Professional Status of Masteral Graduates of San Carlos College

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Abstract: *This study intended to find out the professional status of the masteral graduates of San Carlos College. It specifically answered the graduates' professional status along level of skills as perceived by themselves and their school administrators in terms of conceptual skills, technical skills and human relations skills. And the level of effectiveness of the masteral program as assessed by the graduates in terms of instructional methodology, instructional materials and facilities. The descriptive method of research was employed in this study. The data gathering instrument was the questionnaire. Frequency counts and percentages were used to describe the respondents profile variables. Average weighted mean was used to determine the level of skills of masteral graduates as perceived by themselves and their school administrators and the level of effectiveness of the masteral program offered in San Carlos College. Results revealed that the masteral graduates perceived that they have moderately high level of conceptual skills high level of technical skills and high level of human relations skills. The administrators perceived that that the masteral graduates have high level of conceptual, technical and human relation skills. The masteral program was rated by the masteral graduates effective along instructional methodology moderately adequate in instructional materials and effective in facilities. This study recommends the teachers should be encouraged to pursue their masteral courses for professional growth.*

Keywords: *Professional status, skills, conceptual skills, technical skills, human relations skills*

INTRODUCTION

Graduate education is considered the cornerstone of the economy and it is a way of life. People in the academe hold the tremendous faith that it is the reservoir from which a country and people shall draw impetus and energy. They have the conviction that graduate schools perform pivotal roles in the academic preparation and productivity of graduates. They become the strategic bridges to sustainable economic development, cultural enrichment, human resource mobilization and instructional capability building [1]. The graduates of masteral program, therefore could help students develop their skills to compete in the global arena. [2] There is so much that needs to be done in order to make the Philippine higher education truly globally competitive. The graduate schools are acting as catalysts for development. Their role is to be partners in the development of higher education institutions.

This emphasizes the very purpose of the graduate school which is to aid the individual develop the potential capability that it is in him. Research writing, teaching extension and community involvement are all means by which the individual maybe developed into the full growth of his emotional, intellectual life and most especially in his professional advancement. It is along this direction that this study identified and confirmed the professional status of the masteral graduates of San Carlos College.

OBJECTIVES OF THE STUDY

This study was conducted to show the independent and the dependent variables which guided the direction of the study. The independent variables are the profile of the masteral graduates before they graduated. The dependent variables are the masteral graduates profile after graduation, level of skills and the level of effectiveness of the masteral program. It answered (1) the relationship between the level of skills acquired by the graduates and the level of effectiveness of the masteral program and (2) the difference on the level of skills as perceived by the masteral graduates themselves and their school administrator.

MATERIALS AND METHODS

The descriptive method of research was employed in this study as adopted by several researchers [5]-[6]. This research method was used to describe the existing situation regarding the professional status of the masteral graduates, their level of conceptual, technical and human relations skilss acquired in the graduate school and the level of effectiveness of the masteral program along instructional methodology, instructional materials and facilities. This study made use of the total enumeration of masteral graduates of San Carlos College for the last 5 years (2001-2006). There are 106 masteral graduates from 2001-2006. The masteral graduates school administrators or immediate superiors comprise the second group of respondents. The seventy (70) school administrators rated the masteral graduates in their level of conceptual, technical and human relations skills.

This study made use of a set of questionnaire. Part I calls for the background information of the respondents. Part II gives the profile of the respondents in terms of their position, performance rating and monthly income before and after they have graduated in their masteral degrees. Part III shows the level of conceptual, technical and human relations skills of the respondents and Part IV describes the level of effectiveness of the masteral program of San Carlos College along instructional methodology, instructional materials and facilities. Frequency counts and percentages were used to describe the respondents' professional status variables. Average weighted means were used to determine the level of skills of the masteral graduates as perceived by themselves and by their school administrators and the level of effectiveness of the masteral programs. The Pearson r was used to establish the relationship of variables under study. The Z-test was used to determine the significant difference in the perceptions of school

administrators and the graduates on their level of skills.

To determine the consistency of the instruments with respect to the kind of data expected, the questionnaires were pre-tested to some selected masteral students who are not included as respondents of the study. The questionnaires were also content validated by a pool of experts composed of the Dean of the Graduate School of San Carlos College, the Vice-President for academic affairs, a DepEd education supervisor and two professors of PSU San Carlos Campus.

RESULTS AND DISCUSSION

Table 1.1
Summary of the Respondents' Professional Status Before Enrolment and After Graduation

Professional Status Variables	Before Enrolment		After Graduation	
	f	%	f	%
Position				
Principal	3	3	10	9
Head Teacher	18	17	34	32
Master Teacher	25	23.5	32	30
Teacher III	19	18	27	26
Teacher II	15	14	3	3
Teacher I	26	24.55	0	0
Total	106	100	106	100

The table shows that majority of the respondents were Teacher 1 twenty-six (26) or 24.55% before enrolling in the graduate school. After obtaining their masteral degrees, the respondents were promoted either to Head teacher 34 or 32% or master Teacher 32 or 30%. I t could be deduced from the data that majority of the respondents obtained their promotion after finishing the graduate program. This shows that educational advancement is a key factor in acquiring promotion.

Table 1.2
Summary of the Respondents' Professional Status Before Enrolment and After Graduation

Professional Status Variables	Before Enrolment		After Graduation	
	f	%	f	%
Monthly Income				
	60	57	32	30
P15,000 and below(low)	46	43	74	70
P16,000 to 20,000 (average)	0	0	0	0
21,000 and above(high)	106	100	106	100
Total				

The highlight of the findings of the study was Sixty (60) or 57% of the respondents have low monthly income before enrolment and after graduation 74 or 70% have average monthly income.

Table 1.3
Summary of the Respondents' Professional Status Before Enrolment and After Graduation

Professional Status Variables	Before Enrolment		After Graduation	
	f	%	f	%
Performance Rating				
Outstanding	37	32	66	62
Very Satisfactory	74	68	40	38
Satisfactory	0	0	0	0
Poor	0	0	0	0
Total	106	100	106	100

As to performance rating, 72 or 68% of the respondents have "Very Satisfactory" performance but after graduation in the masteral, 66 or 67% of them were rated outstanding" by their administrators.

TABLE 2

Summary of Level of Skills of the Masteral Graduates as Perceived by Themselves and their School Administrators

Level of Skills	Masteral Graduates		School Administrators	
	AWM	DE	AWM	DE
Conceptual Skills	3.16 3.52 3.85	moderately high	3.42	high
Technical Skills		high	3.07	moderately high
Human Relations Skills		high	3.99	high

The masteral graduates level of conceptual skills as perceived by themselves is "moderately high" (3.16) and their school administrators perceived that the masteral graduates have "high" level of conceptual skills (3.42). The masteral graduates perceived that that they have "high" level of technical skills (3.52). On the other hand, the school administrators perceived that the level of technical skills of the masteral graduates is also moderately high (3.07). The level of human relation skills of the masteral graduates as perceived by themselves is "high" (3.85) and the school administrators also perceived that the masteral graduates have "high" level of human relations skills.

A study [3] revealed that teachers in Pangasinan possess a very high level of manifestation on integrity and possess a high degree of manifestation on decisiveness, resourcefulness, commitment and stress tolerance. Further study [4] revealed that there is a high level of perceived knowledge and skills of the teachers in Pangasinan of the innovative instructional activities.

TABLE 3

Summary of Level of Effectiveness of the Masteral Program

Level of Effectiveness of the Masteral Program	Overall	
	AWM	DE
Instructional Methodology	3.82	Effective
Instructional Materials	2.81	Moderately Adequate
Physical facilities	3.70	Effective

The graduates rated the graduate school program offered in San Carlos College as "effective" along instructional methodology (3.82); "moderately adequate along instructional materials (2.81) and "effective" along physical facilities (3.70).

TABLE 4

Relationship Between the Level of Skills of the Masteral Graduates and the Level of Effectiveness of the Masteral Program

Level of Effectiveness of the Masteral Program	Level of Skills of Masteral Graduates		
	Conceptual Skills	Technical Skills	Human Relations Skills
Instructional Methodology	.716* high correlation	.609* moderate correlation	.948* very high correlation
Instructional Materials	.707* moderate correlation	.553 moderate correlation	.910* very high correlation
			.818*

| **Physical facilities** | .560* moderate correlation | .668* moderate correlation | high correlation |

Legend:
 * significant at .05 level

One of the major problems posted in this study is the relationship between the level of skills of the masteral graduates and the level of effectiveness of the masteral program.

To interpret the data gathered to this problem, the Pearson Product Moment Correlation coefficient was used in finding the degree of relationship. Table shows that the conceptual skills of the masteral graduates are "highly correlated" (r=.716) to the instructional methodology of the masteral program; "moderately correlated (r=7.07) to the instructional materials of the masteral program and "moderately correlated" (.560) to the physical facilities of the masteral program.

Moreover, the technical skills of the masteral graduates are found to be "moderately correlated" (.609) to the instructional methodology, instructional materials (.553) and to the physical facilities (.668) of the masteral program.

It could be deduced further from the table that the human relations skills of the masteral graduates is very highly correlated to instructional methodology (.948) and instructional materials (.910) and is highly correlated to physical facilities of the masteral program.

Based on the findings, the null hypothesis which states that there is no significant relationship between the respondents' level of skills and the masteral programs' level of effectiveness is rejected. The rejection of the null hypothesis is due to the fact that the computed r value is higher than the tabulated r value. Using Garret's interpretation, the level of conceptual, technical and human relation skills of the

masteral graduates are significantly related to the level of effectiveness of the masteral program.

TABLE 5

Difference between the Perceptions of the Masteral Graduates and the School Administrators

Skills Areas	Mean of Masteral Graduates	Mean of School Administrators	Mean Difference	Z-Value	Critical ratio
Conceptual Skills	3.1667	3.1167	0.05	0.095	1.96
Technical Skills	3.3167	3.3865	0.070	0.133	
Human Relations Skills	3.2667	3.2665	0.007	0.038	

The fifth problem posted in this study is on the significant difference between the perceptions of the school administrators and the masteral graduates on their level of conceptual, technical and human relations skills.

Table 5 reflects the summary measures (mean), mean differences and the Z values obtained from the research data as regards to the perceptions of the groups of respondents on the level of skills acquired by the masteral graduates.

Employing the Z test in determining the significant difference in the perceptions of the two groups, results show that the z values computed for conceptual skills (0.095), technical skills (0.133) and human relations skills (0.038) are very much lower than the critical ratio which is 1.96 at .05 level of significance.

At this juncture, the null hypothesis which states that there is no significant difference between the level of skills as perceived by the masteral graduates and the school administrators

is hereby accepted. The acceptance of the null hypothesis denotes that both groups of respondents have the same perceptions regarding the level of skills acquired by the masteral graduates.

CONCLUSION

1. The respondents before enrolment in the graduate school were Teacher 1, have low monthly income and were rated very satisfactory by their school administrators. After graduation they were promoted to Master Teachers, earned average monthly income and were rated outstanding by their school administrators.

2. The masteral graduates have high level of conceptual skills, technical skills and human relation skills as perceived by the respondents themselves and their school administrators.

3. The masteral program in the graduate school is effective.

4. The masteral graduates level of skills was enhanced by the effective graduate program in San Carlos College.

RECOMMENDATIONS

1. Teachers should enroll in the graduate school for professional development.

2. Administrators should encourage and motivate their teachers to pursue post graduate courses for professional growth.

3. The curricular program offered in san Carlos College Graduate School should be reviewed and further improved to enhance the level of effectiveness especially in terms of instructional materials.

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