

Career Trajectory of Graduates in the Doctor of Education Program: A Tracer Study from 2016-2021

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Abstract

This study investigates the impact of the Doctor of Education (EdD) program major in Education Management at the University of Mindanao Professional Schools on the career advancement of its graduates. A descriptive survey design was utilized to gather data from alumni who graduated between 2016 and 2021. An alumni tracer form was distributed to targeted respondents via registered email and social media accounts in 2023, eliciting responses from 21 graduates, representing one-third of the total graduates during the study period. The socio-demographic profile of respondents shows a predominance of female and married individuals around 40 years of age. While most are employed in Davao City, others work across various provinces in the Mindanao region. The primary motivation for enrolling in the EdD program was career advancement, with most respondents achieving promotion within a year of graduation. Key competencies developed through the program include management, leadership and mentoring, research, teaching, 21st-century skills, and lifelong learning. All respondents reported that the university's emphasis on professional practice and service excellence significantly influenced their current professional roles, with the EdD learning experience were highly applicable to their work. The findings demonstrate that embedding leadership and management training and core values like professional practice and service excellence into the educational management curriculum significantly enhances the graduates' career advancement and practical skills, thereby suggesting the need for sustained investments in these areas to optimize educational outcomes and inform policy refinements.

Keywords: doctor of education; tracer study; educational management; descriptive; career advancement; alumni perceptions; Philippines

1. Introduction

Tracer studies offer valuable insights into the relevance and effectiveness of post-graduate programs by tracking graduates' career paths, job performance, and further studies, helping institutions and policymakers improve program quality (Kutun & Demirtas-Zorbaz, 2018; Pekmez, 2021). While doctoral programs, aligned with the highest qualification levels in the Philippine and ASEAN Qualifications Framework (CHED, 2019; AQRF, 2020), are expected to develop resilient and adaptive leaders, existing tracer studies largely focused on undergraduates, leaving a gap in understanding the specific career outcomes and challenges faced by doctoral graduates in education.

Common feedback from such studies of doctoral graduates from various countries highlight issues of limited funding, poor data systems, and a mismatch between skills and job market needs (Bakare & Owoyemi, 2020) emphasizing the need for a more targeted and comprehensive research on doctoral education to assess its long-term impact on career and societal contributions (Karadeniz & Ergun, 2018; Sari, 2019). If this research gap remains unaddressed, policymakers, key decision-makers, and stakeholders will face significant challenges in ensuring the efficacy and relevance of post-graduate programs. Conducting a tracer study for doctoral education graduates is crucial as it provides comprehensive and up-to-date data regarding their educational experiences and career outcomes. With the continuous evolution and specialization of higher education, understanding the impact of post-graduate programs on graduates' professional growth and their

ability to meet the dynamic demands of the job market is essential (McCowan, 2018). By analyzing the effectiveness, relevance, and outcomes of post-graduate education, this research empowers policymakers and educational institutions to make informed decisions regarding program design, curriculum development, and the provision of support services (Lee & Lee, 2019). Addressing this gap will help align post-graduate education with the needs of students and the labor market, thereby contributing to both individual and societal progress.

The main objective of this study is to conduct a comprehensive tracer study on post-graduate students to characterize their educational experiences, career outcomes, and the influence of the EdD program on their professional development and lifelong learning. Specifically, the study aims to achieve the following: First, to describe the profile of EdD graduates from 2016 to 2021, including their socio-demographic characteristics, reasons for remaining in their current jobs, professional rank or position after completing the EdD, their places of employment, and the length of time it took before they received their first promotion. Second, to explore graduates' experiences in professional development and career advancement, focusing on their promotion status, the improvement in their knowledge, skills, and values, and their engagement in professional activities following the completion of the EdD degree (Smith, 2020).

By investigating these areas, this study will provide valuable insights into the outcomes of post-graduate education and contribute to the ongoing refinement of doctoral programs (Jackson & Taylor, 2017).

2. Literature Review

Tracer studies have emerged as valuable methods for assessing the results of post-graduate education programs. Despite their importance, there remains a research void for graduates of a doctoral program in education as a focus of tracer studies. Existing work has concentrated chiefly on undergraduate tracer studies, leaving a limited grasp of post-graduate students' specific problems, experiences, and results (Karadeniz & Ergun, 2018). Furthermore, comprehensive research is scarce investigating the long-term effects of post-graduate education on graduates' employment, career growth, and societal contributions. A tracer study would examine the outputs and outcomes of implementing a doctorate program in education if, indeed, it has successfully equipped future school leaders with the desired skills or competencies that make them resilient and adaptive to dynamic and even disruptive changes impacting the Philippine education sector (Sumande et al., 2022).

This study is anchored on the Career Construction Theory (CCT) by Savickas (1997), which posits that individuals actively shape their careers through meaning-making processes, emphasizing autonomy, narrative identity, and adaptability in response to evolving life circumstances. Complementing this is Becker's Human Capital Theory (as cited in Chiappori & Lewbel, 2015), which supports the notion that investments in education enhance one's skills and productivity, thereby improving employment outcomes—a concept particularly relevant to tracer studies that assess the career trajectories of post-graduate students. Additionally, the Social Cognitive Career Theory (SCCT) by Lent, Brown, and Hackett (2002) underscores the interaction between personal factors (e.g., self-efficacy and career goals) and environmental influences, explaining how doctoral students in the UM Professional Schools pursue advanced training due to both internal motivation and the presence of an enabling academic environment.

Several studies have explored the career outcomes of doctoral and post-graduate programs, particularly for educators and professionals in various fields. For instance, Bueno (2023) investigated the employment trajectories of engineering post-graduate students and found that those who participated in industry-specific internships achieved higher job placement rates and were more likely to secure roles aligned with their fields of study. This underscores the value of integrating practical experiences and industry engagement into post-graduate education to improve employment prospects. Similarly, Kunal and John (2023) examined factors influencing students' decisions to pursue further education or enter the workforce. Their

study highlighted the significant impact of financial considerations, such as loan obligations and scholarship availability, as well as perceptions of the return on investment in terms of career advancement and income potential.

Further supporting the long-term value of post-graduate education, Chen et al. (2020) conducted a tracer study demonstrating that individuals with advanced degrees experienced greater professional mobility and higher income levels compared to those with only undergraduate qualifications. Their findings reinforce the importance of continuous learning for sustained career success. Additionally, Nachiyunde et al. (2024) emphasized the effectiveness of structured career development programs—such as mentorship, career counseling, and networking opportunities—which were found to significantly boost students' career preparedness and satisfaction. Complementing this, Liu et al. (2022) explored the impact of industry partnerships in curriculum development and delivery. Their findings revealed that post-graduate programs with strong industry linkages were more likely to produce graduates equipped with the practical skills and competencies required by employers, underscoring the necessity of fostering industry-academic collaborations to enhance graduate employability.

This study holds global and social significance by providing insights into how post-graduate education prepares individuals for evolving academic and professional demands. Aligned with SDG 4, particularly Target 4.3, it supports equitable access to quality tertiary education. The findings can guide policymakers and institutions in improving curricula, support services, and career development initiatives to enhance graduate employability and societal contributions. Additionally, it opens avenues for future research on long-term outcomes, educational interventions, and cultural factors influencing post-graduate success.

3. Methodology

Participants of the study were 21 post-graduate students enrolled in a Doctor in Education (EdD) program offered by a large private university located in Mindanao Philippines from school years 2016-2021. This research yielded a sample size of 30.8% of the total 68 graduates in five school years. The graduates were invited to respond to the Alumni Tracer Survey form via their university registered email account with follow-ups through social media accounts. Said survey form adapted the prescribed alumni survey instrument from the Commission on Higher Education which included items on personal, educational, employment information, and program educational objectives of the Doctor of Education program offered by the university. Five experts reviewed the survey items for validity and a reliability test yielded a Cronbach value of 0.83, signifying the tool is appropriate for its intended purpose.

4. Result and Discussion

4.1 Profile of the EDD graduates from 2016 to 2021

Table 1. Socio-Demographic Profile of EdD Graduates

Profile Variable	Frequenc y	%
Sex		
Male	7	38 %
Female	14	62 %
Civil Status		

Single	14	67 %
Married	6	29 %
Solo Parent	1	4%
Year Graduated		
2020-2021	9	13 %
2019-2020	10	15 %
2018-2019	28	41 %
2017-2018	2	3%
2016-2017	19	28 %

The socio-demographic characteristics of Doctor of Education (EdD) program graduates from the University of Mindanao are summarized in Table 1, presenting data on sex, civil status, and graduation year. The table reveals that most (62%) of all graduates are female, indicating a greater inclination among women to pursue advanced degrees in education. Conversely, 38% of the graduates are male.

A significant portion of the graduates (67%) are unmarried, contrasting with the 29% who are married, and a few (4%) identify as single parents. This distribution suggests that many individuals might choose to prioritize educational advancement over marital commitments. This trend aligns with findings from Patel and Singh (2021), who noted that higher education levels are increasingly pursued by individuals delaying other life milestones, such as marriage.

The interpretation of these data suggests that a more significant proportion of women than men enroll in the EdD program. It also indicates that many graduates are unmarried, suggesting they pursued their education without the additional responsibilities of marriage and family. The variable distribution of graduates across years reflects the program's enrollment patterns and emphasizes the need to consider longitudinal data when analyzing the outcomes of the EdD program. Additionally, the data depict the number of graduates from each academic year. From this data, it can be observed that the number of graduates varied across different academic years. The highest number of graduates was recorded in the academic year 2018-2019, with 28 individuals, while the lowest number of graduates was recorded in 2017-2018, with only two individuals.

Understanding these variations in graduation numbers can have implications for educational institutions and policymakers. It may prompt further investigation into the factors influencing graduation rates, such as curriculum effectiveness, student support services, or external circumstances. Identifying and addressing barriers to graduation can improve overall academic outcomes and ensure higher success rates for future cohorts. Additionally, analyzing the patterns in graduation data can inform resource allocation and program planning to support better students' journey toward completing their studies.

The higher proportion of female graduates in the EdD program mirrors broader educational trends where women progressively dominate higher education enrollments (Thompson & Samuels-Lee, 2020). The finding that many graduates are unmarried may reflect a broader social shift where professional development is often placed before marriage, especially among women in academia (Kumar & Lorenzo, 2022). This could also indicate a socio-cultural trend within the region, where educational attainment is prioritized, or it might suggest that unmarried students can accommodate the rigorous demands of a doctoral education. This is further supported by the demographic patterns observed in other graduate programs across Asia and the West,

suggesting a universal shift in personal and professional priorities (Thompson & Samuels-Lee, 2020).

Table 2. Rank/Position after finishing EdD

Position	Frequency
Master Teacher 1	6
Master Teacher 3	3
Head Teacher 1	2
Head Teacher 3	2
College Professor 1	2
College Professor 2	1
Associate Professor 2	1
Asst.School Division Superintendent	1
Division Testing Coordinator	1
Supervisor	1
Assistant Vice President	1

Table 2 reveals significant insights into the career paths of graduates from the Doctor of Education (EdD) program within the Davao Region. Among the top three leadership positions attained by EdD graduates, Master Teacher 1 emerges as the most frequently attained leadership position with a frequency of 6, indicating their essential role in driving educational excellence and mentoring fellow educators. Following closely behind, Master Teacher 3 is the second most common leadership position attained with a frequency of 3, positioning them as catalysts for innovation and change within educational institutions. Additionally, Head Teacher 1 ranks third among the top leadership positions attained with a frequency of 2 to assume administrative responsibilities and contribute to improving school leadership practices.

The result shows the various ranks or positions attained by the graduates after finishing their doctoral degree. The findings are consistent with prior studies on the career outcomes of EdD graduates and their development in the education industry. The results confirmed the argument of Johnson et al. (2019) that the career paths of EdD graduates from educational leadership programs progress to master teachers, college professors, and educational administrators. Also, the finding resonates with the study of Pannell and McBrayer (2020), who investigated the impact of EdD programs on career advancement in the education sector. Their findings revealed that EdD graduates are more likely to assume higher leadership positions, such as Assistant Schools Division Superintendent and Assistant Vice President for Human Resource Development. These findings are consistent with the positions mentioned in Table 1.2, where individuals also obtained ranks like "Assistant Schools Division Superintendent" and "Assistant Vice President."

Table 3 Place of Work

Industry	Place of Work
	Local
Private	5
Government	16
Total	21

Table 3 shows where Doctor of Education (EdD) graduates work by industry and location. All graduates work in government or private enterprises. Five of the 21 graduates work in the private education sector, while 16 work in the public-school sector. None of the respondents are employed outside the Mindanao region or the country. According to the data, most EdD graduates work in the government sector, showing a desire or potential for career pathways in educational institutions, government agencies, or associated organizations. The lack of representation in the private sector might be attributed to several variables, including the design of the EdD program, which may more closely correlate with tasks and responsibilities in the public sector.

This information has two ramifications. It emphasizes EdD graduates' potential influence and effect inside the government sector, notably in educational institutions and policy-making bodies. These graduates may use their advanced knowledge, skills, and experience to help enhance education quality and achieve positive change in the public school system. Recent studies have examined the factors influencing doctoral graduates' employment decisions, particularly their preference for working within their local communities. For example, the Council of Graduate Schools' 2019 PhD Career Pathways Project Student Survey found that first-generation doctoral students often prioritize job opportunities that enable them to stay close to their communities and that family responsibilities and established support networks were key considerations in their employment choices (Mitic, 2022).

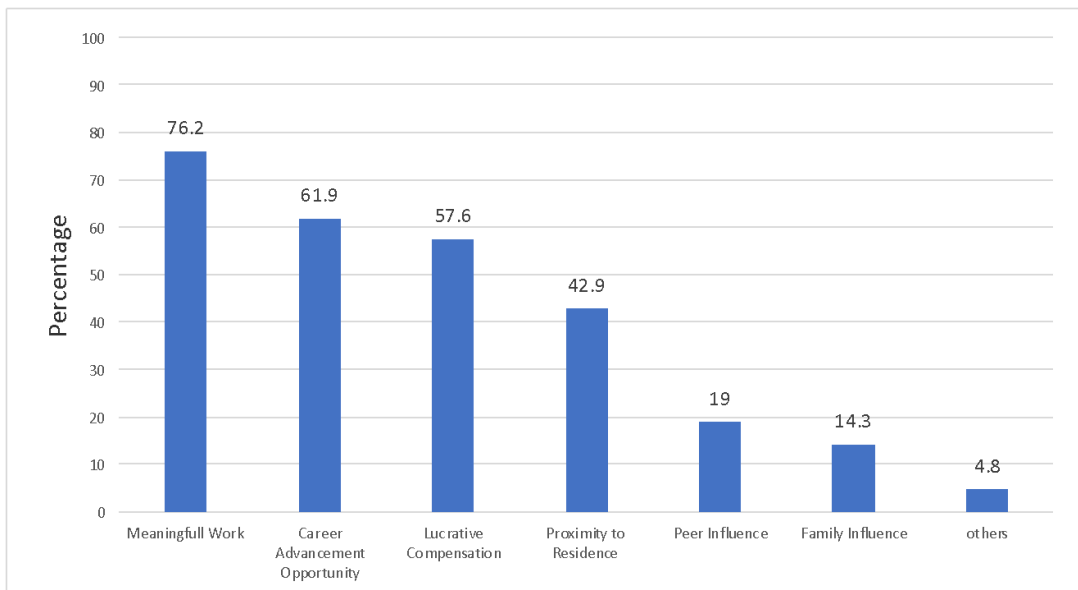


Figure 1 Reasons for Staying on the Present Job

Figure 1 offers valuable insights into the factors influencing individuals' decision to remain employed. The frequencies in the graph represent the number of respondents who cited each reason. Out of the mentioned rationales, the most prevalent one was "meaningful work," which was chosen by 16 participants. This finding suggests that individuals place great importance on experiencing a sense of purpose and satisfaction in their professional endeavors. It underscores the significance of engaging in meaningful tasks and contributing to a broader cause as key determinants of job contentment and dedication to their current role.

This preference indicates a significant emphasis on finding purpose and fulfillment in one's career, suggesting that engaging in significant work contributing to a larger cause is a critical driver of job satisfaction and commitment (Johnson & Lee, 2022; Thompson et al., 2020). The importance of meaningful

work in fostering employee retention and satisfaction is well-documented, highlighting its role in enhancing personal well-being and organizational loyalty (Smith & Davis, 2021; Garcia & Fernandez, 2020).

Table 4 Length of Time Before the First Promotion

Year	Percentage
Within 1 year after graduation	52.9%
Within 2 years after graduation	29.5%
Within 4 years after graduation	17.6%
Total	100%

The data presented in Table 4 details the promotion timeline for Doctor of Education (EdD) degree graduates, highlighting the proportion of graduates who were promoted to a higher rank or position after completing their degree within specific time frames. According to the statistics, 52.9% of graduates were promoted within one year of graduation, 29.5% achieved promotion within two years, and 17.6% advanced to a higher level within four years post-graduation. These statistics underscore the EdD program's effectiveness in fostering career progression and equipping graduates with the requisite skills and competencies for upward mobility in the education sector (Harrison & Newman, 2022).

The substantial rate of promotions within the first year post-graduation demonstrates that the EdD program adeptly prepares graduates with the skills, knowledge, and expertise employers seek in educational leadership positions (Carter & Walters, 2021). This swift career advancement signifies the program's capacity to prepare graduates for immediate impact and success in their professional endeavors. Additionally, the continued promotions beyond the first year underscore the EdD degree's long-term value and sustained influence in supporting professional growth (Tillman & Pruitt, 2020; Genova et al., 2023).

4.2 Experience in Professional Development and Career Advancement

Table 5 Promotion of the Graduates

Rank/Position Before Enrolling EDD	Rank/Position After Finishing EDD	Frequenc y	Level Increased
Teacher I	Teacher III	1	2
Teacher 1	Master teacher 1	2	9
Teacher III	Master Teacher 1	5	7
Teacher III	Head Teacher 1	1	1
Teacher III	Head Teacher III	1	6
Teacher III	College Professor 1	1	1
Master Teacher I	Master Teacher III	1	2
Master Teacher I	Master Teacher 1	1	0
Master Teacher I	Division Testing Coordinator	1	1
Head Teacher II	Head Teacher III	1	1
Principal III	Supervisor	1	2
Associate Professor 1	College Professor 2	1	5

Associate Professor 2	College Professor 1	2	3
Director	Assistant Vice President	1	4
Education Program Supervisor	Assist. Schools Division Superintendent	1	3

Table 5, Promotion of Graduates, illustrates the transition of individuals from their rank or position before enrolling in the EDD program to their rank or position after completing the program. The data showcases doctoral graduates' professional growth and advancement along a structured career pathway typically practiced in the education sector (Al-Mahdy & Alazmi (2023). The results thus demonstrate that the EDD program has aided graduates' upward career mobility, allowing them to advance to higher-ranking positions in the education industry. For example, individuals who previously held positions such as Associate Professor 1, Teacher I, Teacher III, Head Teacher II, Principal III, and School Director have progressed to more advanced positions such as College Professor, Technical Assistant, School in charge, Master Teacher, Assistant Schools Division Superintendent, Division Testing Coordinator, Supervisor, and Assistant Vice President.

The implications of these data are considerable. The graduates' career advancement demonstrates their personal and professional development, greater employment chances, and increased knowledge in their chosen industries. It also implies that the EDD program has aided in creating educational leaders and specialists capable of effecting good changes in teaching and learning methods, policies, and overall educational outcomes.

This progression underscores the EdD program's pivotal role in equipping graduates with the essential knowledge, skills, and competencies to excel and assume leadership roles in their respective fields. The data highlights the program's effectiveness in fostering career growth and its ability to prepare students for expanded responsibilities. For instance, graduates stepping into roles such as Master Teacher and Division Testing Coordinator suggest a significant enhancement in their leadership capabilities and technical expertise, which is critical for navigating complex educational environments (Gentova et al., 2023).

Moreover, the diversity in the educational backgrounds and initial positions of the program participants indicates the EdD program's broad appeal across various professional spectra within education. This appeal reflects the program's capacity to meet the needs of professionals seeking to elevate their careers, irrespective of their starting point, by providing tailored learning pathways and development opportunities (Sarrico, 2022).

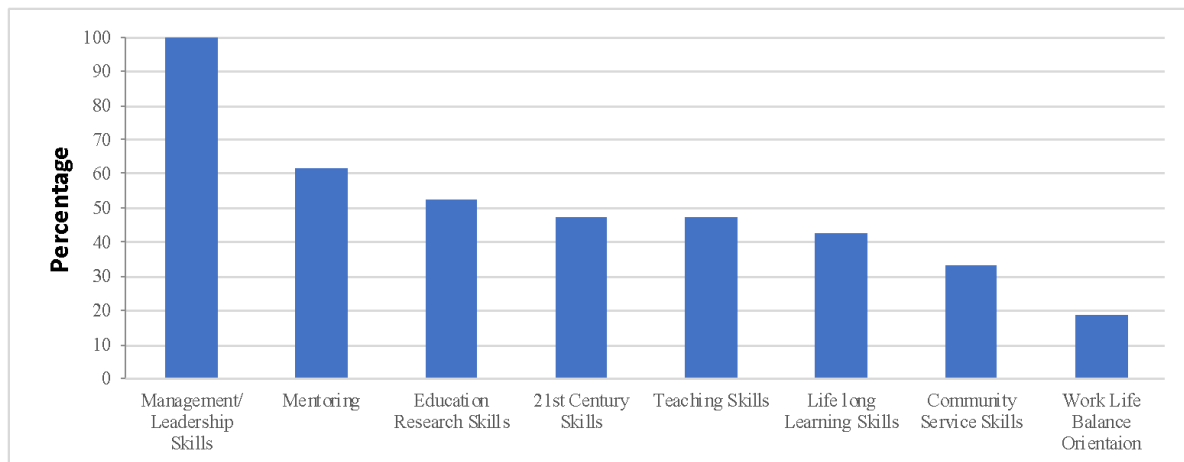


Figure 2 Improvement in Knowledge, Skills, and Values

Figure 2 depicts the competencies participants improved due to their learning experiences in the Doctor of Education (EdD) program and their assessed usefulness in their careers. According to the study, management and leadership abilities were judged as the most helpful, with all participants (100%) recognizing their importance. This shows that the EdD program efficiently prepares graduates for management and leadership responsibilities in their respective professions.

Additionally, mentoring skills received a high recognition percentage, with 61.90% of participants acknowledging their usefulness. This highlights the importance of mentorship in the EdD program and its impact on participants' abilities to guide and support others in their professional development. Education research skills were also recognized by a significant number of participants (52.40%), indicating the value placed on research competencies within the EdD program. These skills enable individuals to engage in evidence-based practices, contribute to educational research, and make informed decisions in their roles.

Teaching skills and 21st-century skills were found to be helpful by nearly half of the participants (47.60% each). This emphasizes the importance of pedagogical expertise and the ability to adapt to the changing demands of the 21st-century educational landscape. Furthermore, life-long learning skills and community service skills were recognized by 42.90% and 33.30% of participants, respectively. These competencies reflect the commitment to continuous professional development and the value of contributing to the community through educational service. Work-life balance orientation received the lowest percentage of recognition (19%), indicating that participants may perceive this competency as less applicable or relevant to their current roles.

The data suggest that the EdD program effectively develops a diverse range of competencies perceived as highly useful by participants in their professional contexts. The emphasis on management, leadership, mentoring, and education research skills aligns with the program's objectives to prepare EdD graduates to be effective educational leaders and agents of change. This underscores the EdD program's efficacy in preparing graduates for management and leadership roles within their respective fields, enhancing participants' ability to guide and support others, and enabling engagement in evidence-based practices (Thompson & Johnson, 2021; Czerniawski, 2022; Richards & Smith, 2022; Anderson & Liu, 2020).

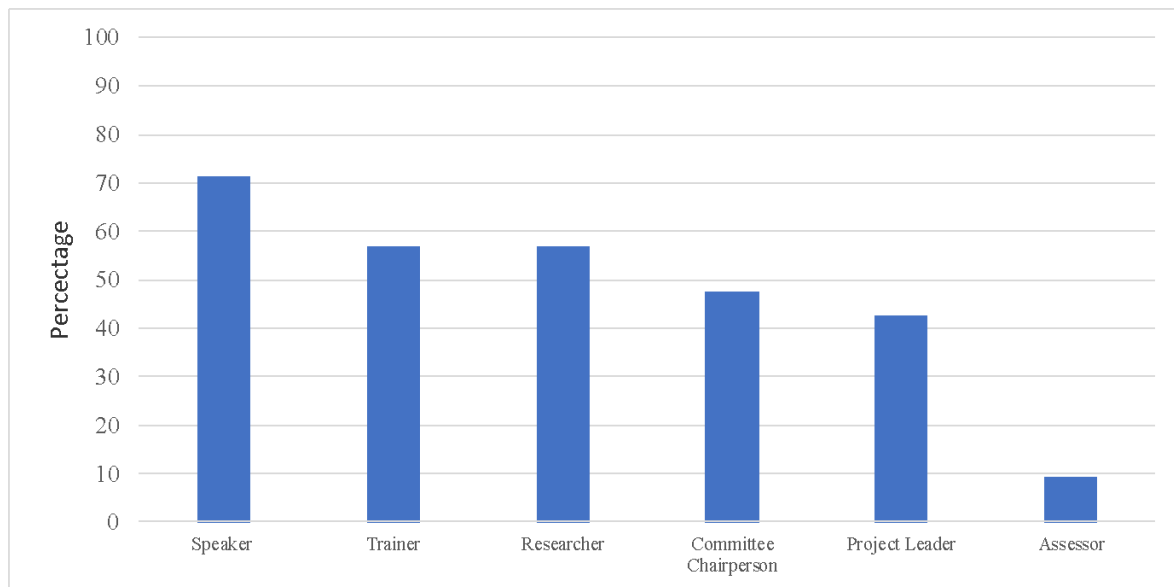


Figure 3 Professional Engagements after Earning an EdD Degree

Invitations as a resource speaker grew more common for seven out of ten respondents (71.4%), followed by invitations as a trainer and researcher (57.4% each). Following this are positions as project leaders (42.9%) and committee chairs (47.6%). However, two respondents (9.5%) disclosed their experience as accrediting agency assessors. Figure 3 illustrates the effectiveness of the EdD program in creating professional engagement opportunities for alums to share their learned abilities with other practitioners in the sector.

The increasing emphasis on doctoral-level education in the knowledge economy and the need for a highly skilled labor force underscore the significant role that EdD graduates play. The higher likelihood of being asked for numerous professional engagements reflects the public's perception of EdD graduates as leaders in thought and action, equipped to enhance current practices in the education sector. This recognition of doctoral graduates as key contributors to innovation and leadership is supported by recent studies showing that advanced education leads to greater involvement in professional networks and community leadership roles (Patel & Wang, 2021; Gomez & Tran, 2022).

5. CONCLUSION AND RECOMMENDATION

The findings of this study on the EdD program reveal key patterns and insights. The program enrolls a higher number of women than men, with a greater proportion of single individuals compared to married ones, and the enrollment trends fluctuate annually. Graduates of the EdD program are equipped with a broad range of leadership responsibilities, and most are employed in the Davao Region, primarily within the public-school sector. The preference for leadership positions within the public education system highlights the program's ability to prepare its graduates for high-level roles, as a doctorate is known to provide more extensive leadership and engagement opportunities.

Based on the findings and study limitations, several recommendations are offered. First, to ensure that EdD alumni remain satisfied and retained in their positions, institutions should focus on creating meaningful work environments, offering career progression opportunities, and providing competitive salaries. Schools and universities should introduce policies that attract and retain highly skilled EdD graduates by

offering incentives for leadership roles that promote excellence in both public and private education systems. Additionally, efforts should be made to enhance the EdD curriculum's effectiveness in preparing graduates for leadership roles and change-agent positions within the education sector.

Furthermore, it is recommended that married students, particularly women, be provided with a more supportive learning environment in the EdD program to improve completion rates. A similar approach can be applied to male students to increase enrollment, retention, and graduation rates. To attract and retain future students, post-graduate institutions should continue promoting the program's practical and career-enhancing elements. Future research should focus on mixed-method or longitudinal studies to track the career development of EdD graduates, offering insights into the program's long-term impact and its role in advancing educational leadership in the Davao Region and beyond.

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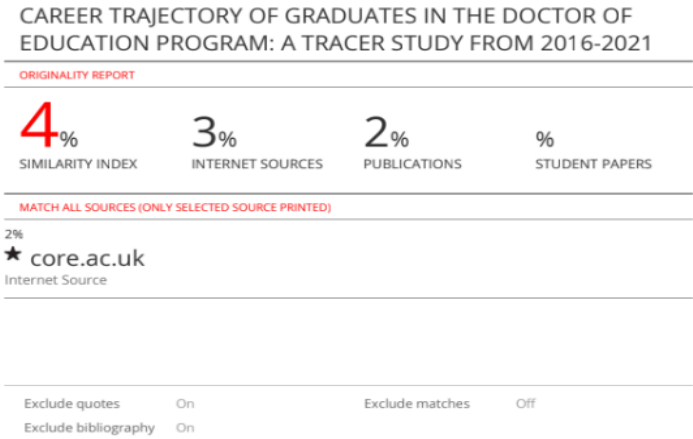
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Appendix A. Plagiarism Check



Appendix B. Grammarly Check

Report: FULL PAPER_April 1 2025 for grammarly

FULL PAPER_April 1 2025 for grammarly

by Elleine Rose Oliva

General metrics

40,681	5,725	410	22 min 54 sec	44 min 2 sec
characters	words	sentences	reading time	speaking time

Writing Issues

 No issues found

Plagiarism

This text hasn't been checked for plagiarism

PROFESSIONAL SCHOOLS ALUMNI TRACER STUDY

Dr. Michelle Yap Acledan, Researcher

Dr. Elleine Rose A. Oliva, Researcher

Dear EdD Graduate,

Greetings!

We are conducting an Alumni Tracer Study (ATS) for UM Professional Schools to update our database which will be used to determine UM graduates' employability and career mobility as well as help us in improving the Professional Schools Program offering and services.

Please answer as accurately and as honestly as possible by choosing responses that best fit your personal perspectives and/or experiences. Rest assured that any information you will provide will be treated with anonymity and strict confidentiality.

Thank you for your kind cooperation.

Date Accomplished (MM/DD/YY): _____

PERSONAL INFORMATION

1. Contact/mobile Number: _____
2. Email address: _____
3. Current Address: _____
4. Permanent Home Address: _____
5. Business Address (if any): _____
6. Civil Status: () Single () Married () widow/widower () separated () Solo Parent
7. Gender: () Male () Female Others: _____
8. Age
☐ 20's ☐ 40's ☐ 60's
☐ 30's ☐ 50's
9. Year graduated from UM Professional Schools (Drop down arrow)
☐ SY 2018-2017 ☐ SY 2019 - 2020 ☐ SY 2022 - 2023
☐ SY 2017-2018 ☐ SY 2020 - 2021 ☐ SY 2023 - 2024
☐ SY 2018-2019 ☐ SY 2021 - 2022 ☐ SY 2025 - 2026
10. What motivated you to enroll in the professional schools? (Drop down arrow)
☐ career promotion ☐ increase in salary
☐ competency/ skill enhancement ☐ make use of free time
☐ network with fellow practitioners ☐ encouragement from relatives and friends
☐ self-actualization/ Fulfilment
☐ others, please specify _____

PRESENT EMPLOYMENT

Are you presently employed?

- ☐ yes
- ☐ no
- ☐ self-employed

If yes, what is your employment status?

- ☐ regular or permanent
- ☐ contractual
- ☐ probationary
- ☐ temporary/ fixed period/ project-based
- ☐ consultant
- ☐ self-employed, pls. describe your work _____

Previous Designation: _____ Date: _____ to _____

Present Designation: _____

Position and/or rank at work:

- ☐ rank & file
- ☐ middle management
- ☐ top management
- ☐ owner

Is your present job related to the program you took in the Professional Schools?

- ☐ yes
- ☐ no

LOCATION OF EMPLOYMENT

Place of present work

- ☐ within Davao region
- ☐ within Mindanao region
- ☐ national
- ☐ international

Industry or sector of present employment

- ☐ private
- ☐ public
- ☐ NGO
- ☐ business owner

Others, please specify: _____

REASONS FOR STAYING ON PRESENT JOB

What are your reason(s) for staying in your job? You may check (/) more than one answer.

- ☐ lucrative compensation
- ☐ career advancement opportunities
- ☐ proximity to residence
- ☐ meaningful work

- ☐ peer influence ☐ family Influence
☐ other reason(s), please specify: _____

COMPETENCIES ACQUIRED

What competencies learned in the Professional Schools did you find most useful in your job? You may mark more than one answer.

- ☐ teaching skills ☐ community service skills
☐ management/leadership skills ☐ work-life balance orientation
☐ mentoring skills ☐ 21'st century skills
☐ education research skills ☐ others, pls. specify _____
☐ life-long learning skills

MOBILITY OF THE GRADUATES

After finishing the PROGRAM, were you promoted in your position?

- ☐ Yes ☐ No

Pls. specify current position: _____

What position rank are you now occupying?

- ☐ Top Management
☐ Middle Management
☐ others, please specify _____

PROMOTION

After finishing your graduate program, were you promoted in your position?

- ☐ Yes ☐ No

If yes, how many years after finishing PROGRAM, were you promoted to a higher rank/position?

- ☐ within 1 year from graduation
☐ within 2 years from graduation
☐ within 3 years from graduation
☐ within 4 years from graduation
☐ within 5 or more years from graduation

If yes, what position and rank did you have?

- ☐ rank & file
☐ middle management
☐ top management

Please specify rank/position before graduation _____

Please specify rank/position after graduation _____

If NO, what do you think were the reason/s: _____

IMPROVEMENT OF KNOWLEDGE, SKILLS & VALUES

Which UM Core values influenced you in your present job? (Rank 1-4, where 1 is the highest)

- ☐ Excellence in professional practice and service
☐ Innovation at workplace/ professional practice
☐ Honesty and Integrity in professional service
☐ Teamwork with fellow employees

2.3 PROFESSIONAL REPUTATION/PRESTIGE/ENGAGEMENT

Which other professional engagements did you experience more after earning your graduate degree? You may mark more than one answer.

- ☐ Trainer ☐ Assessor
☐ Speaker ☐ Project leader
☐ Researcher
☐ Consultant

Others please specify _____

Do you engage in volunteer work? ☐ Yes ☐ No

If yes, kindly indicate the details below:

Volunteer Work Activity	Date/place	Organization
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Do you engage in research work? ☐ Yes ☐ No

If yes, kindly indicate the details below:

Research	Date /Place	Role	Organization
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Membership to Organizations

Name of organization	Position and Year of membership
_____	_____
_____	_____
_____	_____

Were you able to receive awards after graduate school education? ☐ Yes ☐ No

Title of Awards	Received/Year received	Organization

Will you recommend UM Professional Schools to potential enrollees of the program?
☐ Yes ☐ No

If NO, why?

Kindly write your suggestions to improve the educational quality in the Professional Schools.

Thank you so much for taking the time to answer this questionnaire.