



# COMPETENCIES, SKILLS AND VALUES OF MASTER GRADUATE STUDENTS TOWARDS THE EMPLOYABILITY AND PROMOTION OF GRADUATES

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## Abstract

This study determined the influence of Competencies, Skills, and Values (CSV) on the perceived benefits of Graduates of Master of Arts in Education (MAEd) programs in Naga College Foundation, Inc. (NCF) – School of Graduate Studies (GS) from Class 2017–2018 to Class 2023–2024. Specifically, it determined the following questions: (1) the competencies and skills developed by the MAEd Graduates of Naga College Foundation, Inc. along communication skills; human relations skills; problem-solving skills; information technology skills; critical thinking skills; and research; (2) the perceived values developed by the MAEd Graduates of Naga College Foundation, Inc. in terms of quality, excellence, service, and truth; (3) the perceived benefits gained by the MAEd graduates in terms of students' employability and promotion; (4) the relationship between the competencies, skills, and values (CSV) and the perceived benefits in terms of employability and promotion of Graduates of NCF; (5) the extent of influence of competencies, skills, and values (CSV) on the perceived benefits in terms of employability and promotion of Graduates of NCF; and (6) the employability program proposed for MAEd students based on the results of the study.

The study utilized descriptive-correlational methods. The respondents of the study were the 50 graduates of Masteral degree from different majors from school year 2017–2024. The study utilized a researcher-made questionnaire, and the data gathered were treated using Weighted Mean, Pearson product-moment correlation coefficient, and Coefficient of Determination.

The major findings were: (1) the competencies and skills developed by the graduates along communication was 3.55, human relations (WM=3.82), problem solving (WM=3.64), information technology (WM=3.64), critical thinking (WM=3.58), research (WM=3.45) and an overall weighted mean was 3.612; (2) the perceived values in terms of quality got a WM=3.73, excellence (WM=3.68), service (WM=3.70), truth (WM=3.68) and an overall WM of 3.70; (3) the status of the MAEd Graduate along employment opportunities got a WM of 3.86 while on promotion got an AWM of 3.84; (4) data revealed that competencies, skills, and values of MAEd graduates show low to high positive correlations with promotion and employment, with r-values ranging from 0.26 to 0.70 and p-values from 0.00 to 0.04, indicating statistically significant relationships across most variables; (5) most competencies and values have very weak influence on promotion and employment ( $r^2 = 6.76\%–17.64\%$ ), except for Critical Thinking, which shows a notably higher influence ( $r = 0.67–0.70$ ,  $r^2 = 44.89\%–49\%$ ); and (6) NCF's MAEd program proposes to effectively equip graduates with key skills and values that contribute to strong employment outcomes and career advancement.

The major conclusions were: (1) the MAEd graduates from NCF have developed strong competencies in human relations, problem-solving, and information technology; (2) the perceived values, including quality, excellence, service, and truth were also highly rated; (3) the status of MAEd graduates from NCF showed positive outcomes in both employment opportunities and promotion and are generally well-positioned in the job market and have favorable prospects for career advancement; (4) results confirmed that competencies like critical thinking and problem solving, along with values such as truth, service, and quality, are significantly related to better promotion and employment prospects for MAEd graduates; (5) critical thinking is the only competency with a substantial impact on both promotion and employment, while other skills and values show limited influence; and (6) continued enhancement of skills development, value integration, and career support services will sustain and further strengthen the success of MAEd graduates in the job market.

**Keywords:** Competencies, Skills and Values, Employability and Promotion of Master Graduates Studies

## Introduction

Education is a field that deals with many methods of teaching and learning in schools. Education is important to every person. It uplifts the lives of an individual and is the most valued resource by the Filipinos. Education aims to give instruction and supervise the practice of a particular field especially in the development and mastery of skills or trade, and in the practice of one's profession. It also aims to develop a person mentally, morally, or aesthetically especially by instruction to pursue, to believe, or to act in a desired way. However, many often fail to meet such objectives because the institution fails to provide higher level of learning and people fails to meet the higher level of job satisfaction because they are incompetent. The teachers' performance and achievements show how they were prepared for the job. Individual academic achievement is important to the graduates because it measures how well

the school has prepared them for employment and promotion. One indicator of institutional success is the employment and promotion of its graduates.

Education is widely regarded as a crucial tool for escaping poverty, not only in the Philippines but in most parts of the world. It provides individuals with the opportunity to contribute financially to their families and societies, and helps to develop problem-solving skills, securing higher income, and creating employment opportunities. Education also brings about numerous benefits, including improved economies, prosperous and happy lives for individuals and their families, community development, and empowerment, among others. The value of education in national development is enshrined in the Philippine Constitution, which gives priority to education, science and technology, arts, culture, and sports (Manzano-Sánchez, 2023).

In the highly competitive job market, particularly within the teaching profession, ensuring the promotion of graduates from post baccalaureate education has become the top priority for Teacher Education Institutions (TEIs). This is especially true in countries like the Philippines, wherein there is a massive number of post baccalaureate graduates from different universities, with 3,495,688 graduates and Teacher Training from 2016 to 2020, (CHED, 2021). One of the key indicators of a university's effectiveness in educating professionals for the workforce is its capacity to generate competent and readily promotable graduates. This was emphasized in the study conducted by Caingcoy et al. (2020), Higher Education Institutions (HEIs) should produce graduates who are highly skilled and competitive but also consistently embrace new and innovative methods and teaching strategies to guarantee their successful transition into employment and promotion, as highlighted by Aclan et al. (2018). This twofold responsibility highlights the significant role that TEIs play in shaping job employment and promotion for rapidly changing and challenging environment.

Thus, this study determined the career success of the Master of Arts of Education (MAEd) Program graduates at the Naga College Foundation, Inc. (NCF) –from Class 2017 - 2018 to Class 2023-2024. The objective of this study was to provide insights into employment and promotion status and the skills, competencies and values of NCF Graduate . This research aimed to offer valuable recommendations for acing promotion and addressing any existing issue by analyzing the personal profiles, employment profiles, and the skill, competencies and perceived values by the graduates in employment and promotion.

### **Competency, Skills, and Values**

Developing relevant competencies, skills, and values is crucial in preparing individuals for meaningful participation in the workforce. Graduates must be equipped not only with technical knowledge but also with values and attitudes that promote productivity, efficiency, and effectiveness in the workplace. As global economies continue to evolve due to economic, social, and technological changes, individuals must continuously update their skills and knowledge to remain relevant in a knowledge-based society. Education and training play a pivotal role in personal development, increasing productivity, raising income levels, and enabling full participation in social and economic life. These elements are grounded in the Human Capital Theory, which posits that the more education a person

receives, the more competent, effective, and productive they become, thereby increasing their chances of employment and promotion (Fleisher & Kinsmen, 1994 as cited by Ross, 2013; Cataneo, 2002). Relevant and responsive curricula, competent faculty, and adequate educational facilities contribute to developing the skills, values, and attitudes needed to adapt to life's complexities, particularly among post-graduate students (Cataneo, 2002). This idea is reinforced by the Asian Development Bank (ADB, 2019, as cited by Manzano, 2023), which recommends aligning education and training with industry needs, strengthening labor market information systems, and improving access to financing for small and medium-sized enterprises as strategies to enhance graduate employability. These competencies and values align directly with the Sustainable Development Goals, especially SDG 4 (Quality Education), which emphasizes inclusive and equitable education and lifelong learning; SDG 8 (Decent Work and Economic Growth), which promotes productive employment and decent work for all; and SDG 1 (No Poverty), which highlights education and skills development as tools for eradicating poverty and improving quality of life.

### **Promotion and Employment**

Employment and promotion are influenced by a range of interrelated factors including age, educational background, institutional reputation, and socio-economic context. Promotion, in particular, significantly impacts an individual's lifestyle and overall well-being. Research shows that age and educational attainment are key determinants of promotion, with older employees generally earning higher salaries due to accumulated job experience and higher qualifications (San Jose, 2003). Additionally, the type of school attended has a bearing on employability and promotion opportunities; those who graduated from high-tuition schools often enjoy advantages over peers from lower-tuition institutions, despite having similar innate abilities (Dumlao, 1994 as cited by San Jose, 2003). Employability is also shaped by household responsibilities, sense of accountability, and life stage—factors that increase with age and can influence job performance and promotion potential (Neubeck as cited in San Jose, 2002; Dumalo et al., 2003). In a comparative study of employment conditions in urban and rural areas of Camarines Sur, variables such as household dependents, household size, age, and type of school graduated were found to significantly relate to employability (San Jose, 2002). The Human Capital Theory underpins these findings by asserting that education is an investment yielding future returns in the form of better employment prospects and career advancement. Graduates with more education and training are more likely to gain stable employment and promotions, as their enhanced skills and competencies are valued in today's dynamic job market. However, the mismatch between academic preparation and industry requirements remains a challenge, particularly in the case of MAEd graduates in the Philippines. This gap necessitates further evaluation of graduate readiness for the workforce and emphasizes the need for curriculum alignment and practical training. By addressing these concerns, institutions can better prepare graduates for long-term career success and contribute to national development through improved human capital. These efforts not only support individual career progression but also advance broader socio-economic goals outlined in the SDGs.

## Methodology

This study employed the descriptive and correlational methods of research. Descriptive method was used to describe the graduates' personal profile (socio-demographic characteristics) in terms of age, gender, civil status, year graduated, and academic rank; and employment and promotion status of the MAEd graduates of Naga College Foundation, Inc. Likewise, this was also utilized in determining the competencies, skills, and values developed plus the perceived values developed of the GS graduates.

Meanwhile, Correlation method was used to determine if there a significant relationship between the competencies, skills and values (CSV) and the promotion and employability status of Graduates of NCF-GS. Furthermore, this was also utilized to investigate how do the competencies, skills and values (CSV) affect the promotion and employability status of Graduates of NCF.

## Results and Discussion

This section highlights the study's contributions, acknowledges limitations, and suggests implications for future research ultimately trying the research objectives to meaningful conclusions.

### **Competencies and skills developed by the MAEd Graduates of Naga College Foundation, Inc**

The Master of Arts in Education (MAEd) program at Naga College Foundation, Inc. plays a crucial role in developing the competencies and skills necessary for professional growth in the education sector. Through its comprehensive curriculum and hands-on learning experiences, graduates acquire both theoretical knowledge and practical abilities that are highly applicable in real-world educational settings. These competencies not only enhance their teaching practices but also equip them with leadership, problem-solving, and critical thinking skills, fostering their career advancement and long-term success in education.

The skills of NCF graduates are reflected in their overall competencies across various domains is presented on Table 1. Among the most notable is Human Relation, which stands out with the highest score of 3.82 and a top rank of 1.

This suggests that interpersonal skills and the ability to interact effectively with others are highly valued and considered essential for these graduates. Similarly, Communication holds a strong position with a score of 3.55, ranking 5th. This emphasizes the importance of clear and effective communication in their professional environments. Other key competencies include Problem Solving and Information Technology, both scoring 3.64 and sharing a tied rank of 2.5. These skills are crucial for addressing challenges and adapting to the technological demands of modern workplaces, indicating that NCF graduates possess a strong foundation in both critical thinking and technical proficiency. Critical Thinking, with a score of 3.58 and a rank of 4, further highlights the graduates' ability to analyze situations and make informed decisions.

**Table 1**  
**Competencies and skills developed by the MAEd Graduates**  
**of Naga College Foundation**

| <b>Skills</b>          | <b>OAWM</b> | <b>Int</b> | <b>Rank</b> |
|------------------------|-------------|------------|-------------|
| Human Relation         | 3.82        | VH         | 1           |
| Problem Solving        | 3.64        | VH         | 2.5         |
| Information Technology | 3.64        | VH         | 2.5         |
| Critical Thinking      | 3.58        | VH         | 4           |
| Communication          | 3.55        | VH         | 5           |
| Research               | 3.45        | VH         | 6           |
| <b>Grand Mean</b>      | <b>3.61</b> | <b>VH</b>  |             |

However, Research, with the lowest score of 3.45 and the lowest rank of 6, suggests that while it is still considered important, it might be an area where improvement is needed. This points to an opportunity for graduates to enhance their research skills further, which could contribute to better problem-solving and decision-making capabilities. Overall, the grand mean score of 3.61 indicates that NCF graduates exhibit a well-rounded skill set, with particular strengths in human relations and communication, while areas such as research may benefit from additional focus and development.

The skills of NCF graduates align closely with Human Capital Theory, which emphasizes the role of education, skills, and knowledge as key drivers of economic growth and individual success. The strong performance in Human Relations (3.82) and Communication (3.55) indicates that these graduates possess essential interpersonal and communication skills, which are vital for effective collaboration and productivity in the workplace. The high scores in Problem Solving and Information Technology further highlight their readiness to navigate the complexities of modern, technology-driven environments. These skills, particularly Critical Thinking, align with Human Capital Theory's belief that investments in cognitive and social skills enhance productivity, efficiency, and adaptability, leading to greater economic contributions. While Research was ranked lower, its continued importance signals an area for growth, suggesting that strengthening research skills could further enhance the graduates' ability to make evidence-based decisions, thereby boosting their human capital.

In terms of the Sustainable Development Goals (SDGs), the competencies of NCF graduates contribute to SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth. The graduates' strong skill set, particularly in communication, problem-solving, and interpersonal relations, reflects the effectiveness of their education in preparing them for successful, fulfilling careers. These competencies directly contribute to SDG 4 by supporting lifelong learning and quality education. Additionally, the graduates' readiness to engage in complex problem-solving and adapt to technological advancements supports SDG 8, which aims to promote inclusive

economic growth and decent work for all. By equipping graduates with a broad range of skills, this education fosters a workforce capable of driving sustainable economic development and innovation.

### **Perceived Values developed by the MAEd Graduates of Naga College Foundation, Inc.**

The table 2 presents the perceived graduate attributes developed by the MAEd graduates of Naga College Foundation, Inc., based on core values, with each attribute receiving an Overall Average Weighted Mean (OAWM) and categorized as "Very Evident" (VE), indicating a strong alignment with these values. The skills assessed include Quality (3.73), Service (3.7), Excellence (3.68), and Truth (3.68). These attributes are ranked in the following order: Quality (3.73) is the highest, followed by Service (3.7), with Excellence and Truth tied at 3.68. The Grand Mean of 3.70 reflects an overall satisfactory performance across all core values, with scores falling within the very evident range (3.26-4.00), suggesting that the graduates strongly identify with and uphold these values.

The results indicate that the MAEd graduates are highly committed to these core values, particularly Quality, which received the highest score, signifying a strong focus on maintaining high standards in their work. Service closely follows, suggesting that these graduates not only strive for personal success but also prioritize contributing positively to society. Both Excellence and Truth scored similarly, emphasizing the graduates' dedication to pursuing excellence while upholding integrity and honesty. The Grand Mean of 3.70 confirms that, overall, the graduates' attributes align well with the core values, demonstrating a positive perception of their adherence to the principles of quality, service, excellence, and truth, which will likely guide their continued personal and professional development.

**Table 2**

#### **Perceived Graduates Attributes developed by the MAEd Graduates of Naga College Foundation, Inc. in lieu of the core values**

| <b>Skills</b>     | <b>OAWM</b> | <b>Int</b> | <b>Rank</b> |
|-------------------|-------------|------------|-------------|
| Quality           | 3.73        | VE         | 1           |
| Service           | 3.7         | VE         | 2           |
| Excellence        | 3.68        | VE         | 3           |
| Truth             | 3.68        | VE         | 4           |
| <b>Grand Mean</b> | <b>3.70</b> | <b>VE</b>  |             |

The results from the perceived graduate attributes of the MAEd graduates of Naga College Foundation, Inc., can be linked to Human Capital Theory and the Sustainable Development Goals (SDGs). According to Human Capital Theory, investments in education and skill development enhance an individual's abilities, which, in turn, contribute to personal and societal economic growth. The strong alignment with core values like Quality, Service, Excellence and Truth demonstrates that these graduates possess valuable attributes that make them effective contributors to the workforce and society. The high score in Quality reflects their commitment to high standards,

which is essential for success in professional environments, while the emphasis on Service shows their readiness to contribute to the well-being of others. The focus on Excellence and Truth indicates a strong sense of ethical responsibility and the pursuit of continuous improvement, both of which are fundamental to developing valuable human capital.

These results also align with the Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth. The graduates' strong values of Quality and Excellence contribute to SDG 4, which aims to ensure inclusive and equitable quality education. By embracing these core values, the graduates not only excel in their education but also bring high standards to their professional endeavors. Additionally, their focus on Service aligns with SDG 8, which advocates for sustainable economic growth and decent work. The graduates' commitment to ethical practices and continuous learning positions them as key contributors to inclusive economic growth and innovation. Overall, these core values reflect the graduates' potential to advance both societal well-being and economic prosperity, reinforcing the relevance of Human Capital Theory and the SDGs in shaping a better future.

### **Perceived Benefits Gained by the MAEd graduates of NCF, Inc. in terms of Students' Employability and Promotion**

The perceived benefits of the MAEd Graduates of NCF, Inc. in terms of Employment and Promotion explores the career trajectories of graduates from the Master of Arts in Education program at Naga College Foundation, Inc. This section focuses on how the program has influenced both their employment opportunities and chances for career advancement. It examines key factors such as the enhancement of job prospects, the development of relevant skills, and the establishment of professional networks. Additionally, it highlights the graduates' perceptions of how the program has impacted their ability to secure promotions and progress in their careers, offering valuable insights into the effectiveness of the program in fostering long-term career growth.

**Employment Benefits.** The employment benefits of MAEd graduates from NCF, Inc. are a critical aspect of assessing the program's effectiveness in enhancing their professional growth. The following table examines the graduates' perceptions of how their master's degree has influenced their career prospects, job marketability, and networking opportunities. By evaluating various aspects of employment benefits, the data provides insights into the value that these graduates place on the skills and connections gained through the program, and how it has impacted their career trajectories. The data presented in Table 3a reflects the perceptions of MAEd graduates from NCF, Inc. regarding the impact of their master's program on their employment opportunities. The overall weighted mean (WM) of 3.86, which falls within the very evident (VE) range, indicates that graduates generally view their education positively in relation to career advancement. The statement, obtaining a master's degree has improved the graduate's chances of securing better employment, ranks highest with a WM of 3.90, suggesting that graduates strongly believe that their degree will lead to better employment opportunities.

**Table 3a**  
**Perceived Benefits MAEd graduates of NCF, Inc.**  
**Along Employment**

| Indicators  | WM   | Int | Rank |
|---|------|-----|------|
| Obtaining a master's degree has improved the graduate's chances of securing better employment.                    | 3.90 | SA  | 1    |
| The skills and knowledge gained during the program have made the graduate more attractive to potential employers. | 3.88 | SA  | 2    |
| The master's program has significantly enhanced the graduate's overall job prospects.                             | 3.86 | SA  | 3.5  |
| The graduate has developed a valuable professional network through interactions with classmates and faculty       | 3.86 | SA  | 3.5  |
| The program has provided the graduate with meaningful opportunities to connect with industry professionals.       | 3.82 | SA  | 5    |
| <b>Over-All Average Weighted Mean</b>   | 3.86 | SA  |      |

This perception highlights the value they place on further education as a pathway to career advancement. The second-highest ranked indicator, with a WM of 3.88, is the skills and knowledge gained during the program have made the graduate more attractive to potential employers.

This indicates that graduates feel the skills and knowledge gained during their master's program enhance their marketability, which is crucial in today's competitive job market. The third and fourth-ranked items, each with a WM of 3.86, are, the master's program has significantly enhanced the graduate's overall job prospects., and the graduate has developed a valuable professional network through interactions with classmates and faculty These results show that the program not only improved job prospects but also provided valuable networking opportunities, which are essential for career development.

Finally, the indicator, the program has provided the graduate with meaningful opportunities to connect with industry professionals., ranked lowest with a WM of 3.82. While still in the very evident category, this suggests that although the program helped graduates connect with industry professionals, it might not have been as impactful as other factors like skill acquisition or general job prospects.

In general, the results demonstrate that MAEd graduates from NCF, Inc. largely believe their master's degree has positively influenced their employment opportunities, primarily by enhancing their skills, making them more attractive to employers, and providing valuable professional networking opportunities. These factors contribute to their strong sense of career advancement following the program.

The Philippine Constitution emphasizes the importance of education as a driver of personal, social, and economic growth (Manzano, 2023). As the study by Caingcoy et al. (2020) notes, Higher Education Institutions

(HEIs) must prepare students to transition smoothly into the workforce by embracing innovative teaching strategies that align with the demands of the industry. This supports the notion that the skills and knowledge acquired in the Master's program enhance job prospects and employability, as shown in the data from Table 2a.

The emphasis on education as a pathway out of poverty is echoed in various studies. Bonito (2012) highlights how education and training increase individual productivity and income, thereby fostering economic development. This aligns with the results in Table 3aa, where graduates believe their Master's degree will secure better job opportunities and a stronger professional network, which are essential for upward mobility.

The study also acknowledges the relationship between education, employment, and promotion in the teaching profession, particularly in competitive job markets like the Philippines. San Jose (2003) discusses how age and educational attainment play a role in job satisfaction and promotion, suggesting that older employees with more education tend to have higher salaries and better job security. This supports the assertion that obtaining a Master's degree—at any age—enhances career prospects, as demonstrated by the graduates' responses in Table 3a.

Moreover, research on employability factors further emphasizes the importance of educational attainment and skills. Dumlao (1994) and San Jose (2003) point out that graduates from more prestigious institutions often enjoy advantages in employability and promotion. This suggests that institutions that offer a robust and responsive curriculum, coupled with experienced faculty and adequate facilities, ensure that students are well-equipped for success. The results from Table 3a suggest that graduates of NCF's MAEd program feel similarly prepared and optimistic about their employment prospects, with a strong sense of networking and industry connections.

Finally, the Human Capital Theory (as cited by Fleisher and Kinsman, 1994) underscores the notion that investments in education and training lead to greater economic benefits by enhancing individual competencies and productivity. The findings from the study of Cataneo (2002) further reinforce this idea, stating that a relevant curriculum and competent faculty are key to ensuring employability and career growth. The graduates' experiences as reported in Table 2a, where they highlight the benefits of their professional network and connections with industry professionals, support this theory. These networks are essential for securing better job opportunities, and the MAEd program at NCF clearly provides these opportunities.

In conclusion, the findings in Table 2a align with the broader body of research, highlighting the positive impact of education on career success and the importance of providing graduates with the tools and opportunities needed to excel in the workforce. These insights offer valuable recommendations for enhancing graduate programs to further improve employability and promotion outcomes, especially in a rapidly changing global job market.

Promotion. The status of the MAEd Graduates of NCF, Inc. Along Promotion focuses on the career advancement of graduates from the Master of Arts in Education program at Naga College Foundation, Inc. This section examines how the graduates perceive the impact of their education on their promotion opportunities within their respective fields. It highlights factors such as the skills and qualifications gained through the program, and how

these have contributed to their eligibility for job promotions and professional growth. The findings provide insights into the program's role in enhancing career progression for its graduates.

The data presented in Table 3b examines the perceived benefits of the Master of Arts in Education (MAEd) program at NCF, Inc. on the promotion prospects of its graduates. The overall average weighted mean (WM) of 3.84 falls within the very evident (VE) category, indicating that the graduates generally feel that completing the program has positively influenced their chances for career advancement and promotion. The highest-ranked statement, that the graduates feel more confident in pursuing promotions after completing their Master's Degree at NCF has a weighted mean of 3.88.

**Table 3b**  
**Perceived Benefits MAEd graduates of NCF, Inc.**  
**Along Promotion**

| Promotion  | WM   | Int | Rank |
|--|------|-----|------|
| Graduates feel more confident in pursuing promotions after completing their Master's Degree at NCF                   | 3.88 | VE  | 1    |
| The skills and knowledge gained from the Master's program at NCF are directly applicable to graduates' current jobs. | 3.86 | VE  | 2.5  |
| Employers recognize and value a Master's Degree from NCF when considering candidates for promotion.                  | 3.86 | VE  | 2.5  |
| Obtaining a Master's Degree from NCF significantly enhances graduates' chances of being promoted.                    | 3.84 | VE  | 4    |
| Networking opportunities provided by NCF have had a positive impact on graduates' career advancement                 | 3.78 | VE  | 5    |
| <b>Over-All Average Weighted Mean</b>  | 3.84 | VE  |      |

This suggests that graduates strongly believe their advanced degree has boosted their confidence in seeking career promotions. This confidence may be attributed to the enhanced skills and knowledge they have gained during the program. The second-highest ranked items, with a WM of 3.86, are, the skills and knowledge gained from their Master's program at NCF are directly applicable to their job, and, employers value a Master's Degree from NCF when considering candidates for promotion.

These results show that graduates see the relevance of their degree to their current job responsibilities, while also perceiving that employers recognize the value of a master's degree from NCF when considering employees for promotions. The fourth-ranked statement, that they believe that obtaining a Master's Degree from NCF significantly enhances their chances of promotion, has a WM of 3.84. This result indicates that graduates are convinced that the master's program has substantially improved their promotion opportunities.

Lastly, the statement, that networking opportunities provided by NCF have positively impacted their career advancement ranked the lowest with a WM of 3.78. While this is still within the strongly agree category, it suggests

that, while networking opportunities were beneficial, they might not have been as impactful as the other factors in influencing promotion.

In conclusion, the findings show that MAEd graduates from NCF, Inc. feel strongly that the program has had a positive impact on their promotion prospects. Their confidence, the applicability of the skills learned, the recognition of their degree by employers, and the networking opportunities provided all contribute to their sense of enhanced career advancement.

The findings highlight the significant role that education plays in enhancing career advancement and promotion opportunities for MAEd graduates at NCF, Inc. These results align with several Sustainable Development Goals (SDGs), particularly Quality Education (SDG 4) and Decent Work and Economic Growth (SDG 8). As shown in the data, graduates feel more confident in pursuing promotions and believe that their Master's degree has enhanced their job prospects, demonstrating how education contributes to improved employment opportunities and income potential. This supports SDG 4, which aims to provide inclusive, equitable education and lifelong learning opportunities for all. Furthermore, the confidence and knowledge gained from the program directly translate into career advancement, reflecting SDG 8, which focuses on promoting inclusive and sustainable economic growth and productive employment for all.

In addition to individual career growth, the findings also reflect the broader impact of education on reducing inequalities, as emphasized in SDG 10. By providing networking opportunities and equipping graduates with applicable skills, NCF's MAEd program helps reduce disparities in the workplace, ensuring that graduates have the tools to compete for promotions and better job positions. This aligns with the Human Capital Theory, which asserts that education enhances competencies, leading to higher productivity and career success. The data also resonates with the Asian Development Bank's (2019) recommendations on aligning education with industry needs to enhance employability. In this way, the MAEd program at NCF contributes to national and personal development by fostering equal opportunities for career advancement and addressing barriers to promotion.

### **Significant relationship between the competencies, skills and Values and the promotion and employment status of graduates of NCF**

The significant relationship between the competencies, skills, values, and promotion highlights the crucial role that education and professional development play in shaping career success. Competencies and skills such as critical thinking, research abilities, and technological proficiency enhance an individual's effectiveness and adaptability in the workplace. Additionally, the core values developed through educational programs, such as commitment to excellence, service, truth, and quality, contribute to a graduate's credibility, work ethic, and leadership potential. Together, these attributes not only improve performance but also increase the likelihood of career advancement, underscoring the importance of a well-rounded education in achieving professional promotion and success.

Table 4 presents the test on the relationship between the competencies, skills, and values of MAEd graduates and their promotion prospects. The table reveals that several competencies and values show low to moderate correlations with promotion. For instance, Communication ( $r = 0.33$ ), Human Relations ( $r = 0.31$ ), Problem Solving ( $r = 0.34$ ), and Information Technology ( $r = 0.34$ ) all have low positive correlations with promotion, with p-values of 0.02, 0.03, 0.02, and 0.02, respectively, indicating statistical significance ( $p < 0.05$ ). These results suggest that improvements in these areas are positively related to promotion opportunities, albeit to a limited extent.

The competencies of Critical Thinking and Research, however, show a stronger correlation with promotion. Critical Thinking ( $r = 0.67$ ,  $p = 0.00$ ) demonstrates a moderate positive correlation, while Research ( $r = 0.26$ ,  $p = 0.04$ ) shows a low but marginally significant correlation. Among the values, Quality ( $r = 0.38$ ), Service ( $r = 0.39$ ), and Truth ( $r = 0.42$ ) show low positive correlations with promotion, and all are statistically significant ( $p < 0.05$ ).

**Table 4**  
**Test on the Relationship between the competencies, skills and Values and the promotion and employment**

| Competencies / Values  | r (Pro) | Int.(Pro) | p-value (Pro) | Int. (Prom) | r (Em) | Int. (Em) | p -value (Em) | Int. (Em) |
|------------------------|---------|-----------|---------------|-------------|--------|-----------|---------------|-----------|
| Communication          | 0.33    | LC        | 0.02          | S           | 0.33   | LC        | 0.02          | S         |
| Human Relation         | 0.31    | LC        | 0.03          | S           | 0.38   | LC        | 0.01          | S         |
| Problem Solving        | 0.34    | LC        | 0.02          | S           | 0.41   | MC        | 0             | S         |
| Information Technology | 0.34    | LC        | 0.02          | S           | 0.39   | LC        | 0.01          | S         |
| Critical Thinking      | 0.67    | MC        | 0             | S           | 0.7    | HC        | 0             | S         |
| Research               | 0.26    | LC        | 0.04          | S           | 0.37   | LC        | 0.01          | S         |
| Quality                | 0.38    | LC        | 0             | S           | 0.38   | LC        | 0.01          | S         |
| Excellence             | 0.26    | LC        | 0.07          | NS          | 0.26   | LC        | 0.04          | S         |
| Service                | 0.39    | LC        | 0             | S           | 0.39   | LC        | 0.01          | S         |
| Truth                  | 0.42    | MC        | 0             | S           | 0.42   | MC        | 0             | S         |

*Pro -Promotion ,Em-Employment ,Int-Interpretation*

#### Legend:

##### Computed r - value

Less than +/- 0.19  
 +/- 0.20 too +/- 0.39  
 +/- 0.40 to +/- 0.69  
 +/- 0.70 to +/- 0.89  
 +/- 0.90 to +/-0.99  
 +/-1.00

##### Interpretation

Negligible Correlation (NC)  
 Low Correlation (LC)  
 Moderate Correlation (MC)  
 High Correlation (HC)  
 Very High Correlation (VHC)  
 Perfect Correlation (PC)

The value Excellence ( $r = 0.26$ ) has a similar low correlation but with a p-value of 0.01, indicating statistical significance. These findings imply that graduates who excel in critical thinking, research, and embody values like quality, service, and truth are more likely to experience career advancement.

These findings are strongly aligned with Human Capital Theory, which posits that investments in education, skill development, and the cultivation of desirable values lead to improved job performance, employability, and promotion prospects. As graduates develop these competencies and values, they become more competent, effective, and productive in their professional environments.

This relationship between skills, values, and promotion underscores the need for higher education institutions, like Naga College Foundation, to not only focus on technical knowledge but also foster personal and professional values that enhance career advancement. Additionally, the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), emphasize the role of education in empowering individuals to secure better jobs and contribute to societal development, aligning with the study's findings that education and training enhance both employability and long-term career growth.

Likewise, the study explores the significant relationship between various competencies, skills, values, and career promotion. It highlights how key attributes such as communication, critical thinking, problem-solving, and values like quality, service, and truth are closely linked to career advancement. By analyzing the impact of these factors, the research demonstrates that individuals who develop these competencies and values are more likely to succeed in securing promotions. This connection underscores the importance of both technical skills and personal values in shaping professional growth and career progression.

Table 4a presents the test results on the relationship between competencies, skills, values, and employment opportunities. The data indicate several significant correlations between the competencies and employment opportunities. Communication ( $r = 0.33$ ), Human Relations ( $r = 0.38$ ), Information Technology ( $r = 0.39$ ), and Research ( $r = 0.37$ ) all show low correlations with employment opportunities, with p-values ranging from 0.01 to 0.02, suggesting statistical significance

Problem Solving ( $r = 0.41$ ) demonstrates a moderate positive correlation with employment opportunities ( $p = 0.00$ ), while Critical Thinking ( $r = 0.70$ ) shows a high positive correlation ( $p = 0.00$ ), indicating that graduates with stronger critical thinking skills have better employment prospects.

Similarly, the values associated with the MAEd graduates also show significant relationships with employment opportunities. Quality ( $r = 0.38$ ), Service ( $r = 0.39$ ), and Truth ( $r = 0.42$ ) all exhibit low to moderate positive correlations, with p-values of 0.01 or less, confirming their statistical significance. Excellence ( $r = 0.26$ ) shows a low but significant correlation ( $p = 0.05$ ). These results suggest that graduates who possess stronger communication, problem-solving, critical thinking skills, and demonstrate core values like quality, service, and truth are more likely to secure better employment opportunities.

This aligns with the growing need for Teacher Education Institutions (TEIs) to ensure their graduates are equipped with the necessary skills and values to thrive in a competitive job market. As noted in the study by Caingcoy et al. (2020), TEIs play a critical role in preparing graduates who are both highly skilled and adaptable to the dynamic demands of the workforce. The findings underscore that the integration of key competencies such as problem-

solving, critical thinking, and communication, along with strong personal values like service and excellence, greatly influence an individual's employability. In the context of the Master of Arts in Education (MAEd) Program at Naga College Foundation, this study aims to highlight these factors' role in the career success of graduates, providing valuable insights into how these attributes shape employment opportunities and promotion prospects in an increasingly competitive educational and professional landscape.

### **Extent do the competencies& skills and values influence the promotion and employment status of graduates of NCF**

This study explores the extent to which competencies, skills, and values influence the promotion and employment status of graduates from Naga College Foundation (NCF). In today's highly competitive job market, particularly in fields like education, the ability of graduates to secure and advance in employment depends not only on their academic qualifications but also on their competencies, skills, and the values they embody. By examining these factors, the research aims to provide insights into how these elements contribute to the career success of NCF graduates, with a focus on their transition into employment and their potential for career advancement.

Table 5 presents the extent to which competencies, skills, and values influence the promotion and employment of graduates from Naga College Foundation (NCF), based on correlation coefficients ( $r$ ) and their squared values ( $r^2$ ). The findings reveal that most competencies and values demonstrate only very weak influences on both promotion and employment outcomes, as their  $r^2$  values fall between 1% and 30%. Among the competencies, Critical Thinking stands out with a notably higher correlation to promotion ( $r = 0.67$ ,  $r^2 = 44.89\%$ ) and employment ( $r = 0.70$ ,  $r^2 = 49\%$ ), making it the only factor that reaches the weak category in terms of influence—though bordering on moderate for employment. This suggests that Critical Thinking plays a more substantial role in both advancing a graduate's career and securing job opportunities compared to other competencies such as Communication, Human Relations, Problem Solving, and Information Technology, all of which exhibit  $r^2$  values ranging from 9.61% to 11.56%. In terms of values, Truth ( $r^2 = 17.64\%$ ), Service (15.21%), and Quality (14.44%) show slightly stronger influences on promotion and employment, though still categorized as very weak. The value of Excellence, surprisingly, shows the least influence ( $r^2 = 6.76\%$ ), indicating that while it may be a core institutional ideal, it does not significantly predict graduate promotion outcomes. These findings imply that while these competencies and values are positively correlated with career advancement, their individual impact is limited—with the notable exception of Critical Thinking.

These results are supported by related literature, which emphasizes the importance of well-rounded graduates equipped with relevant skills and values. Caingcoy et al. (2020) emphasize the need for Higher Education Institutions (HEIs) to produce graduates who are competitive and capable of adapting to modern challenges, particularly through innovative teaching strategies. Aclan et al. (2018) further assert that Technical and Education Institutions (TEIs) bear the responsibility of preparing students for employability and promotion by instilling practical and transferable competencies.

Table 5

**Extent of Influence between Competencies, Skills and  
Values influence the promotion of graduates of NCF**

| Competencies / Values  | r (Prom) | r <sup>2</sup> | Int.<br>(Pro) | r (Em) | r <sup>2</sup> | Int.<br>(Em) |
|------------------------|----------|----------------|---------------|--------|----------------|--------------|
| Communication          | 0.33     | 10.89          | VW            | 0.33   | 10.89          | VW           |
| Human Relation         | 0.31     | 9.61           | VW            | 0.38   | 14.44          | VW           |
| Problem Solving        | 0.34     | 11.56          | VW            | 0.41   | 16.81          | VW           |
| Information Technology | 0.34     | 11.56          | VW            | 0.39   | 15.21          | VW           |
| Critical Thinking      | 0.67     | 44.89          | VW            | 0.7    | 49             | W            |
| Research               | 0.26     | 6.76           | VW            | 0.37   | 13.69          | VW           |
| Quality                | 0.38     | 14.44          | VW            | 0.38   | 14.44          | VW           |
| Excellence             | 0.26     | 6.76           | VW            | 0.26   | 6.76           | VW           |
| Service                | 0.39     | 15.21          | VW            | 0.39   | 15.21          | VW           |
| Truth                  | 0.42     | 17.64          | VW            | 0.42   | 17.64          | VW           |

**Prom** - Promotion, **Em** - Employment

Legend:

| Size of r <sup>2</sup> | Strength of r <sup>2</sup> |
|------------------------|----------------------------|
| 91 to 100              | Very Strong (VS)           |
| 71 to 90               | Strong (S)                 |
| 51 to 70               | Moderate (M)               |
| 31 to 50               | Weak (W)                   |
| 1 to 30                | Very Weak (VW)             |

The findings also align with Human Capital Theory, which posits that investments in education, training, and skill development significantly affect employability and career growth. Supporting this theory, San Jose (2002) and Dumalo et al. (2003) both found that educational background, age, and experience contribute to higher chances of employment and promotion. In sum, while competencies and values from NCF modestly influence promotion and employment, Critical Thinking emerges as a key competency, and values like Truth and Service provide meaningful, albeit limited, contributions to graduates' career progression.

### Proposed Employability Program for MAED Students

The Graduate Studies Employability Plan of Naga College Foundation, Inc. is a comprehensive guide designed to help unemployed MAEd graduates systematically navigate their path toward employment. It begins with self-assessment, encouraging graduates to reflect on their skills, interests, and relevant experiences such as

internships and academic projects. The plan helps students set clear short-term and long-term career goals while identifying specific technical and soft skills they need to develop, such as computer literacy, communication, and leadership. Action planning is emphasized, with strategies like enrolling in online courses, attending job fairs, and creating professional portfolios. The program also includes networking and job search strategies, as well as continuous progress tracking through various online platforms and career development tools to ensure graduates stay focused and adaptable in their employment journey

### Conclusions

MAEd graduates from NCF possess strong competencies in human relations, problem-solving, and information technology, with human relations being particularly notable. They are perceived to embody high values such as quality, excellence, service, and trust. These graduates experience positive outcomes in employment and promotion, indicating strong positioning in the job market and favorable prospects for career advancement. A positive relationship exists between their skills and values and their employment and promotion opportunities, with critical thinking showing a stronger impact, while research has minimal influence. Communication, human relations, problem-solving, and IT skills have moderate effects. Among values, quality, service, and truth slightly outweigh excellence in influencing outcomes. The Employability Plan further supports these graduates by equipping them with effective strategies and tools for career readiness and success.

### Recommendations

It is recommended that NCF enhance the MAEd program by further developing graduates' skills in human relations, problem-solving, and information technology to ensure continued workplace success. Emphasis should also remain on core values such as quality, excellence, service, and trust, which contribute to the program's strong reputation. Strengthening career support services is vital for maintaining high employment rates and promoting career growth. Integrating these values throughout the curriculum and student experience will uphold high standards and increase the program's appeal. Continued focus on skill development is essential, as it is closely linked to better job opportunities and career advancement. Additionally, fully implementing and regularly updating the Employability Plan will effectively support graduates in achieving meaningful employment.

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