



TRACER STUDY OF ST. PAUL UNIVERSITY GRADUATE SCHOOL AND PROFESSIONAL STUDIES FOR THE ACADEMIC YEAR 2015-2021

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Article history:	Abstract:
<p>Received: 10th February 2022 Accepted: 11th March 2022 Published: 28th April 2022</p>	<p>This study titled TRACER STUDY OF ST. PAUL UNIVERSITY GRADUATE SCHOOL AND PROFESSIONAL STUDIES FOR THE ACADEMIC YEAR 2015-2021, anchored on the Big Bulk Theory of Doll, was a descriptive type of Quantitative research. It was aimed to determine the employability of graduates from the Graduate School of SPUS. The inputted concepts and theory was processed using descriptive normative survey of quantitative research. Several statistical tools were employed including the Chi Square, Pearson r product of moment Correlation product and ANOVA, for the treatment of data. The CHED modified validated questionnaire was used as the primary tool for this study. The said instrument contains 3 major parts which is profile of the graduate students, academic profile, details on employment data, school related items, and relevant competencies factors. Results showed that there was a significant degree of variance on the contribution of the program to the development of personal and professional growth, there was a significant degree of variance on the level of satisfaction when respondents were grouped according to their degree programs, hence, there was rejection of the null hypothesis. With reference to the prime objective of the study, the findings strongly showed that the Graduate School and Professional Studies of St. Paul University Surigao has greatly contributed to the professional and personal development of the respondents. It is also noted, however, that majority of the respondents came from the education sector who need the graduate and post-graduate degrees required for teaching major courses in the academe or who aspired for administrative positions. Obviously, for those in the academe, their degrees led to their retention and/ or career advancement. On the other hand, it would be noteworthy to find out that there was a need to strengthen the entrepreneurial skills and Exposure to International Community with field of specialization in the curriculum of the Graduate School and Professional Studies.</p>

Keywords: Tracer Study, Graduate School, ANOVA, Employability, Level of Satisfaction, Philippines

RATIONALE

Graduate education has long been recognized as critical to the development of human resources capable of leading efforts toward a country's national development. It generates the human resources required to advance at least two critical areas of development: education and research. "Graduate education is an investment in future solutions," says the head of Pennsylvania State University's graduate school (Zimmerman 2015). Graduate students, he explained, assist

research projects that contribute to a country's socioeconomic growth, provide future intellectual assets for research and development enterprises around the world, ensure a country's competitiveness in innovation and learning, and contribute significantly to the educational aspect. According to Sharma (2014), Asian nations such as the Philippines have seen significant growth in undergraduate and graduate enrolment as a result of the governments' requirement for highly trained and competent teachers to teach at the university level.

Several researchers have conducted graduate tracer studies to determine how well a university has performed in developing the competencies of its students, as well as to gather information about their employability and employment status, as well as feedback on the degree programs they took from the university. The phrase "tracer study" refers to a method employed by most educational institutions to identify and follow their pupils after they have graduated. It's a measure that calculates graduate satisfaction with a university's services, learning environment, and facilities, as well as their employment qualities and transition to employment (Gines, 2014). It might also reflect graduates' discontent with the educational options available to them (Shongwe & Ocholla, 2011).

The Commission on Higher Education (CHED) has urged higher education institutions across the country to perform a Graduate Tracer Study (GTS) of its graduates since the turn of the third millennium. Colleges and universities received a copy of the recommended uniform questionnaire containing certain factors. St. Paul University Surigao (SPUS) has subsequently performed and submitted a tracer study to the Caraga Region's CHED Zonal Research Center (ZRC); however, it only included tertiary-level graduates and excluded the Graduate School. It is then that the researcher saw the need to conduct its very own tracer study and establish the relevancy of its program as well as its employability index of its graduates, especially that it is applying for PACUCOA Accreditation and the data gathered will of pivotal importance as an evidence of a sound curricular and instructional offerings.

THEORETICAL BACKGROUND

This study is anchored on the Big Bulk Theory of Doll (1998) on Curriculum Development which states one of the major reasons for the creation of schools is to make students more competitive and productive. Teichler (2004) stressed that higher education is expected to equip the students with sets of knowledge and competencies which match their work assignments. As education goes beyond the academic realm, it must focus on providing skills, knowledge and values that enable the graduates to contribute meaningfully to accelerate economic, political, spiritual, and social development in order to enhance their role in society as responsible and productive citizens (Arcelo, 1987). Moreover, the kind of graduates that the educational institutions produce reflects the quality of education they offer.

The development of the curriculum must keep up with the changing political, economic and social conditions of the country. In the new society, attempts have been made to reorient the curriculum in both content and emphasis on liberal education providing balance between academic learning and work experiences for the development of leaders and creators of job opportunities (Andres & Francisco, 2018).

According to Levin as cited by Santillan (2019), education develops its curriculum and practice based on work demands. Workplaces increase their outputs and productivity based on the skills of the workers where skills are earned through education. He suggested two principles of normative theories that explain the major relationship between education and work. One of these theories explains that the major function of schools is to prepare the workers to meet the labor demand and skills requirement. For this matter, educational institutions in developing their programs must be more sensitive and make adjustments to market labor demand and flow of skills- requirement here and abroad, more information and statistics on the ground, focused-area or market area needs and planning approaches and more street smart approaches (Franco, 2016). The implication of this theory is that educational institution should design and implement a curriculum for social efficiency by preparing workers for the existing economic stability.

To be more specific about it, educational institutions should encourage their learners to be exposed to varied learning situations. Hence, graduate education must be set to what is essential in shaping the learn equality of life in tomorrow workplace (Alipayo, 2008). It is imperative that the administrative practices, teaching competencies, instructional materials, and other related factors must be relevant to the changing demands of time. As cited in the study of Campbell in 2020 universities have to provide evidence that the higher education is producing employable

global graduates. Universities are also mandated to produce graduates with core generic skills and attributes relevant to employers and are committed to life long learning.

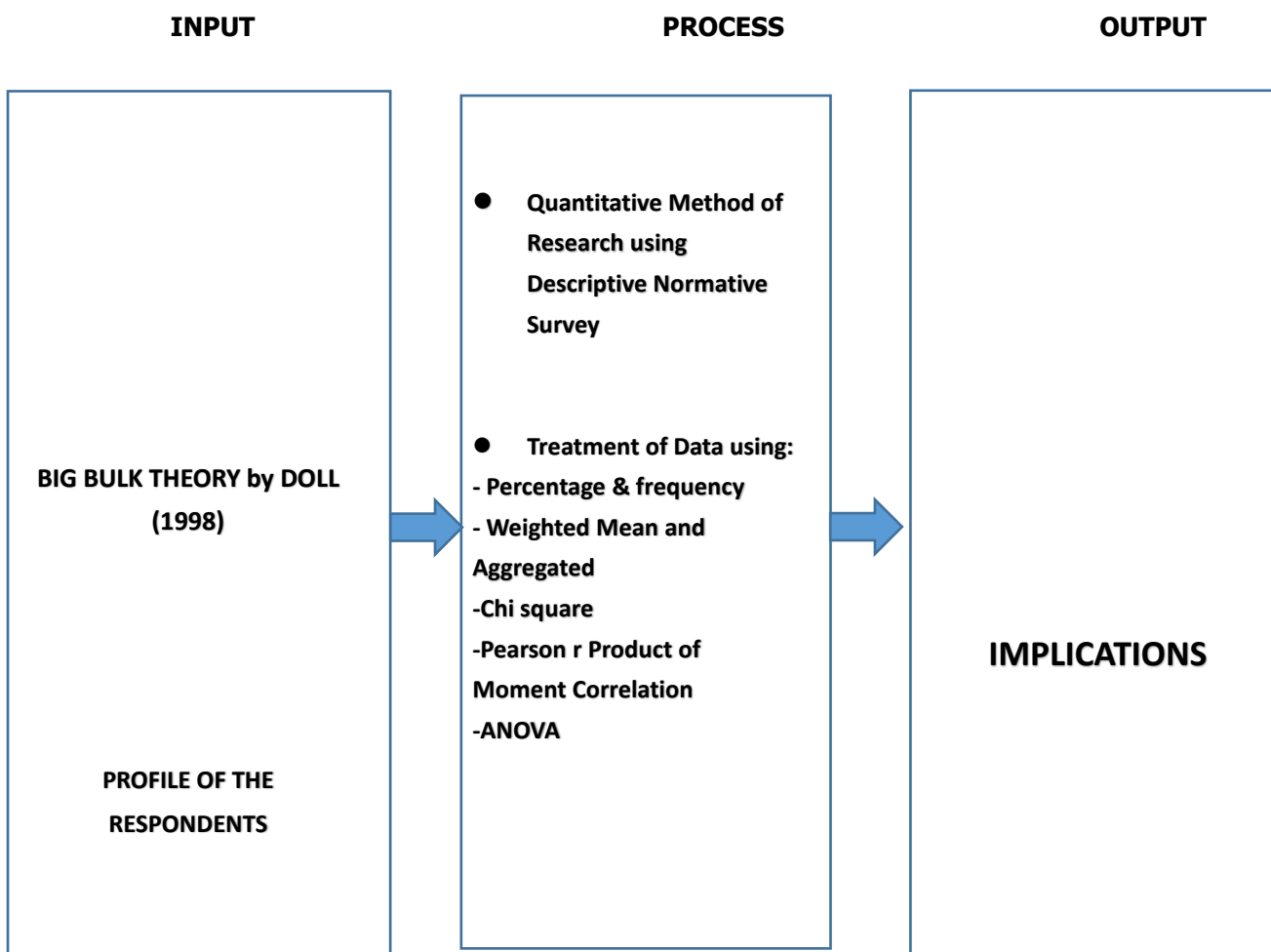


Figure 1. Schematic Diagram of the Theoretical Framework

THE PROBLEM

Statement of the Problem

This study sought to determine the employability of the graduates from the Graduate School of St. Paul University Surigao from academic year 2015-2020 with an end view of formulating an Implications..

Specifically, it intends to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 civil status;
 - 1.2 sex;
 - 1.3 region of origin;
 - 1.4 province; and
 - 1.5 location of residence?
2. What is the educational background of the respondents in terms of:
 - 2.1 degree of specialization;
 - 2.2 year graduated; and
 - 2.3 honor received in the graduate school ?
3. What is the most dominant reason for taking the course or prior the degree of the respondents ?
4. What is the employee’s details of the respondents in the context of :
 - 4.1 present employment status;

- 4.2 employment type;
 - 4.3 present occupation;
 - 4.4 type of company or organizations;
 - 4.5 occupational classifications;
 - 4.6 type of organizations;
 - 4.7 number of years in the company; and
 - 4.8 place of work?
5. What is the employment profile of the respondents in the context of :
- 5.1 first job;
 - 5.2 current job;
 - 5.3 reason for accepting the job;
 - 5.4 finding the job after finishing the degree;
 - 5.5 time it took to land the job;
 - 5.6 job level position; and
 - 5.7 initial gross monthly income salary?
6. What is the level of relevance of the Graduate School curriculum to the respondent's current job?
7. What is the level of contribution of the program to the personal and professional growth of the respondents ?
8. To what extent do the respondents rate the degree program at SPUS graduate School?
9. Is there a significant degree of correlation between educational attainment of the respondents and the following :
- 9.1 present job;
 - 9.2 job level position; and
 - 9.3 monthly income ?
10. Is there a significant degree of variance on the contribution of the program to the development of personal and professional growth as perceived by the respondents?
11. Is there a significant degree of variance on the level of satisfaction when respondents are grouped?
12. Based on the findings, what implications maybe made?

Hypothesis

This study was postulated under the following null hypothesis which was tested at 0.05 level of significance.

Ho1: There is no significant degree of correlation between educational attainment of the respondents and the following :

1. present job;
2. job level position; and
3. monthly income.

Ho2: There is no significant degree of variance on the contribution of the program to the development of personal and professional growth as perceived by the respondents.

Ho3: There is no significant degree of variance on the level of satisfaction when respondents are grouped.

Significance of the Study

The researchers will provide knowledge about the university graduates employability of the graduate programs offered during the Academic Year 2015-2020. The study is deemed significant for it benefit the following sectors and groups of persons:

To the Government, specifically Department of Labor and Employment (DOLE) to promote gainful employment opportunities, to develop human resources, to protect workers, promote their welfare, and to maintain industrial peace and lastly to pursue their mission which is the "attainment of full, decent, and productive employment for every Filipino worker." To Commission on Higher Education (CHED) as a key leader and effective partner in transforming college students towards producing highly competent and productive professionals through dynamic, excellent, and client-oriented services.

To St. Paul University Surigao, this will be a significant basis for initiating and implementing improvement plans to its academic curriculum, as it will provide information about the graduates' chosen career and this will help in developing high performing professionals and intellectuals proficient in generating new knowledge toward a progressive and peaceful pluralistic society as SPUS commits through its mission.

To the GSPS Faculty, this will serve the teachers, educators and mentors to upgrade the standards by continuously uplifting the minds of the graduate students to be competitive and excel in their respective areas of specialization and by cultivating and advancing academically skilled students who will take active participation in the globally competitive world for service and international development acquired from the University.

To the parents, this will serve as their guide in encouraging and motivating their children to be serious in whatever field they have chosen and they should also look at their children's long term educational career with great affirmation.

To the GSPS Students, this will serve as their motivation to study harder in pursuing their dreams working in their chosen field that there are successful graduates.

To the future researchers, this study will surely help and serve as a reference for the future studies.

METHODOLOGY

Design

This study made use of the descriptive survey method of research. A survey is a data collection tool used to gather information about individuals and in this case the graduates from the graduate school of St. Paul University Surigao. Surveys are commonly used in psychology research to collect self-report data from study participants. A survey in this case will focus on factual collection of information about individual's personal and professional data of the survey takers.

Environment

St. Paul University Surigao, can be comprehended as a mix of spirituality from at least four (4) religious congregations: Benedictine, RVM, MSC, and SPC. Prior to the advent of its existence, the animistic belief of the old Surigao Province was conquered by the Augustinian Recollects and the Jesuits who Christianized its lumads. These Spanish missionaries labored to maintain and propagate more the seed of Catholic faith sown by the first mission. The origin of SNC/SPUS, can be rooted in the Spanish period of our national history. The Recollects who were assigned to this part of Mindanao brought with them their famous saint, San Nicolas de Tolentino, and placed their apostolic activities – Christianization and education, under His inspiration and protection. The so-called "Cartilla School," of two rooms for reading, writing and catechism classes was situated within the church grounds. The Cartilla School in Surigao, founded in 1906 by the Spanish Benedictine Monks (OSB) and conducted by the Religious of Virgin Mary, soon evolved to become Escuela Catolica de San Nicolas.

The School continued to grow, in essence and number. Intermediate school opened. The high school courses offered were Secondary Academic and Secondary Normal. The school's goal was to provide well-trained Catholic teachers in the Province. Initially, more than twenty female students enrolled while two years later, male students were accepted. The progress of the School at that time was short lived. In 1941, the Pacific War broke out and Surigao was devastated. San Nicolas School, the Surigao Cathedral, the rectory and the Little Flower Dormitory were bombed. Classes at all levels had to be suspended. There was much fear and panic of the people. The entire compound of the Church and SNS were into ruins.

However, the SPC Sisters remained as "bulwarks of inner courage and strength." Forced to flee to the mountains, they continued their catechetical works. They were also of great help to the guerilla forces by providing guerillas' medical needs and transmitting important messages.

The liberation of the Philippines in 1945 was a source of rejoicing among Nicolans. San Nicolas School resumed its operation. However, classes were held at Quonset huts and the rehabilitated Little Flower Dormitory.

SNS resurrected amidst the aftermaths of war. San Nicolas School has now changed its name to SAN NICOLAS COLLEGE (SNC) in 1949 after the Junior Normal School was opened in 1948, and few other courses were offered a year later – Commerce, Education and Liberal Arts.

SNC has become mainly a teacher-training College. Accordingly, of the 3,000 graduates about 2,700 engaged themselves in the teaching profession. This big number of graduates from the Teacher Education College and their impact to the Surigao and its nearby provinces of Agusan and Leyte became the pride and consolation of SNC: teachers, who, in rural tradition, are holding influential positions in their communities by leading in educational and cultural leadership and by serving as inspiration in community development.

The Golden Jubilee of San Nicolas College was celebrated on March 18 to 23, 1966. It brought changes to the socio-economic structures of Surigao, and consequently, in the educational pattern of SNC: a shift from Education to Commerce, and an awareness of the need for Technical Education with the opening of the Nickel mines crept in.

The life of SNC oozed with pride and relentless effort for standardization and program accreditation started in 1976. After its first survey of the Colleges of Liberal Arts, Education, and Commerce in 1976, PAASCU accepted San Nicolas College as an accredited member.

Significant accolades were received by SNC. In 1993, the High School Department was adjudged "One of the Five Excellent Private Schools" in Region 10, and one of the twenty-two Higher Education Institutes in the country granted Center of Development in Teacher Education in 1996.

The SNC's Community Outreach Program yielded strong support by the academic community and the Surigao community at large through the President, Sr. Maria Felicina Gubuan, SPC who was installed in 1987. The slums in Surigao City such as Silay Hills and Purok Pag-asa were foremost recipients of said program.

Moreover, SNC's computerization program was the first in the Province. Japanese fellows came to the College in order to help establish and modernize the Computer Laboratory by installing the first Local Area Network (LAN) in the Region. Subsequently, the board of trustees amended its by-laws, approved the new nomenclature, St. Paul University System, San Nicolas Campus which was registered and approved by the Security Exchange Commission on August 29, 2002. The new seal and motto, Caritas et Scientia was approved by BOT.

On February 9, 2004, Certificate for University System was granted by CHED to the six Higher Education Institutions (HEIs) namely: St. Paul University Tuguegarao, St. Paul College Manila, St. Paul College Quezon City, St. Paul College Dumaguete, St. Paul College Iloilo and St. Paul University System-San Nicolas campus. The St. Paul University System was regarded as the first University System to be recognized by CHED in the country. SPUS-SNC changed its name to St. Paul University Surigao (SPUS) on March 10, 2004.

As far as quality assurance, the SPUS Quality Management System was introduced and put in place which paved towards the acquisition of the International Organization for Standardization (ISO) on September 2, 2005 after the DIN EN ISO 9001:2000 Certification Audit was conducted on August 17 – 19, 2005 by TUV Rhienland Philippines, Ltd. Through the succeeding years, St. Paul University Surigao maintained and sustained its quests for quality services from being an ISO 9001:2000 certified educational institution to upgraded ISO 9001:2008 QMS standard in 2012. Another milestone achieved as the institution migrated to ISO 9001:2015 Quality Management System and was certified on February 23, 2018. Furthermore, a plaque of appreciation was given by the said certifying body to SPU Surigao last March 2, 2018 for being one of the pioneer clients in Mindanao and for the unwavering trust, loyalty and partnership towards achieving high-quality standards of service.

SPUS became the recipient of the Philippines – Australia Project on Basic Education (PROBE), in 1997. Caraga Women's Resource Center (CWRC), Regional Center for Gender and Development, a project of the Philippines-Canada Local Government Support Program was housed in SPUS (1998).

Relevant system innovation efforts were done in order to respond the changes in the educational landscape of the country, the ASEAN Region, and the global demands in general at the onset when the University celebrated her centenary in 2006. Moreover, the institution has become the source of inspiration and pride to Caraga Region. SPUSurigao opens more its niche to reach the unheard and those who have less in life – the poor, the out-of-school, the less privileged. The support of the alumni strengthens and fortifies more the efforts of the Administration to further its mission on social transformation and Christian formation.

St. Paul University Surigao was identified as Learning Resource Institute by the Department of Interior and Local Government (DILG), Center of In-service Trainings by the Department of Education, conduit of the National Commission on Culture and the Arts (NCCA), and a Competency Assessment Center accredited by TESDA.

The warmth of Nicolonian – Paulinian culture is preserved, nurtured and propagated throughout generations. A strong Christian Formation Services tamed with the Pastoral thrust of the Church of Surigao is well animated in all its educational services where other Paulinian communities looked upon. The Basic Ecclesial Communities (BECs) formed after the Diocesan Synod in 1993 is kept alive, transcending and evolving amidst the usual hassle of the intricacy of each person. The future of this premier University can be contemplated as grand continuation of its past: a Catholic Paulinian learning institution; a power-house of the Church; an outstanding master for the development of Surigao; a University for the Service of the Church and Society above all. Hence, to continue this culture of excellence and spirituality, in 2018, St. Paul University Surigao integrated Outcomes Based Education into every aspect of the curriculum and instructional processes, assessment methods, and student advancement procedures of the University. Since then, the new learning system aimed to achieve a lifelong dream – success for all learners.

Respondents

The respondents of this study are the graduates from the graduate school of St. Paul University Surigao who finished their degree from academic year 2015-2020. The over-all population of the graduates reached two hundred fifty-seven (257). The researchers made use of various sampling techniques in selecting the respondents such as person to person referrals or snowballing technique with the aid of Facebook, emails and other social sites in getting in touch with the intended respondents. The purposive sampling was utilized in determining the names of people listed in the directory of graduates for the school year 2015-2020 that was included for this study. The researchers was able to collect data from one hundred eight three (183) respondents or 71% respondents.

A judicious note was made on the part of the researchers on the use of convenience sampling since almost all tracer studies conducted in the past failed to comply with the intended number of respondents, hence; the aforementioned technique was used for this study.

Instrument

The CHED modified validated questionnaire was used as the primary tool for this study. The said instrument contains 3 major parts which is profile of the graduate students, academic profile, , details on employment data, school related items, and relevant competencies factors.

Data gathering procedure

Before the needed data of the tracer study was obtained, an endorsement letter from the University President was sought by the researchers. Upon approval, the researcher ask the University Registrar on the alpha list of all graduates covered in this period at the Graduate School. The researchers allotted three months for data gathering of which treatment of data will then commence.

Treatment of Data

This study made use of the following statistical treatment of data for the independent and dependent variables involved:

1. Frequency, percentage, ranks and weighted mean was used.
2. For significant degree of correlation between educational attainment with present job; job level position; and monthly income, the pearson's product of moment correlation was used.
3. For significant degree of variance on the contribution of the program to the development of personal and professional growth as perceived by the respondents, the ANOVA was used.
4. For significant degree of variance on the level of satisfaction when respondents are grouped according to program, the ANOVA was employed.

FINDINGS AND DISCUSSIONS

This section presents the findings and analysis of the data vis-a-vis the problem statements of the study.

Table 1
Respondents' Demographic Profile

Profile Variables	f (n=183)	Percent
Civil Status		
Single	63	34.43
Married	116	63.39
Single Parent	2	1.09
Widow or Widower	2	1.09
Sex		
Male	54	29.51
Female	129	70.49
Region of Origin		
Region 3	1	0.55
Region 4	2	1.09
Region 7	1	0.55
Region 8	1	0.55
Region 10	2	1.09
Region 11	2	1.09
NCR	3	1.64
CAR	1	0.55
Caraga	170	92.90
Province		
Surigao del Norte	128	69.95
Negros Oriental	1	0.55
Misamis Oriental	1	0.55
Surigao del Sur	10	5.46
Cavite	1	0.55
Metro Manila	2	1.09
Batangas	2	1.09
Zambales	1	0.55
Agusan del Norte	14	7.65
Dinagat Islands	16	8.74
Benguet	1	0.55
Davao de Oro	2	1.09
Southern Leyte	1	0.55
Agusan del Sur	2	1.09
Bukidnon	1	0.55
Location of Residence		
City	82	44.81
Municipality	101	55.19

As revealed in table 1, out of the 183 respondents, 63.39% or 116 are married; 34.43% or 63 are single; 1.09% or 2 are single parents; and also 1.09% or 2 are widowed. As to the respondents' sex, 70.49% or 129 are females while 29.51% or 54 are males. Furthermore, 92.90% or 170 respondents are from Caraga region; 1.64% or 3 came from the National Capital Region; while Regions 4, 10, and 11 housed 1.09% or 2 respondents respectively; and Regions 3, 7, &

8 housed 0.55% or 1 respondent respectively. Talking about the province, 69.95% or 128 of the 183 respondents are from Surigao del Norte; 8.74% or 16 are from Dinagat Islands; 7.65% or 14 are from Agusan del Norte; 5.46% or 10 are from Surigao del Sur; while Metro Manila, Batangas, Davao de Oro, and Agusan del sur own 1.09% or 2 respondents respectively; and Negros Oriental, Misamis Oriental, Cavite, Zambales, Benguet, Southern Leyte, and Bukidnon own 0.55% or 1 respondent each. Finally, as to the location or residence of the respondents, 55.19% or 101 live in Municipalities while 44.81% or 82 live in Cities.

Table 2
Respondents’ Educational Background

Profile Variables	f	Percent
Degree and Specialization		
PhD EM	50	27.32
MAEM	31	16.94
MAMT	12	6.56
MA CDD	16	8.74
MPA	20	10.93
MBA	23	12.57
MACDDSI	9	4.92
MA Fil	2	1.09
MAST	3	1.64
MAEng	8	4.37
MACulEd	6	3.28
MAHE	1	0.55
No response	2	1.09
Year Graduated		
2014	34	18.58
2015	39	21.31
2016	8	4.37
2017	26	14.21
2018	31	16.94
2019	35	19.13
2020	10	5.46
Honor(s) or Award(s) received		
Thesis/ Dissertation Award	33	18.03
Excellence in Musical and Dance	1	0.55
Academic Distinction	1	0.55
No Awards received	148	81.87

Table 2 shows the educational background of the 183 respondents in terms of Degree and Specialization, Year Graduated, and Honors or Awards received. As to the degree and specialization of the 183 respondents, 27.32% or 50 are Doctor of Philosophy major in Educational Management (PhD EM); 16.94% or 31 are Master of Arts in Educational Management (MAEM); 12.57% or 23 are Masters in Business Administration (MBA), 10.93% or 20 are Masters in Public Administration (MPA); 6.56% or 12 are Master of Arts in Mathematics Teaching (MAMT), 8.74% or 16 are Master of Arts in Curriculum Design & Development (MA CDD); 4.92% or 9 are Master of Arts in Curriculum Design & Development and Supervision of Instruction (MA CDDSI); 4.37% or 8 are Master of Arts in English Teaching (MAEng); 3.28% or 6 are Master of Arts in Cultural Education (MACulEd); 1.64% or 3 are Master of Arts in Science Teaching (MAST); 1.09% or 2 are Master of Arts in Filipino Teaching (MAFil); and 0.55% or 1 is a Master of Arts in Home Economics Teaching (MAHE). 1.09% or 2 gave no response.

As to the respondents' year graduated, 21.31% or 39 out of 183 are graduates of 2015; 19.13% or 35 are graduates of 2019; 18.58% or 34 are graduates of 2014; 16.94% or 31 are graduates of 2018; 14.02% or 26 are graduates of 2017; 5.46% or 10 are graduates of 2020; and 4.37% or 8 are graduates of 2016.

Finally, table 2 also revealed that in terms of the Honors or Awards received, 18.03% or 33 out of the 183 participants are Thesis or Dissertation Awardees; 0.55% or 1 is an Awardee of Excellence in Musical and Dance; and 0.55% or 1 is also an awardee of Academic Distinction. The rest of the respondents did not have notable awards or honors received (81.87% or 148 of 183).

Table 3
Respondents' most dominant reason for taking the course or prior the degree

Reasons for Taking the Course	n=579	Percent	Rank
High grades in the course or subject area(s)	7	1.21	13.50
Related to the course	54	9.33	3.50
Good grades in college	7	1.21	13.50
Influence of parents or relatives	25	4.32	10.00
Peer Influence	37	6.39	6.50
Inspired by a role model	54	9.33	3.50
Strong passion for the profession	103	17.79	2.00
Prospect for the immediate employment	37	6.39	6.50
Status or prestige of the profession	32	5.53	9.00
Availability of course offering in chosen institution	47	8.12	5.00
Prospect of career advancement	124	21.42	1.00
Affordable for the family	8	1.38	12.00
Prospect of attractive compensation	33	5.70	8.00
Opportunity for employment abroad	9	1.55	11.00
No particular choice or no better idea	2	0.35	15.00

As shown in table 3, there are top 15 reasons of the respondents for taking their respective courses in the Graduate School and Professional Studies of St. Paul University Surigao. With a total of 579 written reasons from 183 respondents, *Prospect of career advancement* came out to be the rank 1 in the respondents' reason for taking their graduate courses with 21.42% or 124 number of responses. This is followed by the responses of 17.79% or 103 respondents saying that *Strong Passion for the profession* (Rank 2) is their reason for taking their graduate courses. Meanwhile, 9.33% or 54 respondents said that one of their reasons for taking their courses was that the graduate degrees were *Related to the course* (Rank 3.5). Similarly, another 9.33% or 54 respondents also said that they were *Inspired by a Role Model* (Rank 3.5). Moreover, 8.12% or 47 respondents said that the *availability of course offering in the chosen institution* (Rank 5.0) is one of their reasons for taking the graduate school course. 6.39% or 37 respondents said that *Peer Influence* (Rank 6.5) have them took graduate degrees and another 6.39% or 37 respondents said that *Prospect for immediate employment* (Rank 6.5) is assured by having a graduate degree. Furthermore, 5.70% or 33 respondents believe that taking the graduate courses could be a *Prospect of attractive compensation* (Rank 8.0). 5.53% or 32 respondents said that *Status or prestige of the profession* (Rank 9.0) is one of their reasons for taking graduate courses. 4.32% or 25 respondents were *Influenced by their parents or relatives* (Rank 10.0) leading them to take graduate courses. 1.55% or 9 respondents on the other hand believed that taking graduate courses can ensure *Opportunity for employment abroad* (Rank 11.0) while 1.38% or 8 respondents said that they could only take graduate courses because it is *Affordable for the family* (Rank 12.0). Lastly, 1.21% or 7 respondents said that *High grades in the course or subject area(s)* (Rank 13.5) can be a motivation or reason for pursuing graduate courses and another 1.21% or 7 respondents said that *Good Grades in College* (Rank 13.5) also enticed them to pursue graduate studies. However, there were 0.35% or 2 respondents who said that they had *No particular choice or no better idea* (Rank 15) why they took graduate school courses.

Table 4
Employees' details of the respondents

Employment Details	Frequency	Percent
Present Employment Status		
Regular or Permanent	170	92.90
Temporary	4	2.19
Casual	1	0.55
Contractual	5	2.73
Self-employed	3	1.64
Employment Type		
Working Full-time	166	90.71
Working Part-time	2	1.09
Working Part-time but seeking full-time	1	0.55
Tenured	14	7.65
Present Occupation (Use the following Phil. Standard Occupational Classification (PSOC), 1992 classification)		
Officials of Government and Special- Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors	23	12.57
Professionals	148	80.87
Clerks	5	2.73
No Response	7	3.83
[Agriculture, Hunting and Forestry]		
Working Full-time	2	33.33
Working Part-time	2	33.33
Probationary	1	16.67
Tenured	1	16.67
[Fishing]		
Working Part-time	1	50.00
Tenured	1	50.00
[Mining and Quarrying]		
Working Full-time	3	50.00
Working Part-time	1	16.67
Tenured	2	33.33
[Manufacturing]		
Working Full-time	1	33.33
Working Part-time	1	33.33
Tenured	1	33.33
[Electricity, Gas and Water Supply]		
Working Full-time	2	40.00
Working Part-time	1	20.00
Tenured	2	40.00
[Construction]		
Working Part-time	3	75.00
Tenured	1	25.00
[Wholesale and Retail Trade, repair of motor vehicles, Motorcycles and personal and household goods]		
Working Full-time	3	60.00
Working Part-time	1	20.00

Tenured	1	20.00
[Hotels and Restaurants]		
Working Full-time	1	33.33
Working Part-time	1	33.33
Probationary	1	33.33
[Transport Storage and Communication]		
Working Full-time	3	60.00
Working Part-time	1	20.00
Probationary	1	20.00
[Financial Intermediation]		
Working Full-time	6	54.55
Working Part-time	4	36.36
Tenured	1	9.09
[Real Estate, Renting and Business Activities]		
Working Part-time	2	66.67
Probationary	1	33.33
[Public Administration and Defense; Compulsory, Social Security]		
Working Full-time	12	85.71
Working Part-time	1	7.14
Probationary	1	7.14
[Education]		
Working Full-time	128	87.07
Working Part-time	5	3.40
Working Part-time but seeking full-time	3	2.04
Probationary	1	0.68
Tenured	10	6.80
[Health and Social Work]		
Working Full-time	4	66.67
Working Part-time	1	16.67
Probationary	1	16.67
[Other Community, Social and Personal Service Activities]		
Working Full-time	3	75.00
Working Part-time	1	25.00
[Private Households with Employed Persons]		
Working Full-time	1	33.33
Working Part-time	2	66.67
[Extra-territorial Organizations and Bodies]		
Working Part-time	2	66.67
Probationary	1	33.33
Type of Organization		
Private	39	21.31
Public	142	77.60
NGO	1	0.55
Non-Profit	1	0.55
Number of years in the company		
1-5 years	35	19.13
6-10 years	80	43.72
10-15 years	32	17.49

21-25 years	27	14.75
25 years and above	9	4.92
Place of Work		
Local	180	98.36
Abroad	3	1.64

Table 4 shows the employees’ details of the respondents. In terms of present employment status of the respondents, 92.90% or 170 are regular or permanent; 2.73% or 5 are contractual; 2.19% or 4 are temporary; .64% or 3 are self-employed; and only 0.55% or 1 is casual. Looking into these data, it can be said that most of our Graduate School graduates have attained regular or permanent status in their present employment because of their educational profile. Speaking of the employment, 90.71% or 166 of the respondents are working full-time; 7.65% or 14 are tenured; while only 1.09% or 2 are working part-time; and 0.55% or 1 is working part-time but seeking full-time.

In terms of the respondents’ present occupation, 80.97% or 148 are Professionals; 12.57% or 23 are Officials of Government and Special- Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors; and only 2.73% or 5 are clerks. 3.83% or 7 gave no responses. Among employed respondents, 6 of them work in agriculture, hunting and forestry wherein 33.33% or 2 are working full-time; also 33.33% or 2 are part-time; while 16.67% or 1 is probationary and also 16.67% or 1 is tenured. As to the fishing industry where 2 respondents work, 50% or 1 works part-time and 50% or 1 also works as tenured. Moreover, there are 6 respondents working in the Mining and Quarrying industries wherein 50% or 3 are working full-time; 33.33% or 2 are tenured; and 16.67% or 1 works as part-time. There are also 3 respondents who work in manufacturing companies wherein 33.33% or 1 works as full-time, part-time, and tenured respectively. There are 5 respondents who work for Electricity, Gas, and Water Supply industries wherein 40% or 2 are working full-time; 40% or 2 are also working as tenured; and only 20% or 1 is working part-time. Under the construction industry, there are 4 respondents working wherein 75% or 3 are working part-time and only 25% or 1 is working as tenured. Also, there are 5 respondents who work in Wholesale and Retail Trade, repair of motor vehicles, Motorcycles and personal and household goods establishments wherein 60% or 3 are working full-time; 20% or 1 is working part-time, and also 20% or 1 is working as tenured. In hotels and restaurants, 3 respondents are working who are respectively working as full-time, part-time, and probationary (33.33 % or 1). In terms of Transport Storage and Communication, 5 respondents are employed wherein 60% or 3 are full-time; 20% or 1 is part-time; and 20% or 1 is working probationary. Ten (10) respondents are working in financial intermediation companies wherein 54.55% or 6 are working full-time; 36.36% or 4 are working part-time; and 9.09% or 1 is tenured. Only 3 work in Real Estate, Renting and Business Activities wherein 66.67% or 2 are part-time; and 33.33% or 1 is probationary. In terms of Public Administration and Defense; Compulsory, Social Security, 14 respondents are employed wherein 85.71% or 12 are full-time; 7.14% or 1 is part-time; and 7.14% or 1 also is probationary. The Education sector houses most of the respondents in terms of professional occupation with 147 number of employed individuals wherein 87.07% or 128 are working full-time; 6.80% or 10 are tenured; 3.40% or 5 are part-time; 2.04% or 3 are working part-time but seeking full-time; and only 0.68% or 1 is working as probationary. Meanwhile, 5 respondents are in Health and Social Work wherein 66.67% or 4 are full-time; 16.67% or 1 is part-time; and 16.67% or 1 is probationary. Furthermore, 4 respondents are in other community, social and personal services activities wherein 75% or 3 are working full-time; and 25% or 1 is working part-time. 3 respondents work in private households with employed persons wherein 66.67% or 2 are part-time; and 33.33% or 1 is full-time. Lastly, there are also 3 respondents who work in extra-territorial organizations and bodies wherein 66.67% or 2 are part-time; and 33.33% or 1 is full-time.

Table 4 also shows that in terms of the type of organization, 77.60% or 142 out of the 183 respondents work in public institutions or organizations; 21.31% or 39 work in private institutions or organizations; 0.55% or 1 work in a Non-Government Organization; and 0.55% or 1 work in a Non-Profit Organization. Furthermore, in terms of number of years in the company, 43.72% or 80 of the 183 respondents have worked in their respective companies for 6-10 years; 19.13% or 35 have worked for 1-5 years; 17.49% or 32 have worked for 10-15 years already; 14.75% or 27 have worked in their companies for 21-25 years; and only 4.92% or 9 have stayed for 35 years and above in their companies. Among the 183 respondents who are employed, 98.36% or 180 work locally while only 1.64 or 3 work abroad.

Table 5
Employment profile of the respondents in the context of first job and current job

	Frequency	Percent
Is this your first job after finishing your Graduate School degree?		
Yes	92	50.3
No	91	49.7
Is your current job related to the course you took up in the Graduate School?		
Yes	171	93.4
No	12	6.6

Table 5 shows the employment profile of the respondents in the context of first job. In the table, it is observed that 50.3% or 92 of the 183 respondents said that their present job is their first job after finishing their Graduate School Degrees. Very closely, 49.7% or 91 of the 183 respondents said that their present job is not their first job after finishing their Graduate School Degrees. Furthermore, 93.4% or 171 respondents said that their current job is related to the course they took up in the Graduate School while only 6.6% or 12 said the other way around.

Table 6
Employment profile of the respondents in the context of reasons for accepting the current job

Reasons for accepting the job	N	Percent	Rank
Salaries and Benefits	137	40.29	1
Career Challenge	94	27.65	2
Related to special skills	64	18.82	3
Proximity to residence	38	11.18	4
Currently employed while studying	2	0.59	5
For the Purpose of simply having a job	1	0.29	8
Requested by management	1	0.29	8
Scholarship	1	0.29	8
Family Business	1	0.29	8
Mission and Advocacy	1	0.29	8

Table 6 presents the Employment profile of the respondents in the context of reasons for accepting the job. It is gleaned from the table that there are top 10 reasons of the respondents for accepting their respective jobs. 40.29% or 137 out of the 183 respondents said that their topmost reason for accepting their jobs is *salaries and benefits* (Rank 1) which means that they are primarily after the salaries and benefits they can receive from their companies pushing them to accept their present jobs. Secondly, 27.65% or 94 said that they desire having *Career Challenge* (Rank 2) that's why they accepted the job. 18.32% or 64 chose to accept their jobs because of the job's being *related to special skills* (Rank 3). Meanwhile, 11.18% or 38 accepted their jobs because of the companies' *proximity to residence* (Rank 4) and 0.59% or 2 said that they have accepted their jobs for the reason that they are currently employed while studying. Lastly, 5 respondents respectively reasoned out that they accepted their jobs because of the following reasons: *For the Purpose of simply having a job* (0.29% or 1; Rank 8); *Requested by management* (0.29% or 1; Rank 8); *Scholarship* offered (0.29% or 1; Rank 8); *Family Business* (0.29% or 1; Rank 8); and *Mission and Advocacy* (0.29% or 1; Rank 8).

Table 7

Employment profile of the respondents in the context of finding the job after finishing the degree and time it took to land the job

	Frequency	Percent
How did you find your job after finishing your Graduate degree?		
Response to an advertisement	7	3.8
As walk-in applicant	34	18.6
Recommended by someone	40	21.9
Information from friends	16	8.7
Arrange by school's job placement officer	27	14.8
Family business	2	1.1
Job Fair or Public Employment Service Office (PESO)	7	3.8
Already employed	47	25.7
No Response	3	1.6
How long did it take you to land your job after finishing your Graduate degree?		
Less than a month	36	19.7
1 to 6 months	21	11.5
7 to 11 months	9	4.9
1 year to less than 2 years	24	13.1
2 years to less than 3 years	3	1.6
3 years to less than 4 years	5	2.7
Already employed	74	40.4
5 years to less than 6 years	2	1.1
7 years to less than 8 years	9	4.9

Table 7 shows the employment profile of the respondents in the context of finding the job after finishing the degree. In the table 25.7% or 47 respondents out of 183 said that they were already employed even before finishing their Graduate degrees. 21.9% or 40 said that they were recommended by someone when they found their jobs after finishing their Graduate Degrees. 18.6% or 34 said that they were walk-in applicants when they first searched for jobs after finishing their Graduate Degrees. 8.7% or 16 respondents were able to find jobs after finishing Graduate Degrees when they were informed by their friends. 3.8% or 7 respondents said that they were able to find a job after responding to an advertisement and another 3.8% or 7 respondents said that they went to Job Fair or Public Employment Service Office (PESO) when they were finding jobs after they finished Graduate Degrees. On the other hand, only 1.1% or 2 respondents said that their family businesses are their present jobs while there are also 1.6% or 3 respondents did not give their responses.

As to how long did it take the respondents to land in their present jobs after finishing Graduate degrees, table 7 revealed that 40.4% or 74 of the 183 respondents were already employed even before finishing up their Graduate degrees. 19.7% or 36 said that it only took less than a month for them to land for a job after finishing their Graduate degrees. 13.1% or 24 respondents said that it took them 1 to less than 2 years before they landed in a job after finishing up their Graduate degrees. Meanwhile, it only took 1 to 6 months for the 11.5% or 21 respondents to land in a job after finishing up their Graduate degrees. Moreover, there were only 4.9% or 9 respondents who said that it took them 7 to 11 months to land in a job after finishing up their Graduate degrees. A similar count of 4.9% or 9 respondents said on the other hand that it took them 7 to less than 8 years to land in a job after finishing their Graduate degrees. Lastly, only 2.7% or 5 said that it took them 3 to less than 4 years before having a job after finishing their Graduate degrees, 1.6% or 3 respondents took 2 to less than 3 years before having a job after finishing their Graduate degrees, and 1.1% or 2 respondents took 5 to less than 6 years before having a job after finishing their Graduate degrees.

Table 8
Employment profile of the respondents in the context of job level position

Job Level	N	Percent	Rank
Rank or Clerical	16	8.42	3
Professional, Technical or Supervisory	141	74.21	1
Managerial or Executive	26	13.68	2
Self-employed	7	3.68	4

Table 8 revealed the employment profile of the respondents in the context of job level position. 74.21% or 141 out of the 183 respondents are working with Professional, Technical or Supervisory level positions (Rank 1) while 13.68% or 26 are working with Managerial or Executive job level positions (Rank 2), 8.42% or 16 are working with Rank or Clerical job level positions (Rank 3), and only 3.68% or 7 are self-employed (Rank 4).

Table 9
Employment profile of the respondents in the context of initial gross monthly income salary

	Frequency	Percent
What is your initial gross monthly earning in your job after finishing your Graduate degree?		
P5, 000.00 to less than P10, 000.00	2	1.1
P10, 000.00 to less than P15, 000.00	9	4.9
P15, 000.00 to less than P20, 000.00	11	6.0
P20, 000.00 to less than P25, 000.00	36	19.7
P25, 000.00 and above	125	68.3

Table 9 revealed the employment profile of the respondents in the context of initial gross monthly income salary. In the data, 68.3% or 125 out of the 183 respondents had an initial gross monthly earning worth P25, 000. 00 and above in their respective jobs after finishing their Graduate degrees while 19.7% or 36 respondents had P20, 000.00 to less than P25, 000.00, 6% or 11 had P15, 000.00 to less than P20, 000.00, 4.9% or 9 had P10, 000.00 to less than P15, 000.00, and only 1.1% or 2 respondents had P5, 000.00 to less than P10, 000.00 in their respective jobs after finishing their Graduate degrees.

Table 10
Level of relevance of the Graduate School curriculum to the respondent’s current job

	Frequency	Percent
Was the curriculum you had in Graduate School relevant to your job?		
Yes	161	88.0
No	2	1.1
Somehow	2	1.1
No Response	18	9.8

In terms of the Level of relevance of the Graduate School curriculum to the respondent’s current job, table 10 revealed that 88% or 161 out of the 183 respondents believed that the curriculum they had in Graduate School was relevant to their jobs. 1.1% or 2 respondents said that the curriculum they had in Graduate School was somehow relevant to their jobs and only 1.1% or 2 respondents also said that the curriculum they had in Graduate School was not relevant at all. 9.8% or 18 respondents however did not give any response.

Table 11

Level of contribution of the program to the personal and professional growth of the respondents

Indicators	M	SD	VI
Communication skills	3.45	0.60	Very Highly
Human Relations skills	3.59	0.59	Very Highly
Entrepreneurial skills	3.09	0.79	Highly
Information Technology skills	3.31	0.71	Very Highly
Problem-solving skills	3.44	0.61	Very Highly
Critical Thinking skills	3.47	0.61	Very Highly
Research Capability	3.42	0.63	Very Highly
Exposure to local Community with field of Specialization	3.31	0.66	Very Highly
Exposure to International Community with field of Specialization	2.98	0.81	Highly
Personality Development	3.54	0.58	Very Highly
Paulinian Values Formation	3.60	0.57	Very Highly
Average:	3.38	0.65	Very Highly

Legend:

Scale	Range	Verbal Interpretation
4	3.25-4.00	Very Highly (VH)
3	2.50-3.24	Highly (H)
2	1.75-2.49	Fairly (F)
1	1.00-1.74	Poorly (P)

It can be gleaned from table 11 that as to the level of contribution of the program to the personal and professional growth of the respondents, they believed that the Graduate school program of SPU Surigao contributed *Very Highly* to their personal and professional growth given the Grand Mean rating of 3.38. As to specific indicators, all respondents agreed that the *Paulinian Values Formation* contributed to their personal and professional growth *Very Highly* given the mean rating of 3.60 which was very close to *Human Relation skills* with mean rating of 3.59 and verbally interpreted as *Very Highly*. However, the respondents also believed that *Exposure to International Community with field of Specialization* contributed the least among all indicators to the respondents' personal and professional growth given the mean rating of 2.98 only. Although this indicator was rated the lowest among others, it still shows a verbal interpretation of *Highly* which means that the respondents still believed that *Exposure to International Community with field of Specialization* contributed to their personal and professional growth even though it is the least experienced by the respondents among all indicators that contributed to the graduate students' growth.

Table 12

Respondents' extent rating of the degree programs at SPUS graduate school

Indicators	M	SD	VI
Relevant to your Profession	3.68	0.51	Very Highly
Premium Importance given to Research	3.49	0.56	Very Highly
Multi-disciplinary Learning	3.56	0.54	Very Highly
Quality of Teachers	3.58	0.58	Very Highly
Interpersonal Relationship between teachers & students	3.55	0.60	Very Highly
Teaching-Learning Environment	3.56	0.61	Very Highly
Library Resources	3.39	0.69	Very Highly
Class Size	3.49	0.60	Very Highly
Tuition Fee	3.21	0.70	Highly
Friendliness of the GSPS staff & its Support Services	3.46	0.64	Very Highly
Average:	3.50	0.60	Very Highly

Legend:

Scale	Range	Verbal Interpretation
4	3.25-4.00	Very Highly (VH)
3	2.50-3.24	Highly (H)
2	1.75-2.49	Fairly (F)
1	1.00-1.74	Poorly (P)

Table 12 presents the respondents' extent rating of the degree programs at SPUS graduate school. It can be seen from table 12 that the respondents rated the SPUSurigao Graduate School degree programs overall with 3.50 which is verbally interpreted as *Very Highly*. For the respondents, they satisfactorily rate and recommend the SPU Surigao Graduate School Degree Program very highly. In terms of the specific indicators, the respondents believed that the graduate degree programs' *relevance to their present professions* contributed *Very Highly* to the respondents' choice given the mean rating of 3.68. However, the respondents rated *Tuition Fee* the least among others with a mean rating of 3.21. Although this indicator was rated the lowest among all the 10 indicators, it is still rated as *Highly* which means that the respondents still believed that the *Tuition Fee* at SPUS Graduate School is reasonable and commendable compared to the kind of educational services the Graduate school offers.

Table 13

Degree of correlation between educational attainment of the respondents and their present job, job level positions, and monthly income

		r	p-value	Decision
Educational Attainment	Present Job	0.06	0.451	Not significant
	Job Level Position	-0.14	0.068	Not significant
	Monthly income	-0.27	0.000	Significant

As revealed in table 9, the test of correlation between educational attainment versus present job and job level position among the respondents showed an insignificant relationship with a computed r-value of 0.06 and -0.14 respectively, which is greater than the critical value of 0.451 and 0.068 accordingly, hence, the acceptance of the null hypothesis. It is therefore expedient to say that the educational attainment of the respondents does not significantly affect their present job position and job level position; however, the respondents' educational attainment significantly affect their monthly income as indicated by the computed r-value of -0.27, which is lesser than the critical value of 0.000 hence, the rejection of the null hypothesis of the study. This only showed that the higher one's educational attainment, so does his monthly income.

Table 14

Degree of variance on the contribution of the program to the development of personal and professional growth as perceived by the respondents

Sources of Variation	SS	df	MS	F	P-value	Decision
Between Groups	148.43	1	148.43	27.70	0.0000	Significant
Within Groups	1929.13	360	5.36			

Table 14 revealed the test of variance between and within groups on the contribution of the program to the development of personal and professional growth as perceived by the respondents. It is showed that there is a significant degree of variance on the contribution of the program to the development of personal and professional growth as perceived by the respondents given the computed p-value of 0.0000, which is lesser than the 0.05 standard level of significance, hence, the rejection of the null hypothesis. In this case, it is believed by the respondents that the contribution of the program to the development of personal and professional growth varies according to or depending on their respective degree programs. Looking back to the previous tabular results, it was observed that most of the

respondents are education major professionals working at the education sector. Moreover, this greater population is also comprised of professionals working at higher job level positions who believed that taking Graduate program degrees and acquiring the Graduate degree skills and competencies as indicated in Table 11 are primarily essential, most especially in the academe. Nonetheless, Tables 11 and 14 still showed that the SPU Surigao Graduate School degree program significantly contributed to the respondents’ personal and professional growth, across all degree programs.

Table 15
Degree of variance on the level of satisfaction when respondents are grouped

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>Decision</i>
Between Groups	124.92	1	124.92	23.45	0.0000	Significant
Within Groups	1923.17	361	5.33			

Table 15 presents the test of variance between and within groups on the level of satisfaction when respondents are grouped. In the table, it is showed that there is a significant degree of variance on the level of satisfaction when respondents are grouped according to their degree programs given the computed p-value of 0.0000, which is lesser than the 0.05 standard level of significance, hence, the rejection of the null hypothesis. This means that the respondents believed that job satisfaction level significantly varies according to or depending on one’s degree program. In the preceding discussions of the tabular results, it was observed that most of the respondents are education major professionals working at the education sector. These professionals are mostly working at higher job level positions in the academe mostly located within the region, the province, or location of residence seemingly contributing to their satisfaction with their jobs and positions given their current rank and corresponding remuneration, salaries, and benefits. Ultimately, the respondents also believed that taking Graduate program degrees and acquiring the Graduate degree skills and competencies are primarily essential for job landing and promotion especially in the academe and that the curriculum they had in Graduate School is relevant to their job or profession. All these significantly contributed to the job satisfaction level of the respondents.

CONCLUSIONS

As to the degree and specialization of the 183 respondents, majority are Doctor of Philosophy major in Educational Management (PhD EM); As to the respondents’ year graduated, majority are graduates of 2015; while in terms of the Honors or Awards received majority received Thesis/ Dissertation Awards

Reasons of the respondents for taking their respective courses in the Graduate School and Professional Studies of St. Paul University Surigao, With a total of 579 written reasons from 183 respondents, ***Prospect of career advancement came out to be the rank 1*** in the respondents’ reason for taking their graduate courses with 124 number of responses. **Most of our Graduate School graduates have attained regular or permanent status in their present employment because of their educational profile.**

As to employment profile of the respondents in the context of first job, it is observed that 92 of the 183 respondents said that their present job is their first job after finishing their Graduate School Degrees. Very closely, 91 respondents said that their present job is not their first job after finishing their Graduate School Degrees. Furthermore, 171 respondents said that their current job is related to the course they took up in the Graduate School while only 12 said the other way around. **As for employment profile of the respondents in the context of reasons for accepting the job**, 137 out of the 183 respondents said that their top most reason for accepting their jobs is *salaries and benefit*.

As for employment profile of the respondents in the context of finding the job after finishing the degree, 47 respondents out of 183 said that they were already employed even before finishing their Graduate degrees. **As to how long did it take the respondents to land in their present jobs after finishing Graduate degrees**, 74 of the 183 respondents were already employed even before finishing up their Graduate degrees. Meanwhile, it only took 1 to 6 months for the 21 respondents to land in a job after finishing up their Graduate degrees. Moreover, there were 9 respondents who said that it took them 7 to 11 months to land in a job after finishing up their

Graduate degrees. As for **employment profile of the respondents in the context of job level position**, 141 out of the 183 respondents are working with Professional, Technical or Supervisory level positions. As for **employment profile of the respondents in the context of initial gross monthly income salary**, 125 out of the 183 respondents had an initial gross monthly earning worth P25, 000. 00 and above in their respective jobs after finishing their Graduate degrees.

In terms of the **Level of relevance of the Graduate School curriculum to the respondent's current job**, 161 out of the 183 respondents believed that the curriculum they had in Graduate School was relevant to their jobs. As to the **level of contribution of the program to the personal and professional growth of the respondents**, they believed that the Graduate school program of SPU Surigao contributed **Very Highly** to their **personal and professional growth** given the Grand Mean rating of 3.38. As to specific indicators, all respondents agreed that the **Paulinian Values Formation** contributed to their personal and professional growth **Very Highly** given the mean rating of 3.60 which was very close to **Human Relation skills** with mean rating of 3.59 and verbally interpreted as **Very Highly**. However, the respondents also believed that **Exposure to International Community with field of Specialization** contributed the least among all indicators to the respondents' personal and professional growth given the mean rating of 2.98 only. Although this indicator was rated the lowest among others, it still shows a verbal interpretation of **Highly** which means that the respondents still believed that **Exposure to International Community with field of Specialization contributed to their personal and professional growth even though it is the least experienced by the respondents among all indicators that contributed to the graduate students' growth**.

On respondents' extent rating of the degree programs at SPUS graduate school. the respondents rated the SPUSurigao Graduate School degree programs overall with 3.50 which is verbally interpreted as **Very Highly**. For the respondents, they satisfactorily rate and recommend the SPU Surigao Graduate School Degree Program **Very Highly**. In terms of the specific indicators, the respondents believed that the graduate degree programs' **relevance to their present professions** contributed **Very Highly** to the respondents' choice given the mean rating of 3.68. However, the respondents rated **Tuition Fee** the least among others with a mean rating of 3.21. Although this indicator was rated the lowest among all the 10 indicators, it is still rated as **Highly which means that the respondents still believed that the Tuition Fee at SPUS Graduate School is reasonable and commendable compared to the kind of educational services the Graduate school offers**.

On correlation between educational attainment versus present job and job level position among the respondents showed an insignificant relationship, hence, the acceptance of the null hypothesis. It is therefore expedient to say that the educational attainment of the respondents does not significantly affect their present job position and job level position; however, the respondents' educational attainment significantly affect their monthly income. This only showed that the higher one's educational attainment, so does his the monthly income.

On test of variance between and within groups on the contribution of the program to the development of personal and professional growth as perceived by the respondents. It is showed that there is a significant degree of variance on the contribution of the program to the development of personal and professional growth as perceived by the respondents, hence, the rejection of the null hypothesis. In this case, it is believed by the respondents that the contribution of the program to the development of personal and professional growth varies according to or depending on their respective degree programs. Looking back to the previous tabular results, it was observed that most of the respondents are education major professionals working at the education sector. Moreover, this greater population is also comprised of professionals working at higher job level positions who believed that taking Graduate program degrees and acquiring the Graduate degree skills and competencies. Nonetheless, SPU Surigao Graduate School degree program significantly contributed to the respondents' personal and professional growth, across all degree programs.

On test of variance between and within groups on the level of satisfaction when respondents are grouped. There is a significant degree of variance on the level of satisfaction when respondents are grouped according to their degree programs, hence, the rejection of the null hypothesis. This means that the respondents believed that job satisfaction level significantly varies according to or depending on one's degree program. In the preceding discussions of

the tabular results, it was observed that most of the respondents are education major professionals working at the education sector. These professionals are mostly working at higher job level positions in the academe mostly located within the region, the province, or location of residence seemingly contributing to their satisfaction with their jobs and positions given their current rank and corresponding remuneration, salaries, and benefits. Ultimately, the respondents also believed that taking Graduate program degrees and acquiring the Graduate degree skills and competencies are primarily essential for job landing and promotion especially in the academe and that the curriculum they had in Graduate School is relevant to their job or profession. All these significantly contributed to the job satisfaction level of the respondents.

IMPLICATIONS OF THE STUDY

With reference to the prime objective of the study, the findings strongly shows that the Graduate School and Professional Studies of St. Paul University Surigao has greatly contributed to the professional and personal development of the respondents. It is also noted, however, that majority of the respondents came from the education sector who need the graduate and post-graduate degrees required for teaching major courses in the academe or who aspired for administrative positions. Obviously, for those in the academe, their degrees led to their retention and/ or career advancement. On the other hand, it would be noteworthy to find out that there is a need to strengthen the entrepreneurial skills and Exposure to International Community with field of Specialization in the curriculum of the Graduate School and Professional Studies. As regards to the secondary objective of this study, considering the number of respondents who took time to express their perceptions of the Graduate School and Professional Studies programs, the findings is very conclusive when it comes to their favorable perceptions on **level of relevance of the Graduate School curriculum to the respondent's current job**. As to the **level of contribution of the program to the personal and professional growth of the respondents**, they believed that the Graduate school program of SPU Surigao contributed **Very Highly** to their **personal and professional growth**. As to specific indicators, all respondents agreed that the **Paulinian Values Formation** contributed to their personal and professional growth **Very Highly** followed by **Human Relation skills** (*Very Highly*). **On respondents' extent rating of the degree programs at SPUS graduate school**, the respondents rated the SPUSurigao Graduate School degree programs as **Very Highly**. For the respondents, they satisfactorily rate and recommend the SPU Surigao Graduate School Degree Program **Very Highly**. In terms of the specific indicators, the respondents believed that the graduate degree programs' **relevance to their present professions** contributed **Very Highly**. However, the respondents rated **Tuition Fee** the least among others. Although this indicator was rated the lowest among all the 10 indicators, it is still rated as **Highly which means that the respondents still believed that the Tuition Fee at SPUS Graduate School is reasonable and commendable compared to the kind of educational services the Graduate school offers**.

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