# Towards Policy Recommendation: Curriculum Relevance, Employment Skills, and Competence Among Graduates of Doctor of Education Program in Isabela State University

## Rodel B. Guzman

College of Education, Isabela State University, Echague, Isabela, Philippines

## Abstract

The graduates of any higher education institution are the best indicator of their actual performance. Hence, the performance of the graduates can be best used for the improvement of any graduate program. The study was conducted to trace the graduates of the Doctor of Education program and to assess the relevance of its curriculum and the employment skills and competence of the graduates. The study found that most of the participants were very satisfied with their present jobs. Also, they assessed that the program and its various areas are relevant and adequate to the present needs of the industry. Interestingly, they characterize the program with faculty who have basic and compressive knowledge and skills in their field of specialization, applying various pedagogical techniques to improve classroom management and practice professional and ethical teaching standards. They also revealed that they develop employment skills and abilities such as multitasking, smooth relationships with peers and supervisors, problem identification and offering of novel solutions, and communication skills. However, it is recommended that the program management devise mechanisms to improve ICT, entrepreneurial, and extension skills among its graduates.

**Keywords:** competence, curriculum, employment skills, graduate program, tracer study

## Introduction

In all walks of life, education is perceived to be either a great equalizer or an opportunity to improve the quality of life among the members of society. Cliché as it may sound, traditional and contemporary family are looking at education as a gateway towards the improvement of their life. As a result of this belief, most industries all over the world are requiring their employees to pursue higher education or even post-graduate education. Hence, according to Sahade and Ngampo (2021), to improve the quality of life, the government is banking on the importance of education. That is why most of the country's annual budget is given to education. In the Philippines, graduate education is a measure to further develop the technical knowledge and skills of today's workforce towards the improvement of educational theory and practice (Bueno, 2017). Hence, higher education institutions are expected to provide quality instruction, practical work experiences, and integrated learning assessments for graduate students towards the improvement and development of their knowledge and skills responsive to the needs of the industry (Gentova et al., 2023; Toquero & Ulanday, 2021).

Graduate students are enrolling in graduate programs to prepare for professional development, such as promotion and designation. However, it is also expected that by enrolling in the graduate program, one is expected to improve his technical knowledge and skills. Consequently, they become expert in their field, and they become more competitive and efficient in discharging their duty. This assumption is explicitly spell-out in CMO 15, s. 2019, stating that the graduate program is an interdisciplinary advanced program of study towards the attainment of mastery of a specialized field of study, the development of original and critical thinking, and the demonstration of problem-solving skills.

To evaluate the quality of advanced higher education, the conduct of a tracer study is a must. A tracer study is an important procedure to identify the employment status and performance of the university's graduates. Results can be used to further improve the quality of the teaching-learning process and to make the program more responsive to the needs of the industry (Cagayan et al., 2017). For the performance of the graduate in a globalized community, a tracer study is a must. This is to check whether the quality of education being provided by the university is the quality needed by the industry and community (Cruz, 2022; Cuadra et al., 2019). On the other hand, a tracer study may reveal inconsistencies and mismatches between the competencies being developed by the university and the skills needed by the industry (Chet et al., 2021).

This paper attempted to evaluate the Doctor of Education program of Isabela State University-Echague through a tracer study. Generally, it aimed to trace the whereabouts of the graduates of the program, including their employment competence and their assessment of the program. The result of which is to be used as a basis to further improve the program.

## Objectives

1. Identify the profile of the respondents in terms of the following:
   1.1. Gender;
   1.2. Civil status;

1.3. Tenure;
1.4. Type of employment;
1.5. Position;
1.6. Job satisfaction;
1.7. Monthly salary;
1.8. Age.
2. Assess the effectiveness of the program areas of the graduate program based on the perception of the respondents.
3. Describe the respondents' perception of the adequacy and relevance of the graduate school programs curriculum.
4. Evaluate the respondents' learned values that are useful in their employment.
5. Evaluate the respondents' perception of the importance and their competence in the following:
   5.1. Employability skills;
   5.2. Employability competence.

## Methodology

The research employed a descriptive research design. Descriptive research aims at characterizing the data based on its current situation and natural set-up without employing any intervention. The study utilized the graduates from 2015 to 2020 of the Doctor of Education in Educational Management of Isabela State University in Echague, Isabela, as respondents. They were chosen using quota sampling, and a total of 65% of the graduates participated in the study. The survey method was used to gather the data through an online strategy. In addition, the questionnaire of the study was adapted from the material prepared by the Commission on Higher Education with some revisions made by Isabela State University Management. Moreover, the questionnaire on employability was adapted from the study of Siraye et al. (2020). Descriptive statistics were used in the study, such as frequency counts, percentages, and mean.

## Results and Discussions

Table 1 presents the profile of the respondents as to their gender, civil status, employment status, type of employment, positions, immediate impact of graduating from the program, job satisfaction, monthly salary, and age. The table revealed that most of the respondents were female (56.52%), married (82.61%), permanent (100%), full-time teacher (56.52%), and teaching in a public school (95.65). It can also be deduced from the table that promotion was the immediate impact of their graduation from the doctor of education program (52.17), and they are very satisfied in their present job (56.52). In terms of monthly salary, most of the

respondents are receiving a salary between 30 thousand to 38 thousand pesos, and the respondents belong to the age bracket between 30 and 38 years old.

**Table 1**
*The Profile of the Respondents*

| Profile | $f$ ($N$ =23) | % |
|---|---|---|
| Gender | | |
|   Male | 10 | 43.48 |
|   Female | 13 | 56.52 |
| Civil status | | |
|   Married | 19 | 82.61 |
|   Separated | 2 | 8.70 |
|   Widow/er | 2 | 8.70 |
| Employment status | | |
|   Permanent | 23 | 100.00 |
| Type of employment | | |
|   Private school | 1 | 4.33 |
|   Public school | 22 | 95.65 |
| Positions | | |
|   Full-Time teacher | 13 | 56.52 |
|   Department head | 7 | 30.43 |
|   School head | 3 | 13.04 |
| Immediate impact of graduating from the program | | |
|   Social recognition | 3 | 13.04 |
|   Permanency | 2 | 8.70 |
|   Promotion | 12 | 52.17 |
|   Designation | 6 | 26.09 |
| Job satisfaction | | |
|   Very satisfied | 13 | 56.52 |
|   Satisfied | 9 | 39.13 |
|   Fairly satisfied | 1 | 4.35 |
| Monthly salary | | |
|   30, 000 to 38, 000 | 8 | 34.78 |
|   38, 001 to 47, 000 | 7 | 30.43 |
|   47, 001 to 56, 000 | 7 | 30.43 |
|   56, 001 to 65, 000 | 1 | 4.35 |
| Age | | |
|   30 to 38 | 11 | 47.83 |
|   39 to 47 | 7 | 30.43 |
|   48 to 56 | 4 | 17.39 |
|   57 to 65 | 1 | 4.35 |

**Table 2**
*Respondents' Evaluation of the Program Areas*

| Areas | $M$ | Description |
|---|---|---|
| Vision, mission, goals, and objectives | 4.83 | Very satisfactory |
| Faculty competence | 4.74 | Very satisfactory |
| Curriculum and instruction | 4.70 | Very satisfactory |
| Support to students | 4.30 | Satisfactory |
| Research development | 4.57 | Very satisfactory |
| Extension and community involvement | 4.22 | Satisfactory |
| Library services | 4.09 | Satisfactory |
| Physical plant and facilities | 4.39 | Satisfactory |
| Laboratories | 4.43 | Satisfactory |
| Administration and management | 4.61 | Very satisfactory |
| Grand mean | 4.49 | Very satisfactory |

Table 2 presents the respondents' evaluation of the various areas of the Doctor of Education Program. It can be seen from the table that out of 10 areas, five (5) were rated as *very satisfactory,* with a mean value from 4.57 to 4.83. The respondents were very satisfied in the areas like vision, mission, goals, and objectives, faculty competence, curriculum and instruction, research development, and administration and management. The remaining five (5) areas were rated as "Satisfactory" with a mean rating from

4.09 to 4.43. The respondents were satisfied in the areas of support to students, extension and community involvement, library services, physical plant and facilities, and laboratories.

The areas evaluated by the respondents are the domains being evaluated by the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP). According to Tingco (2021), in the Philippines, accreditation is the most common procedure to seek external and yet highly objective evaluation of the

quality of education being offered by a higher education institution. Batoon (2022) further explained that accreditation is an honest and objective procedure to evaluate the effectiveness and efficiency of programs in higher education institutions. In the case of the Doctor of Education program it is accredited Level 2 by AACCUP.

Table 3 presents the perceived adequacy and relevance of the Doctor of Education curriculum. It can be seen from the table that the respondents rated seven (7) statements under adequacy as *very high,* with a mean rating from 4.61 to 4.74, while they rated 10 statements under relevance as *very high,* with a mean rating from 4.52 to 4.83. The respondents perceived very high adequacy and relevance of the Doctor of Education curriculum, specifically on the ability of the faculty to display basic and comprehensive knowledge and skills in their field of specialization, applying an appropriate and wide array of pedagogical and scientific procedures and strategies and approach towards effective classroom management and problem-solving. Also, the respondents perceived a very high adequacy and relevance in the ability of the faculty to display professional and ethical teaching standards.

In addition, the respondents perceived a high level of adequacy on four (4) curriculum characteristics with a mean rating from 4.26 to 4.48 but rated the same statements to be at a *very high* relevance with a mean rating from 4.52 to 4.70. The respondents rated a high level of adequacy on the employment of effective teaching techniques and the use of appropriate pedagogy and technology for diverse learners, preparation and implementation of various

learning activities that will enhance learners' problem-solving ability and critical thinking and the evaluation of assessment procedures to improve the overall teaching and learning process. The respondents rated these statements to be very relevant characteristics of the curriculum that need to be improved.

Graduate education is expected to provide various curricular and co-curricular experiences that will expose the learners to different realistic and meaningful discussions, debates, research, community engagement, and the like to prepare them to become competitive and socially upright professionals (Choi & Choi, 2020). In addition, Chang et al. (2022) explicitly explain that motivated learners for graduate education positively affect completion rate and active learning, such as integrative and reflective learning. This will be achieved if the universities can provide an effective learning environment among their graduate students. Moreover, Micabalo et al. (2021) found in their study that the ability of the graduate program to provide various yet appropriate teaching and learning methodologies positively influences the academic performance of the graduate students, including their employment skills like leadership skills, communication skills, collaborative skills, etc. Therefore, graduate programs such as the Doctor of Education major in Educational Management program are expected to be rigorous yet compassionate among graduate students in order for them to be globally competitive. By this, Jacobsen et al. (2018) recommended that faculty should be actively engaged in curriculum and instructional planning, implementation, and evaluation.

**Table 3**

*Respondents' Perception of the Adequacy and Relevance of the Doctor of Education Curriculum*

| Statements | Adequacy | | Relevance | |
|---|---|---|---|---|
| | M | Description | M | Description |
| Display a basic and comprehensive understanding of the field of specialization | 4.65 | Very high | 4.57 | Very high |
| Apply scientific procedures to solving problems | 4.65 | Very high | 4.57 | Very high |
| Manifest meaningful and comprehensive pedagogical content knowledge of their field of specialization | 4.74 | Very high | 4.52 | Very high |
| Design and utilize appropriate instructional materials | 4.43 | High | 4.48 | High |
| Employ effective teaching techniques for diverse types of learners | 4.48 | High | 4.57 | Very high |
| Design and utilize a variety of appropriate assessment techniques | 4.35 | High | 4.48 | High |
| Analyse assessment results and use these to improve learning and teaching | 4.26 | High | 4.52 | Very high |
| Provide regular feedback to students | 4.17 | High | 4.39 | High |
| Utilize appropriate pedagogy and use of technology in teaching | 4.43 | High | 4.65 | Very high |
| Create and utilize learning experiences to develop learners' skills in learning, problem-solving and critical thinking | 4.48 | High | 4.70 | Very high |
| Develop an effective classroom management style | 4.61 | Very high | 4.70 | Very high |
| Effective is communication | 4.61 | Very high | 4.39 | High |
| Demonstrate mastery of the subject matter | 4.70 | Very high | 4.74 | Very high |
| Practice professional and ethical teaching standards | 4.70 | Very high | 4.83 | Very high |

**Table 4**

*Respondents' Perception of the Values they Learned in the University*

| Statements | M | Description |
|---|---|---|
| Competence | 4.78 | Strongly agree |
| Compassion | 4.83 | Strongly agree |
| Honesty | 4.83 | Strongly agree |
| Punctuality | 4.82 | Strongly agree |
| Leadership | 4.78 | Strongly agree |
| Confidence | 4.78 | Strongly agree |
| Faith | 4.70 | Strongly agree |
| Diligence | 4.78 | Strongly agree |
| Love of service | 4.87 | Strongly agree |
| Sociability | 4.83 | Strongly agree |
| Creativity | 4.61 | Strongly agree |
| Commitment | 4.70 | Strongly agree |
| Hope | 4.83 | Strongly agree |
| Workmanship | 4.78 | Strongly agree |
| Environmental advocate | 4.43 | Agree |

Table 4 presents the respondents' perception of the values they learned in the university through the Doctor of Education program. Based on the table, out of 15 values, 14 were rated to *strongly agree*

with the mean rating from 4.61 to 4.87. The respondents *strongly agree* that they learned from the university the value of love of service, compassion, honesty, commitment, and the importance of

social integration. Also, the respondents *strongly agree* that they learned from the university values like competence, punctuality, leadership, confidence, faith, diligence, creativity, commitment, hope, and workmanship. On the other hand, with a mean rating of 4.43, the respondents agreed that they learned in the university through the Doctor of Education program the value of promoting environmental sustainability.

In today's generation, functional members of society are expected to hold technical skills and different values necessary to discharge their duties and responsibilities. For teachers, the Professional Code of Ethics requires them to uphold the highest degree of credibility and competence. This is in consonance with the basic responsibility of developing the learners' full potential. In addition to this, Isabela State University also inculcates among the graduates the different values that embody the ideals and aspirations of the university. According to Arthur et al. (2009), employers, when hiring, tend to put emphasis on determining the applicants' values and principles. It can be noted that good character signifies excellent morals and appropriate behavior, and these are essential in providing a positive working environment.

**Table 5**
*Respondents' Perception of the Importance and their Competence in Employability Skills they Learned in Doctor of Education Program*

| Statements | Importance | | Competence | |
|---|---|---|---|---|
| | *M* | Description | *M* | Description |
| Making decisions in a short period of time | 4.74 | Very high | 4.70 | Very high |
| Identifying problems | 4.74 | Very high | 4.83 | Very high |
| Writing of reports | 4.70 | Very high | 4.70 | Very high |
| Applying ICT as a management tool | 4.70 | Very high | 4.43 | High |
| Revising plans to include new ideas | 4.74 | Very high | 4.61 | Very high |
| Writing internal and external business communication | 4.70 | Very high | 4.70 | Very high |
| Providing novel solutions to problems | 4.74 | Very high | 4.57 | Very high |
| Smooth relationship with peers and supervisors | 4.78 | Very high | 4.74 | Very high |
| Allocating time effectively | 4.74 | Very high | 4.65 | Very high |
| Meeting deadlines | 4.70 | Very high | 4.74 | Very high |
| Adaptability | 4.78 | Very high | 4.70 | Very high |
| Assigning/delegating responsibility | 4.78 | Very high | 4.65 | Very high |
| Managing/overseeing several tasks at once | 4.78 | Very high | 4.57 | Very high |
| Taking reasonable job-related risk | 4.74 | Very high | 4.65 | Very high |
| Keeping up-to-date with external realities | 4.78 | Very high | 4.70 | Very high |
| Knowing the ethical considerations of plans | 4.74 | Very high | 4.70 | Very high |

Table 5 presents the respondents' perception of the importance and their competence in relation to their employability skills, which they learned and developed through the Doctor of Education program. In terms of importance, the table revealed that the respondents rated all statements about employment skills to be *very high,* with a mean rating from 4.70 to 4.78. The respondents perceived that there is a very high importance to developing employment skills like smooth relationships with peers and supervisors, keeping up-to-date with external realities, multitasking, delegation of responsibility, and the ability to adapt. Also, the respondents perceived that there is very high importance to developing employment skills like the ability to identify and find novel solutions to problems, report and communication writing, beating deadlines, risk-taking ability, and fund allocation. Interestingly, the respondents rated themselves to be with very high competence in these employment skills based on the mean value from 4.57 to 4.83. On the other hand, the table revealed that the respondents rated the skill of ICT application as a management tool to be very important, with a mean rating of 4.70. However, the respondents rated their competence in this particular skill to be at a high level only, with a mean rating of 4.43.

**Table 6**
*Respondents' Perception of the Importance and their Competence on Employability Competence they Learned in the Doctor of Education Program*

| Statements | Importance | | Competence | |
|---|---|---|---|---|
| | *M* | Description | *M* | Description |
| Communication skills | 4.78 | Very high | 4.52 | Very high |
| Human relation/ interpersonal skills | 4.78 | Very high | 4.65 | Very high |
| Leadership/ managerial skills | 4.78 | Very high | 4.65 | Very high |
| Entrepreneurial skills | 4.57 | Very high | 4.26 | High |
| Information technology skills | 4.48 | High | 4.13 | High |
| Instructional and assessment skills | 4.70 | Very high | 4.52 | Very high |
| Knowledge and technical skills | 4.74 | Very high | 4.57 | Very high |
| Life and career skills | 4.83 | Very high | 4.70 | Very high |
| Problem–solving skills | 4.65 | Very high | 4.70 | Very high |
| Critical thinking skills | 4.65 | Very high | 4.65 | Very high |
| Research skills | 4.87 | Very high | 4.61 | Very high |
| Extension skills | 4.65 | Very high | 4.35 | High |
| Lifelong learning skills | 4.78 | Very high | 4.57 | Very high |
| Collaborative skills | 4.78 | Very high | 4.70 | Very high |
| Content-based skills | 4.65 | Very high | 4.61 | Very high |

Table 6 presents the respondents' perception of the importance and their level of ability on the various employment competencies that they learned and developed under the Doctor of Education program. It can be seen from the table that 14 out of 15 statements were rated to be *very high* in relation to their importance. This is based on the mean value from 4.57 to 4.83. on the other hand, the respondents perceived that out of the 15 statements on employment competence, they have a *very high* competence on 13 statements only. This is based on the mean value from 4.52 to 4.70.

The respondent perceived that there is very high importance and that they have *very high* competence in their communication skills, interpersonal skills, managerial skills, instructional and assessment skills, life and career skills, problem-solving skills, critical thinking skills, lifelong learning skills, collaborative skills, and content-based skills. On the other hand, the respondents rated entrepreneurial and extension skills to be highly important. However, they also rated their level to be a high level only. In addition, the respondents rated information technology skills to be of high importance, and they have a high level of competence.

Employment competence refers to the knowledge and skills employees need to accomplish tasks and responsibilities required by their jobs. It includes technical skills, behavioral, and intellectual abilities that contribute to the attainment of the employee's role (Fermin, 2023). Competence in the discharge of duty is considered to be one of the factors of success towards the attainment of the organization's vision and mission (Gasior et al., 2021). For educational institutions, teachers' hard and soft skills are very important to successfully discharge their duties and responsibilities, primarily in providing quality instruction and experiences among the learners. The ability of the teachers to properly communicate information concepts and to establish harmonious relationships among learners and fellow teachers are very important for the attainment of the instructional goals.

The findings of the study corroborate with existing literature. Various studies found that competency in the performance of duty positively affects achievement (Wulansari & Rahmi, 2018) and working environment (Maftuchach & Salfadilla, 2020), which means that when employees portray higher competence, they can achieve higher quality outputs and develop a more positive working environment (Lazo, 2024; Lukertina & Lisnatiawati, 2019). Due to the indispensable nature of employment competence, higher education institutions like the Isabela State University are expected to develop among the graduate's various employment competencies like communication skills, problem-solving skills, interpersonal skills, leadership skills, critical thinking skills, and others which are vital in the delivery of instruction.

## Conclusion

The study was conducted to trace the whereabouts of the graduates of the Doctor of Education program from 2015 to 2020 and to assess their employment status, skills, and competence with the end view of improving the program. The study was participated by female, married, young adult, permanent, and full-time teachers in public schools. The participants are very satisfied in their present jobs and receive an average monthly salary between 30 to 38 thousand. Most participants believed that the immediate impact of graduating from a Doctor of Education program is promotion and designation.

As to the respondents' assessment of the various areas of the program, they are very satisfied in the areas of VMGO, faculty, curriculum and instruction, research development, and administration. In terms of the adequacy and relevance of the curriculum, the respondents perceived that the program is adequate and very relevant, especially in terms of faculty's mastery of their subject matter, pedagogical competence, and display of professional and ethical standards. The respondents perceived that they developed in the university values like love of service, social integration, hope, punctuality, leadership, etc. In terms of employment skills, the respondents perceived that there is a very high importance and that they have a very high competence in developing smooth relationships with peers and supervisors,

adaptability, multitasking, and keeping themselves with external realities. As to their employment ability, they are perceived to be of very high importance and that they have a very high competence in skills like research and development and life and career skills.

## Recommendations

Based on the findings of the study, the following is recommended:

1. The university may look into various possibilities for improving the program areas, such as support to students, extension and community involvement, library services, physical plant and facilities, and laboratories. The Office of Student Affairs may provide more technical support and assistance among graduate students, especially during enrollment. They may provide additional programs and services for the graduate students, such as counseling, team-building activities, etc. The library may also extend its assistance and services to graduate students, especially during weekends. The Central Graduate School and the College of Education may provide classrooms that are more conducive to learning and allow the students to be exposed to more community engagement.

2. To the faculty handling the Doctor of Education program, to continue the quest to improve their teaching and learning strategies and assessment by applying various techniques and strategies that are appropriate and more inclusive for the students with diverse backgrounds. Also, faculty are encouraged to give emphasis on the development of values related to environmental protection.

3. The College of Education management is encouraged through its faculty to ensure that their subjects can help the graduate students develop their ICT, entrepreneurial, and extension skills using various activities.

## References

Arthur, J., Wilson, K., & Gray, B. (2009). *Graduates of characters – Values and characters: Higher education and graduate employment*. University of Birmingham.

Batoon, N. P. (2022). Assessment of quality assurance implementation: Valuation and impact of the accrediting agency of chartered universities and colleges of the Philippines (AACCUP) accreditation. *Central European Management Journal*, *30*(4), 109–119.

Bueno, D. C. (2017). Ascertaining the curriculum relevance of the graduate school through tracer study in a Philippine private higher education institution. *JPAIR Multidisciplinary Research*, *28*(1), 72–88. https://doi.org/10.7719/jpair.v28i1.502

Cagasan, E. G., Dargantes, T. M., Florentino, N. N., & Lasquites, H. S. (2017). Tracer study of the graduate degree programs of the Visayas State University. *Science and Humanities Journal*, *11*(1), 17–39. https://doi.org/10.47773/shj.1998.110.2

Chang, J.-C., Wu, Y.-T., & Ye, J.-N. (2022). A study of graduate students' achievement motivation, active learning, and active confidence based on relevant research. *Frontiers in Psychology*, *13*, Article 915770. https://doi.org/10.3389/fpsyg.2022.915770

Chet, C., Sok, S., Vong, C., & Sok, V. (2021). The use of a tracer study to advance the undergraduate program at the Royal University of Phnom Penh. *Cambodian Journal of Basic and Applied Research*, *3*(2), 14–31. https://doi.org/10.61945/cjbar.2021.3.2.edi

Choi, J., & Choi, I. (2020). Exploring meaningful experiences promoting the development of students' professionalism. *International Journal of Teaching and Learning in Higher Education*, *32*(3), 388–401.

Cruz, J. L. D. (2022). Tracer study of graduate school graduates of a state higher education institution in the Philippines from 2016 to 2020. *International Journal of Education and Literacy Studies*, *10(2)*, 149–154. https://doi.org/10.7575/aiac.ijels.v.10n.2p.149.

Cuadra, L. J., Aure, M., Rachel Kim, L., & Gonzaga, G. L. (2019). The use of tracer Study in improving undergraduate programs in the

university. *Asia Pacific Higher Education Research Journal*, *6*(1), 13–25. https://doi.org/10.56278/apherj.v6i1.1315

Fermin, J. (2023, July 27). What are the job competencies and why do they matter? *AllVoices*. Retrieved January 22, 2025, from https://www.allvoices.co/blog/what-are-job-competencies-and-why-do-they-matter#:~:text=Job%20competencies%20are%20the%20specific,exceptional%20performance%20in%20a%20role

Gasior, M., Skowron, L., & Sak-Skowron, M. (2021). The importance of employees' competence: A comparison between educational and business perspective. *European Research Studies Journal*, *24* (Special Issue 2), 681–694.

Gentova, C. S., Madrigal, D. V., & Bual, J. M. (2023). A tracer study of the graduates of education graduate programs 2018–2022 of the University of Negros Occidental- Recoletos Graduate School. *Technium Social Sciences Journal*, *47*, 77–101. https://doi.org/10.47577/tssj.v47i1.9512

Jacobsen, M., Eaton, S. E., Brown, B., Simmons, M., & McDermott, M. (2018). Action research for graduate program improvements: A response to curriculum mapping and review. *Canadian Journal of Higher Education*, *48*(1), 82–98.

Lazo, K. P. M. (2024). The interaction between teachers' efficacy and students' attitudes toward effective learning in state universities and colleges of the Philippines. *International Journal of Advanced and Applied Sciences*, *11*(7), 75–86. https://doi.org/10.21833/ijaas.2024.07.010

Lukertina, L., & Lisnatiawati, L. (2019). The influence of competencies and work environment. *Advances in Economics, Business and Management Research*, *120*, 83–86. https://doi.org/10.2991/aebmr.k.200205.017

Maftuchach, V., & Salfadilla, F. S. (2020). Effect of job competency and work environment on job achievement of PT. XYZ, Juanda Branch. *Journal of Research in Business, Economics and Education, 2*(5), 1181–1195.

Micabalo, K. G., Poliquit, W. M. T., Ibanez, E. V., Pabillaran, R. B., Edicto, Q. M. S., & Cano, J. B. (2021). A correlational study on the teaching methodologies and the competencies of graduates in a Private University in the Philippines. *JPAIR Institutional Research*, *17*(1), 1-23. https://doi.org/10.7719/irj.v17i1.749

Sahade, S., & Ngampo, Y. A. (2021). Analysis of the relevance of curriculum with the world of work needs and the world of business. *Kontigensi*, *9*(2), 522–530. https://doi.org/10.56457/jimk.v9i2.202.

Siraye, Z., Abebe, T., Melese, M., & Wale, T. (2018). A tracer Study on employability of business and economics graduates at Bahir Dar University. *International Journal of Higher Education and Sustainability*, *2*(1), 45–63. https://doi.org/10.1504/IJHES.2018.092406

Tingco, M. D. (2019). Re-examining the accreditation system for public administration education: Basis for future reforms. *Philippine Journal of Public Administration*, *65*(1 and 2), 34–63.

Toquero, C. M. D., & Ulanday, D. M. P. (2021). University graduates' assessment of the relevance of the curriculum to the labor market in the Philippines. *International Research in Education*, *9*(1), 19–37. https://doi.org/10.5296/ire.v9i1.17421

Wulansari, P., & Rahmi, A. U. (2018). The effect of employee competence and motivation on employee performance. *Advances in Economics, Business and Management Research*, *65*, 683–685. https://doi.org/10.2991/icebef-18.2019.146