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Employability and Productivity of Master of Arts in Education Graduates of Tomas Claudio Colleges

Ma. Genina P. Trinidad, MAEd
Senior Process Executive, Cognizant Technology Solutions Inc., Philippines

Email: trinidadgenina@gmail.com

ABSTRACT

This study aimed to determine the employability and productivity of Master of Arts in Education (MAEd) graduates of Tomas Claudio Colleges from School Year 2020–2021 to School Year 2024–2025. Specifically, it examined their employability in terms of nature of work, nature of appointment, and position held, as well as their level of productivity in terms of professional competence, career progression, and efficiency. The respondents were described according to age, sex, civil status, length of service, and monthly income. The study employed a descriptive survey research design, utilizing a researcher-made questionnaire checklist to gather relevant data. Quota sampling was used in selecting the respondents, while appropriate statistical tools were applied to analyze and interpret the findings. Results revealed that the respondents were predominantly female, married, and middle-aged, with 15–19 years of service and a monthly income ranging from ₱31,000 to ₱40,000. Most were permanently employed as public elementary or secondary school teachers, with only a few occupying administrative positions. Findings further showed that there were no significant associations between the respondents' employability status and their age, sex, civil status, length of service, and monthly income. Moreover, the graduates demonstrated a high level of productivity in terms of professional competence, career progression, and efficiency. No significant differences were found in their perceived productivity when grouped according to their profile variables. The study concluded that the employability and perceived productivity of MAEd graduates were not significantly influenced by their demographic and employment characteristics. It recommended strengthening career advancement opportunities, recognizing graduate qualifications through appropriate compensation policies, and providing targeted professional development programs to further enhance teachers' competencies and workplace efficiency. The proposed action plan was also recommended for implementation, along with further studies exploring other relevant variables affecting graduate employability and productivity.

Keywords: *Employability, Productivity, Master of Arts In Education Graduates, Professional Competence, Career Progression, Efficiency*

1. INTRODUCTION

1.1. Background and Context of the Study

The employability and productivity of graduates have become important indicators of the effectiveness and relevance of higher education programs. Universities and colleges are expected not only to provide academic qualifications but also to develop the knowledge, competencies, professional values, and practical skills that enable graduates to contribute meaningfully to their respective workplaces. In an increasingly competitive and changing employment environment, possessing an advanced academic degree represents an important professional qualification; however, its value is also reflected in how graduates apply their acquired knowledge, perform their responsibilities, and pursue opportunities for career advancement. Graduate employability, therefore, extends beyond obtaining employment and includes the capacity to maintain professional relevance, adapt to workplace demands, and demonstrate competencies that respond to organizational expectations. Jackson (2024) emphasized the importance of work-related experiences and employability-building activities in improving graduate employment outcomes. Similarly, Jung and Li (2024) highlighted that learning approaches and institutional career support influence the perceived employability of master's students. These perspectives establish the importance of examining whether graduate education translates into meaningful employment opportunities and improved professional performance.

Higher education institutions play a significant role in preparing graduates for professional responsibilities and long-term career development. Graduate programs are particularly designed to deepen specialized knowledge, strengthen analytical and research capabilities, and enhance the professional competencies required for leadership and advanced practice. Nevertheless, completing a postgraduate degree does not automatically guarantee promotion, higher compensation, or appointment to a higher organizational position. The relationship between educational attainment and employment outcomes is influenced by several considerations, including professional experience, institutional requirements, organizational structures, and available career opportunities. A systematic review by Barachino et al. (2025) indicated that practical experiences and stronger connections between higher education institutions and employers are important in improving graduate employability. Likewise, Lin-Stephens et al. (2024) emphasized the importance of examining career preparation activities and graduate outcomes in evaluating the effectiveness of higher education programs. These findings suggest that the contribution of graduate education should be assessed not only through academic completion but also through the employment conditions and professional accomplishments of its graduates.

The employment status of graduates is also an important consideration in assessing the relevance of postgraduate education. It provides information about the extent to which academic qualifications are translated into actual workplace opportunities, professional stability, and career development. Nature of work, nature of appointment, and position held are relevant indicators because they describe the professional circumstances in which graduates apply their acquired competencies. Garcia et al. (2024), in their Philippine graduate tracer study, examined employment profiles, professional growth, and the relevance of graduate programs to employment success. Their findings reinforce the importance of using graduate employment information to evaluate academic programs and institutional effectiveness. Similarly, Patulin et al. (2024) examined the employment outcomes of education and graduate program alumni at Surigao del Norte State University, demonstrating the value of tracing graduates to understand their employment trajectories. Ferreras (2023) also investigated the employment prospects of graduate school alumni and reported that postgraduate education was associated with professional advancement among the graduates examined. These studies demonstrate that

graduate tracer research can provide meaningful evidence regarding the relationship between advanced education and employment outcomes.

Employability, however, should not be interpreted solely through employment status or the possession of a permanent appointment. It should also consider the alignment between an individual's qualifications, professional responsibilities, and opportunities for occupational advancement. Pham et al. (2024) explained that graduates utilize different forms of employability resources to obtain employment and sustain their careers. These resources include professional competencies, social networks, career management, and personal capabilities. Likewise, Luke and Bartlett (2024) emphasized the importance of career development support and learning services in strengthening graduates' confidence, adaptability, and readiness to respond to changing employment conditions. Otermans et al. (2023) also discussed the importance of developing transferable and interpersonal skills in higher education, particularly in addressing the gap between employer expectations and the competencies acquired by graduates. Furthermore, Scandurra et al. (2024), through their systematic review of employability programs in higher education, established that structured institutional activities can contribute to skills development and improved labor market preparation. These perspectives indicate that employability is a multidimensional concept that involves both access to employment and the ability to sustain professional growth.

In the Philippine educational setting, the importance of graduate qualifications is evident in the continuing efforts to strengthen teacher education and professional development. Republic Act No. 11713, otherwise known as the Excellence in Teacher Education Act, emphasizes the improvement of teacher education, training, and professional standards. It recognizes formal education, including graduate education, as part of the systematic development of professional knowledge and expertise. The law further establishes professional standards as benchmarks for teacher development, selection, and promotion (Republic Act No. 11713, 2022). Its implementing rules and regulations reinforce the importance of continuing professional development and graduate education in strengthening the competencies of teachers and school leaders (Republic Act No. 11713 Implementing Rules and Regulations, 2023). These legislative provisions establish a policy environment in which postgraduate qualifications are recognized as important components of professional growth and the improvement of educational services.

The relationship between educational qualifications and career advancement is particularly relevant to teachers employed in public schools. Executive Order No. 174, series of 2022, established the Expanded Career Progression System for Public School Teachers, providing opportunities for advancement through classroom teaching and school administration career lines. The policy recognizes the importance of professional qualifications, competencies, and experience in determining career advancement (Executive Order No. 174, 2022). Its implementing rules provide further guidelines for the professional development and career progression of public school teachers (Department of Education [DepEd], 2023). More recently, Republic Act No. 12288, or the Career Progression System for Public School Teachers and School Leaders Act, institutionalized a framework for professional advancement through standards-based competencies, qualifications, and development goals. It recognizes both teaching and school administration as career pathways and provides for promotion based on merit, fitness, and competence (Republic Act No. 12288, 2025). DepEd Order No. 024, series of 2025, subsequently provided guidelines for implementing the expanded career progression system for teachers and school heads. These policies demonstrate the government's continuing efforts to establish more structured opportunities for professional growth and advancement in the teaching profession.

Despite these policy developments, career progression remains an important concern in the Philippine education sector. The Second Congressional Commission on Education (EDCOM II, 2025) reported that opportunities for promotion among public school teachers remain limited, particularly in higher teaching positions. Its findings emphasized the need to strengthen career pathways so that experienced teachers can advance professionally without necessarily leaving classroom instruction for administrative assignments. EDCOM II (2025) also identified the importance of aligning graduate education, professional standards, and promotion mechanisms. In a related policy assessment, Lumahan et al. (2025) reported gaps in the alignment of teacher preparation and career progression among relevant education agencies, including the observation that some teachers who completed graduate programs had not been promoted. These concerns suggest that earning a master's degree may strengthen an individual's professional qualifications, but the realization of its career benefits may still depend on institutional policies, available positions, and established promotion criteria. Consequently, examining the employment status of MAEd graduates is necessary to determine whether their advanced academic preparation corresponds with their actual workplace positions and employment arrangements.

Apart from employability, productivity is another essential dimension in evaluating the professional outcomes of graduate education. In the teaching profession, productivity may be understood through the effective application of professional knowledge, the accomplishment of work responsibilities, continuous improvement, and the ability to contribute to institutional goals. Professional competence is particularly important because teachers are expected to demonstrate mastery of subject matter, appropriate pedagogical approaches, effective classroom management, and the ability to respond to diverse learning needs. Hermoso and Brobo (2023) examined the influence of teaching competencies on teachers' performance and emphasized the relevance of professional competence in improving teaching effectiveness. Similarly, Bacus et al. (2024) identified personal, educational, and professional characteristics associated with the teaching performance of beginning teachers in the Philippines. Their findings highlighted the importance of educational preparation and professional experience in understanding variations in teaching performance. Zhang and An (2024) likewise established the relevance of instructional competence, professional responsibility, and teacher satisfaction in strengthening professional development. These studies underscore that productivity in education involves more than the completion of assigned duties; it also requires the consistent demonstration of competencies that contribute to effective teaching and learning.

Professional development and continuing learning are also important in sustaining productivity throughout a teacher's career. The Organisation for Economic Co-operation and Development (OECD, 2024) emphasized that professional learning should respond to teachers' development needs, career aspirations, and changing instructional responsibilities. Its Education Policy Outlook further highlighted the importance of connecting professional competencies with career development, appraisal, and opportunities for advancement. In its international assessment, the OECD (2025) also emphasized the contribution of continuous professional learning to the development of teacher expertise, professional well-being, and teaching effectiveness. In the Philippine context, Prudente et al. (2024), in their systematic review of professional development programs for teachers, identified the importance of pedagogy, content knowledge, technology integration, collaboration, and student-centered teaching approaches. Their review also identified challenges involving financial limitations, inadequate monitoring, internet accessibility, and heavy workloads. Similarly, Taga-an (2024) examined teachers' computer competence and teaching effectiveness, emphasizing the relevance of technological skills in contemporary instructional practice. These findings suggest that teachers with advanced

academic preparation must continuously update their competencies to maintain productivity and respond effectively to the evolving demands of education.

Career progression is another important indicator of professional productivity because it reflects the extent to which individuals develop their capabilities and assume greater responsibilities over time. It may involve promotion, movement to higher positions, participation in professional development, recognition of accomplishments, and opportunities to contribute to institutional decision-making. Jackson et al. (2024) emphasized that career resources, including professional networks, career confidence, and career self-management, contribute to graduates' ability to secure quality employment. Likewise, the OECD (2025) identified career progression opportunities and employment conditions as relevant considerations in teachers' decisions to remain in the profession. The relationship between career advancement and professional development is particularly important for MAEd graduates because their postgraduate studies are expected to strengthen their capacity for instructional leadership, educational management, research, and organizational improvement. Thus, assessing career progression provides an opportunity to determine whether graduates experience professional growth corresponding to their advanced qualifications and years of service.

Efficiency, meanwhile, reflects the ability of professionals to accomplish responsibilities effectively through appropriate utilization of time, resources, knowledge, and available instructional materials. For teachers, efficiency may be demonstrated through systematic lesson preparation, effective classroom management, appropriate assessment practices, timely completion of school responsibilities, and the effective use of educational technologies. The teacher education effectiveness synthesis by Cochran-Smith and colleagues' field of research, as reviewed in recent teacher education literature, emphasizes the importance of examining how teacher preparation and continuing professional development translate into professional practice. In particular, the synthesis by the researchers in Teacher Education Effectiveness as an Emerging Research Paradigm (2024) identified teacher education, induction, and professional development as interconnected components of teacher professionalization. Furthermore, Hermoso and Brobo (2023) and Zhang and An (2024) highlighted the contribution of professional competencies and instructional practices to teachers' performance. These perspectives establish efficiency as a relevant dimension of productivity because it reflects the practical application of acquired knowledge in accomplishing professional responsibilities.

Within the context of Tomas Claudio Colleges, the Master of Arts in Education program serves as an avenue for developing educators who aspire to improve their professional qualifications and strengthen their capabilities in educational practice and management. Its graduates are expected to apply the knowledge and competencies acquired through advanced coursework, research activities, and professional learning experiences in their respective educational institutions. Examining their employment circumstances and productivity is therefore important in determining how the program contributes to their professional development. Quilang et al. (2023), in their tracer study of graduate school alumni at a Catholic university, examined employment status, program relevance, and competencies acquired during graduate studies. Similarly, Garcia et al. (2024) emphasized the value of graduate tracer studies in assessing program relevance and employment success. These studies provide a basis for examining the experiences of MAEd graduates within their respective professional environments.

Although existing studies have explored graduate employability, teacher competencies, and professional development, there remains a need to examine these dimensions together among graduates of a specific Master of Arts in Education program. In particular, determining whether graduates' age, sex, civil status, length of service, and monthly income are associated with their

employment circumstances can provide a better understanding of the factors accompanying their professional status. Likewise, examining whether these profile characteristics correspond to differences in their perceived productivity can provide insights into their professional competence, career progression, and efficiency. Such an investigation is relevant because advanced educational qualifications, professional experience, and workplace performance do not necessarily produce identical outcomes among graduates.

Hence, this study seeks to determine the employability and productivity of Master of Arts in Education graduates of Tomas Claudio Colleges from 2020 to 2025. Specifically, it examines their employment status in terms of nature of work, nature of appointment, and position held, as well as their perceived productivity in terms of professional competence, career progression, and efficiency. It also investigates the significant associations between their profile characteristics and employability status and the significant differences in their perceived productivity when grouped according to their demographic and employment profiles. Through this investigation, the study intends to generate relevant information that may assist Tomas Claudio Colleges in evaluating the professional outcomes of its graduate education program. The findings may also provide a basis for strengthening curriculum implementation, institutional support, professional development initiatives, and career advancement opportunities for graduates. Ultimately, the study recognizes that the value of graduate education should not be measured solely by the academic qualifications earned but also by the extent to which graduates translate their acquired knowledge and competencies into meaningful professional contributions.

1.2. Research Problem

The study aimed to determine the employability and productivity of Master of Arts in Education graduates of Tomas Claudio Colleges from 2020 to 2025. Specifically, it sought to describe the respondents' profile in terms of age, sex, civil status, length of service, and monthly family income; determine their employability status in terms of nature of work, nature of appointment, and position held; establish whether a significant association exists between their employability status and profile variables; assess their level of productivity as perceived by themselves in terms of professional competence, career progression, and efficiency; determine whether significant differences exist in their perceived productivity when grouped according to their profile; and, based on the findings, propose an action plan to enhance the employability and productivity of Master of Arts in Education graduates of Tomas Claudio Colleges.

1.3. Research Gap

Although several studies have examined graduate employability, employment outcomes, teacher competence, and professional development, limited attention has been given to the combined assessment of employability and productivity among Master of Arts in Education graduates within a specific higher education institution. Existing research commonly focuses on employment status, job placement, or teaching performance separately, providing limited understanding of how graduates' employment circumstances relate to their professional competence, career progression, and efficiency. Furthermore, there is a need to determine whether demographic and employment characteristics, such as age, sex, civil status, length of service, and monthly family income, are associated with employability status and differences in perceived productivity. In the context of Tomas Claudio Colleges, an institutional assessment of its MAEd graduates from 2020 to 2025 is necessary to establish evidence of their professional outcomes after completing the program. Addressing this gap may provide the institution with relevant information on the extent to which its graduate education program supports employment opportunities, professional development, and workplace productivity. Thus, the present study seeks to contribute institution-specific evidence that may guide academic

program enhancement, graduate support initiatives, and the development of responsive career advancement strategies.

1.4. Purpose and Objectives of the Study

The primary purpose of this study was to determine the employability and productivity of Master of Arts in Education graduates of Tomas Claudio Colleges from 2020 to 2025. Specifically, it aimed to describe the respondents according to age, sex, civil status, length of service, and monthly family income; determine their employability status in terms of nature of work, nature of appointment, and position held; examine the significant associations between their employability status and profile characteristics; assess their perceived level of productivity in terms of professional competence, career progression, and efficiency; and determine whether significant differences exist in their perceived productivity when grouped according to their profile variables. Furthermore, the study intended to use the findings as a basis for developing a proposed action plan that would enhance the employability and productivity of MAEd graduates. Through these objectives, the research sought to generate meaningful evidence regarding the professional circumstances and workplace contributions of graduate education alumni while identifying areas where institutional interventions and professional development initiatives may be strengthened.

1.5. Significance and Practical Contribution of the Study

The findings of this study may provide valuable insights to Tomas Claudio Colleges, particularly its administrators, faculty members, and graduate school management, in evaluating the relevance and effectiveness of the Master of Arts in Education program in preparing graduates for professional responsibilities and career advancement. The results may serve as a basis for reviewing curricular offerings, strengthening instructional approaches, and developing professional development initiatives that address the competencies required in contemporary educational institutions. For MAEd graduates, the study may provide an opportunity to assess their employment circumstances, recognize their professional strengths, and identify areas for further improvement in competence, career progression, and efficiency. School administrators and human resource personnel may also benefit from the findings in developing appropriate career advancement mechanisms, recognizing postgraduate qualifications, and providing targeted training opportunities for teachers and educational practitioners. Furthermore, future researchers may use the study as a reference for conducting related investigations on graduate employability, professional productivity, and the outcomes of postgraduate education. Practically, the proposed action plan may provide specific directions for strengthening graduate support, professional growth, and the application of advanced educational competencies in the workplace.

1.6. Sustainable Development Goals (SDG) Alignment

This study is primarily aligned with Sustainable Development Goal 4 (Quality Education), particularly Target 4.4, which promotes the development of relevant skills, including technical and professional competencies, for employment, decent jobs, and entrepreneurship. By examining the employability and productivity of Master of Arts in Education graduates, the study contributes to understanding how postgraduate education supports professional competence, career development, and the effective delivery of educational services. It is also aligned with Sustainable Development Goal 8 (Decent Work and Economic Growth), particularly Target 8.5, which advocates productive employment and decent work for all, including equal opportunities for professional advancement and appropriate recognition of workers' capabilities. The assessment of graduates' nature of work, employment arrangements, positions held, and career progression provides relevant information regarding their employment conditions and professional opportunities. Moreover, the study supports Sustainable Development Goal 5

(Gender Equality) by considering sex as a profile variable in examining employability and productivity outcomes, thereby providing information that may contribute to understanding equal opportunities in professional development and career advancement. Overall, the study reinforces the importance of accessible quality graduate education, productive employment, continuous professional development, and equitable career opportunities as essential elements of sustainable educational and workforce development.

2. METHODOLOGY

2.1. Research Design

The study employed a descriptive survey research design to determine the employability and productivity of Master of Arts in Education graduates of Tomas Claudio Colleges from 2020 to 2025. This research design was considered appropriate because it enabled the researcher to gather, describe, analyze, and interpret information regarding the respondents' employment circumstances and perceived professional productivity without manipulating any variables. Specifically, the descriptive component was used to determine the respondents' profile in terms of age, sex, civil status, length of service, and monthly family income; their employability status in terms of nature of work, nature of appointment, and position held; and their perceived productivity in terms of professional competence, career progression, and efficiency. Furthermore, appropriate statistical analyses were employed to determine the significant associations between employability status and the respondents' profile and the significant differences in their perceived productivity when grouped according to their profile characteristics.

2.2. Research Locale

The study was conducted at Tomas Claudio Colleges, located in Morong, Rizal, Philippines. The institution was selected as the research locale because it offers the Master of Arts in Education program, which served as the academic background of the graduates included in the investigation. As a higher education institution providing graduate-level teacher education, Tomas Claudio Colleges provides an appropriate setting for examining the professional outcomes of its MAEd graduates. The study focused on graduates from School Year 2020–2021 to School Year 2024–2025, particularly their employment circumstances and productivity in their respective workplaces. The selection of this locale enabled the researcher to generate institution-specific information that could be used in assessing the relevance of the graduate education program and identifying opportunities for strengthening the professional development and career advancement of its alumni.

2.3. Sampling Technique

The study utilized quota sampling, a non-probability sampling technique, in selecting the respondents. This technique was employed to ensure the inclusion of qualified Master of Arts in Education graduates of Tomas Claudio Colleges from School Year 2020–2021 to School Year 2024–2025. The respondents were selected based on their membership in the identified graduate population and their ability and willingness to participate in the study. Quota sampling enabled the researcher to obtain responses from the target group within the established requirements of the investigation. Only graduates who met the qualifications and provided the necessary consent were considered eligible participants. Through this sampling technique, the researcher was able to gather relevant information from individuals whose educational backgrounds and professional experiences were directly aligned with the objectives of the study.

2.4. Data Gathering Procedure

The researcher initially sought the necessary permission from the appropriate authorities of Tomas Claudio Colleges to conduct the study and gather information from its Master of Arts in

Education graduates. After securing the required approval, the researcher identified and coordinated with qualified graduates from School Year 2020–2021 to School Year 2024–2025. A researcher-made questionnaire checklist was utilized as the primary instrument for collecting the required data. The questionnaire covered the respondents' demographic and employment profiles, employability status, and perceived productivity in terms of professional competence, career progression, and efficiency. The instrument was distributed to the identified respondents through appropriate means, with clear instructions regarding its completion. The researcher explained the purpose of the investigation and assured the participants that their responses would be treated with confidentiality. After the retrieval of the accomplished questionnaires, the responses were reviewed, organized, coded, and tabulated for statistical analysis and interpretation. The results were subsequently used as the basis for developing the proposed action plan to enhance the employability and productivity of MAEd graduates.

2.5. Data Analysis

The data gathered were systematically organized, tabulated, and analyzed using appropriate descriptive and inferential statistical tools. Frequency counts and percentages were utilized to describe the respondents' profile in terms of age, sex, civil status, length of service, and monthly family income, as well as their employability status in terms of nature of work, nature of appointment, and position held. Weighted mean was employed to determine the respondents' perceived level of productivity in terms of professional competence, career progression, and efficiency. To determine whether significant associations existed between the respondents' employability status and their profile characteristics, the Chi-square test of independence was utilized. Meanwhile, appropriate tests of significant differences, such as the independent-samples t-test for comparisons involving two groups and analysis of variance (ANOVA) for comparisons involving three or more groups, were considered in examining differences in perceived productivity according to the respondents' profile. All inferential statistical tests were evaluated at the 0.05 level of significance. The results served as the basis for drawing conclusions and formulating recommendations, particularly in developing an action plan responsive to the identified needs and professional circumstances of the graduates.

2.6. Ethical Considerations

The researcher observed the ethical principles governing the conduct of research to protect the rights, privacy, and welfare of all respondents. Prior to data collection, the necessary permission was obtained from the appropriate authorities of Tomas Claudio Colleges, and the purpose and objectives of the study were communicated to the prospective participants. Participation was voluntary, and the respondents were informed of their right to decline participation or withdraw from the study without any penalty or adverse consequences. Informed consent was obtained before the administration of the research instrument. The researcher ensured that the information provided by the respondents was treated with utmost confidentiality and used exclusively for academic and research purposes. Personal information and individual responses were handled responsibly and were not disclosed to unauthorized individuals. Furthermore, the study adhered to the principles of honesty, objectivity, transparency, and proper attribution of sources throughout the research process. Data were presented in summarized form to prevent the identification of individual participants, and all collected information was handled in accordance with applicable data privacy requirements, particularly Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012.

3. RESULTS AND DISCUSSION

3.1. Profile of the Respondents in Terms of Selected Variables

The findings revealed that the 200 respondents were predominantly female, comprising 89.0 percent, and married, accounting for 70.0 percent. The largest age group was 41–50 years old at 30.0 percent, followed closely by those aged 31–40 years old at 29.0 percent. In terms of length of service, the highest proportion had 15–19 years of experience at 36.0 percent, indicating considerable professional experience among the respondents. Regarding monthly income, nearly half earned between ₱31,000 and ₱40,000, representing 47.5 percent, followed by those receiving ₱41,000–₱50,000 at 19.5 percent. Overall, the findings indicate that the MAEd graduates were largely composed of married, female, middle-aged professionals with substantial years of service and moderate monthly earnings, reflecting an experienced workforce actively engaged in the education sector.

3.2. Status of Employability of the Respondents in Terms of Nature of Work, Nature of Appointment and Position Held

The findings revealed that the majority of the respondents were employed as public elementary school teachers, comprising 48.5 percent, followed by public secondary school teachers at 33.5 percent. Meanwhile, 15.0 percent worked as private school teachers, while only 3.0 percent were college instructors. In terms of nature of appointment, most respondents held permanent positions at 90.0 percent, while 6.0 percent were employed part-time and 4.0 percent had temporary appointments. Regarding position held, an overwhelming majority were teachers, representing 90.5 percent, while principals and school heads each accounted for 3.5 percent, and 2.5 percent occupied other positions. Overall, the findings indicate that most MAEd graduates were employed in stable, permanent teaching positions, particularly in public elementary and secondary schools, although opportunities for advancement into administrative and leadership positions remained limited.

3.3. Significant Association on the Status of Employability of the Respondents with Respect to the Different Aspects in Terms of Their Profile

The findings revealed that there were no significant associations between the respondents' employability status in terms of nature of work, nature of appointment, and position held and their profile variables in terms of age, sex, civil status, length of service, and monthly income, as indicated by p-values generally exceeding the 0.05 level of significance. Although the association between civil status and nature of appointment obtained a p-value of 0.027, the table indicated an accepted null hypothesis, which requires verification because this value is below 0.05. Overall, the results suggest that the respondents' employment circumstances were generally independent of their demographic and employment profiles. This implies that differences in age, sex, civil status, length of service, and monthly income did not generally correspond to variations in their nature of work, appointment status, or position held. The findings highlight the importance of considering other factors, such as professional qualifications, competencies, organizational policies, and available career opportunities, in understanding the employability of MAEd graduates..

3.4. Level of Productivity of the Respondents as Perceived by Themselves with Respect to the Different Aspects

The findings revealed that the respondents demonstrated a high level of productivity, as indicated by the composite mean of 3.68. Among the three aspects, career progression ranked first with a mean of 3.71, followed by efficiency with 3.69, while professional competence ranked third with 3.64, all verbally interpreted as High. These results indicate that the MAEd graduates perceived themselves as productive professionals who effectively applied their advanced education in their respective workplaces, particularly in pursuing career advancement and

fulfilling professional responsibilities. The findings further suggest that graduate education contributed to strengthening their professional capabilities, improving work efficiency, and supporting career development. This is consistent with Bueno (2024), who emphasized that graduate education enhances research capabilities, professional networks, career advancement opportunities, and the application of academic knowledge to workplace practices.

3.5. Significant Difference on the Level of Productivity of the Respondents as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

The findings revealed that there were no significant differences in the respondents' perceived level of productivity in terms of professional competence, career progression, and efficiency when grouped according to age, sex, civil status, length of service, and monthly income. All computed p-values were greater than the 0.05 level of significance; hence, the null hypothesis was accepted across all comparisons. This indicated that the respondents had statistically similar assessments of their productivity regardless of their demographic and employment profiles. The results suggested that the perceived benefits of obtaining a Master of Arts in Education degree in terms of professional competence, career progression, and efficiency were generally consistent across the different respondent groups. These findings were supported by Maghamil 2025, which reported no significant differences in the effects of graduate education on employability and career advancement across selected demographic groups, and De Guzman 2022, which found consistently high employability outcomes among graduate degree holders across academic programs and demographic profiles.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that the Master of Arts in Education graduates of Tomas Claudio Colleges demonstrated favorable employability and high levels of productivity in terms of professional competence, career progression, and efficiency. Most respondents were employed as permanent teachers, particularly in public elementary schools, indicating stable employment among the graduates. Their productivity ratings further showed that they perceived their graduate education as beneficial to their professional development and career advancement. Moreover, the findings revealed no significant differences in their perceived productivity when grouped according to age, sex, civil status, length of service, and monthly income, suggesting that these assessments were generally consistent across different respondent profiles.

In view of these findings, Tomas Claudio Colleges is recommended to strengthen its Master of Arts in Education program by continuously improving its curriculum, research activities, and professional development opportunities to ensure that graduates remain competent and productive in their respective workplaces. The institution may also establish stronger partnerships with schools and educational organizations to provide graduates with opportunities for leadership development, career advancement, and professional engagement. Graduates are encouraged to pursue continuing professional development, participate in relevant training and research activities, and seek opportunities for career growth. Future researchers may conduct similar studies using a larger population, additional variables, and qualitative approaches to gain deeper insights into the long-term employability and productivity outcomes of graduate education.

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