. Bitong, Asuncion A.	2 nd Sem. AY16-17	DepEd, Aurora	Principal 1	Employed	DepEd, Aurora	Principal 2	Promoted
26. Fernan, Jolia Philip C.	2 nd Sem. AY16-17	DepEd, Cabanatuan City, N. E.	Principal 1	Employed	DepEd, Cabanatuan City, N. E.	Principal 1	Not Promoted
27. Gonzales, Teresita R.	2 nd Sem. AY16-17	DepEd, Aurora	Principal 1	Employed	DepEd, Aurora	Principal 2	Promoted
28. Galapon, Vivian N.	2 nd Sem. AY16-17	Bartolome Nat'l High School (NHS), Guimba, N. E.	Master Teacher 1	Employed	Macatwit NHS, Guimba, N. E.	OIC Principal, Macatwit NHS	Promoted
29. Resueto, Jeffrey C.	2 nd Sem. AY16-17	DepEd, Aurora	Senior Education Program Specialist	Employed	NEUST, College of Education	Instructor 2	Promoted
30. San Jose, Evangeline R.	2 nd Sem. AY16-17	DepEd, Munoz, N. E.	Master Teacher 2	Employed	DepEd, Munoz, N. E.	Master Teacher 3	Promoted
Academic Year 2015 to 2016							
31. Mabalay, Michael C.	Sum. 2015	Central Luzon State University, Science City of Munoz, N. E.	Professor 1	Employed	Central Luzon State University, Science City of Munoz, N. E.	Professor 3	Promoted
32. Neri, Alexander DI.	Sum. 2015	DepEd, Cabanatuan City, N. E.	Education Program Supervisor	Employed	DepEd, Cabanatuan City, N. E.	Education Program Supervisor	Not Promoted
33. Galae, Janelle F.	1 st Sem. AY15-16	Nueva Ecija University of Science and Technology	Instructor	Employed	Nueva Ecija University of Science and Technology	Assistant Instructor, Technical Assistant, Office of the Vice President for Research Extension	Promoted

34. Estigoy, Consuelo J.	2nd Sem. AY15-16	Nueva Ecija University of Science and Technology	Librarian	Nueva Ecija University of Science and Technology	Employed	Chief Librarian	Promoted
35. Larioque, Ronald R.	2nd Sem. AY15-16	Araullo University	Instructor 1	Nueva Ecija University of Science and Technology	Employed	Instructor 2	Promoted
Academic Year 2014 to 2015							
36. Dela Cruz, Janylyn C.	1st Sem. AY14-15	DepEd, Cabaatuan City, N. E.	Principal 1	DepEd, Cabaatuan City, N. E.	Employed	Principal 2	Promoted
37. Fronda, Michael P.	1st Sem. AY14-15	Wesleyan University	Instructor	Wesleyan University	Employed	Dean, College of Arts and Sciences	Promoted
38. Guillasper, Jean N.	1st Sem. AY14-15	Nueva Ecija University of Science and Technology	Instructor, College of Nursing	Nueva Ecija University of Science and Technology	Employed	Professor 3, Dean, College of Nursing	Promoted
39. Magpayo, Sheila Marie C.	1st Sem. AY14-15	Palayan NHS, N. E.	Teacher 3	Palayan NHS, N. E.	Employed	Master Teacher Senior High School Senior Education	Promoted
40. Polintan, Ramil P.	1st Sem. AY14-15	Talavera NHS, N. E.	Head Teacher 3	IGOD DepEd Nueva Ecija	Employed	Program Specialist- DepEd, Nueva Ecija Assistant Instructor, Area Chair, College of Industrial Technology	Promoted
41. Trinidad, Cherrylyn L.	1st Sem. AY14-15	Nueva Ecija University of Science and Technology	Instructor 3, College of Industrial Technology	Nueva Ecija University of Science and Technology	Employed	Asst. Superintendent, DepEd	Promoted
42. Bungay, Michael DC.	2nd Sem. AY14-15	CLDC	Instructor	DepEd Tarlac	Employed	Principal 2	Promoted
43. Dianat, Gladys H.	2nd Sem. AY14-15	Christian Faith Montessori Cabaatuan City	Principal 1	Christian Faith Montessori Cabaatuan City	Employed		
Academic Year 2013 to 2014							
44. Paez, Leonila S.	AY 2013	Central Luzon State University, Science City of Muñoz, N. E.	Librarian	Central Luzon State University, Science City of Muñoz, N. E.	Employed	Chief Librarian	Promoted

Table 4. Status of the Graduate-Respondents in terms of Employment and Promotion

Employment Status		Promotion Status	
Employed	44 (100%)	Promoted	38 (86.36%)
Unemployed	0	Not Promoted	4 (9.09%)
Total	44 (100%)	Not Applicable	2 (4.55%)
		Total	44 or 100%

CONCLUSION

In conclusion, the MEM Department of the Nueva Ecija University of Science and Technology played a significant role to academic personnel in the Province. The Program's existence was productive in view of the fact that it helps promote career development to academic personnel from various institution or agency that is mostly observed in the public sector as evidenced by its high percentage of promoted graduates. Similarly, the Program is a potential main source of administrators of education in the Province; hence, its dynamism and continuous development through adherence to mandatory and voluntary accreditation would surely be of great help towards the realization of the same. However, with the advent of education transformation, the current MEM, being dynamic, has to be evaluated for possible amendments [inclusions] in terms of IP curriculum, K-12 education, and other related topics as required by the Commission on Higher Education.

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