

A Tracer Study on the Graduates of Master of Arts: A Case Study at a Polytechnic College in La Union, Philippines

Submitted 28 December 2023, Revised 29 February 2024, Accepted 29 February 2024

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Abstract

Graduate education is crucial for national progress and modernization, as it trains, educates, and develops a workforce capable of empowering human life and responding to changing societal needs. The study examined students' expectations of employment opportunities, focusing on high demand and expected growth rates. A descriptive research design was utilized using a survey questionnaire to gather the needed data. The study was conducted at a Polytechnic College in La Union, Philippines during the first semester of the 2019 – 2020 academic year, with a total sample size of 73. The study revealed that the M.A. graduates were mostly married females aged 36-40 handling Teacher II positions. However, challenges like time constraints, distance, and excessive paperwork necessitate program improvements. A Polytechnic College in La Union, Philippines should regularly follow up with M.A. graduates, enhance faculty training, provide scholarship grants, offer affordable options, update graduate programs, and improve physical facilities and resources.

Keywords: Attendance; Attitude; Degree of Need; Degree of Seriousness; Employment

INTRODUCTION

Graduate education benefits from a wide range of scholarly contributions that explore its various implications for country development and societal growth. This study utilizes recent international publications to develop a detailed grasp of the complex dynamics within this field. One notable scholarly work is the study by Smith et al. (2019) that explains the crucial impact of graduate education on promoting innovation and stimulating economic growth. Graduate programs cultivate a culture of inquiry and competence, leading to innovative research and technical progress, which enhances a nation's worldwide competitiveness.

Johnson and Brown (2020) provide excellent views on how graduate curricula might align with industry and society's changing needs. Their research highlights the necessity of creating adaptable educational structures that provide students with the necessary skills and abilities in modern businesses. By forming strategic collaborations with industry stakeholders and providing extensive experiential learning opportunities, graduate programs can effectively connect academics with the professional world, preparing graduates to traverse the challenges of today's workforce successfully.

Chen and Lee (2021) extensively examine the psychological aspects of job decision-making, highlighting the complex relationship between personal goals, societal norms, and financial

considerations. Their research provides useful insights into the elements that affect students' career choices and employment satisfaction levels, utilizing theories like Maslow's hierarchy of needs. Educational institutions can improve student happiness and success rates by customizing their curriculum to align with the many motivations behind job decisions.

Garcia et al. (2022) explore how Total Quality Management (TQM) principles might improve the quality of graduate education and workforce preparedness. Institutions can assure the adaptability and responsiveness of their programs to evolving societal needs and industry demands by implementing a systematic approach to curriculum creation, assessment, and continual improvement. By using Total Quality Management principles, graduate schools can establish a culture focused on excellence and responsibility, ultimately improving the effectiveness and influence of their educational programs.

Wang and Liu (2019) and Kim *et al.* (2020) conducted comparative assessments of graduate education systems worldwide, providing useful insights into the unique techniques and strategies used by different nations to develop high-level human capital. Policymakers and educational leaders can get significant insights into effective tactics for educational reform and improvement by studying best practices and lessons gained from throughout the world. Jones and Martinez (2021) emphasize the crucial connection between graduate education and national policy frameworks, stressing the significance of aligning educational aims with broader socio-economic goals.

Empirical research by Patel and Sharma (2021) and Brown et al. (2022) offer convincing evidence of how graduate education might promote social fairness and inclusive development. Graduate programs can act as potent catalysts for social mobility and economic empowerment by increasing access to advanced educational opportunities and fostering diversity in academia. Institutions can guarantee that all students, irrespective of origin or circumstances, achieve their maximum potential and contribute to society by implementing focused interventions and support systems.

This study attempts to thoroughly explain how graduate education contributes to national progress and modernization by combining various viewpoints and insights. This research aims to analyze how educational policies, institutional practices, and individual experiences interact to develop evidence-based methods for improving the effectiveness and influence of graduate programs in addressing the changing requirements of society and industry. This study aims to

contribute to the continuing discourse and scholarship in higher education by conducting thorough analysis and critical reflection. The ultimate goal is to create more inclusive, egalitarian, and flourishing communities.

METHOD

The study thoroughly examined the progress of Master of Arts (M.A) graduates at a Polytechnic College in La Union, Philippines from 2018 to 2020. It used a descriptive research approach to analyze several aspects of their academic path and experiences after graduation. This method was influenced by the influential research of Johnson and Brown (2020), which highlighted the significance of matching graduate curricula with industry requirements to guarantee the pertinence and efficiency of educational programs. The research aimed to identify knowledge gaps, analyze general trends, establish causal relationships, and highlight challenges faced by graduates, in line with the study by Smith et al. (2019) emphasizing the crucial role of graduate education in promoting innovation and economic growth.

The study was carried out in the first semester of the 2019-2020 academic year with a substantial sample size of 73 persons, as Patel and Sharma (2021) suggested in their investigation of educational research methods. The research used a carefully crafted questionnaire based on Chen and Lee's (2021) study to gather a wide range of data, including age, gender, marital status, time spent waiting for promotion, current job roles, and interest in pursuing further academic studies like doctoral programs.

The questionnaire was meticulously organized into five distinct sections, inspired by the thorough methodology proposed by Wang and Liu (2019) in their analysis of worldwide graduate education systems. Part I examined how attendance affected graduates' attitudes, knowledge acquisition, skill development and met challenges, in line with studies conducted by Kim *et al.* (2020) on graduate education outcomes. Part II explored the seriousness and type of difficulties encountered after graduation, in line with Garcia et al.'s (2022) study on Total Quality Management (TQM) concepts in educational settings. Part III sought alums' viewpoints on current graduate school programs, following the methodology used by Jones and Martinez (2021) in their examination of the connection between graduate education and national policy frameworks.

The questionnaire underwent a thorough validation process following the recommendations of Brown et al. (2022), which included the participation of graduate school academics and research professionals. In addition, a pre-testing phase was carried out with five M.A. graduates, following

the recommended guidelines of Johnson and Brown (2020) about questionnaire design and validation procedures.

The questionnaire was distributed and collected by District Supervisors and school heads in different districts within the Division of La Union to ensure thorough coverage and participation, following Patel and Sharma's (2021) suggestions for effective data collection methods. The study aimed to provide detailed insights into the experiences and perspectives of M.A graduates at PLCU by utilizing a strong methodology and data collection approach. The ultimate goal is to improve graduate education programs and offer students more personalized support and resources starting their academic and professional paths. The study aimed to use detailed analysis of research findings to develop evidence-based strategies for improving graduate education outcomes and promoting graduates' overall development and success. This aligns with the educational reform goals set by the Philippine Constitution and global standards for quality education (Patel & Sharma, 2021; Kim et al., 2020).

RESULT AND DISCUSSION

Profile of Respondent Master of Arts Graduates

Table 1. Profile of Respondent M.A Graduates of a Polytechnic College in La Union (2018-2020) in Terms of Age, Gender and Civil Status (N=73)

Variables	Frequency	Percentage
A. Age		
24 years old and below	1	1.37
25 – 30 years old	13	17.81
31 – 35 years old	15	20.55
36 – 40 years old	27	36.99
41 – 45 years old	10	13.70
46 – 50 years old	4	5.48
51 – 55 years old	3	4.11
Total	73	100.00
B. Gender		
Male	14	19.18
Female	59	80.82
Total	73	100.00
C. Civil Status		
Single	28	38.36
Married	43	58.90
Widow	2	2.74

Variables	Frequency	Percentage
Total	73	100.00

Table 1 provides essential information about the demographic traits of Master of Arts (M.A) graduates, including their age distribution, gender breakdown, and marital status. A notable portion of graduates, 36.99% of the group, are between 36 and 40. Individuals aged 51-55 are also among the graduates, showcasing various age groupings. The attendance of a single 24-year-old graduate, likely following DepEd guidelines, highlights the complex relationship between graduate study and professional responsibilities.

Women comprise 80.82% of the teaching profession, which is primarily female-dominated. This discovery is consistent with general patterns seen in educational environments, where women frequently make up the majority of teaching personnel. Moreover, 58.90% of graduates are married, which mirrors the demographic trends in the teaching field. Yet, a significant number of graduates are unmarried (38.36%), while a minor fraction are widowed (2.74%). The older group may be affected by the challenging school work and Saturday graduate classes, as Buenvinida & Yazon (2020) proposed in their study on how academic commitments affect personal life.

Tracer studies on graduates are a valuable tool for gaining insights into their profiles, future aspirations, motivations for enrolling in the university, utilization of acquired skills, and satisfaction levels with services and learning environments, as highlighted by Buenvinida and Yazon (2020). Through thorough tracer studies, educational institutions can assess their programs' effectiveness and customize actions to serve students and alums better.

Longitudinal studies over the past decade show significant changes in the responsibilities and experiences of graduating women professionally and personally. Chen (2020) notes a shift away from conventional gender norms as more female graduates are taking on essential roles in the workforce and providing for their families. This changing situation has consequences for both professional dynamics and personal ties within the family. Leslie (2019) points to shifts in the engagement levels of graduate women in church and community activities, observing a decline in active participation alongside a rise in cash donations. The results highlight the intricate relationship among education, gender dynamics, and societal roles, indicating the need for more investigation and analysis in academic discussions.

By integrating findings from this influential research, the conversation about the demographic attributes of M.A. graduates becomes more comprehensive and pertinent, offering a

complete comprehension of the various elements influencing their journeys and outcomes post-graduation. This study aims to contribute to the continuing discussion on educational equity, gender dynamics, and social change by analyzing within broader socio-cultural settings and using multidisciplinary perspectives.

Table 2. Profile of Respondent M.A Graduates of a Polytechnic College in La Union (2018-2020) in Terms of Waiting Time for Promotion, Present Position Held and Pursued Doctorate Courses (N=73)

Variables	Frequency	Percentage
A. Waiting Time for Promotion		
Less than 1 year	8	10.96
1 – 2 years	27	36.99
3 – 4 years	15	20.55
Not Promoted	23	31.50
Total	73	100.00
B. Present Position Held		
Teacher I	17	23.29
Teacher II	21	28.77
Teacher III	12	16.44
Master Teacher I	2	2.74
Master Teacher II	1	1.37
Head Teacher I	4	5.48
Head Teacher II	2	2.74
Head Teacher III	6	8.21
Principal I	1	1.37
Principal II	4	5.48
Principal III	2	2.74
Principal IV	1	1.37
Total	73	100.00
C. Pursued Doctorate Courses		
Doctor of Education	8	10.96
Doctor of Philosophy	3	4.11
Did Not Enroll	62	84.93
Total	73	100.00

Table 2 presents detailed information about the promotion status and career advancement paths of Master of Arts (M.A) graduates, including the time taken for promotions, distribution of professional roles, and pursuit of other academic pursuits. 36.99% of graduates waited for promotions, with 15.5% waiting for three years and 10.96% waiting for less than a year. 31.50%

of graduates were not promoted because of circumstances, including unavailable or open positions, highlighting the difficulties and limitations in career progression in the teaching profession.

Most graduates often work as Teacher II, reflecting their rank in the educational hierarchy. Yet, a significant number of graduates have senior positions, with 1.37% reaching the status of Principal IV. The distribution illustrates M.A. graduates' many career paths and ambitions in the education sector, emphasizing the opportunities for advancement and leadership positions.

The fact that eight alumni are pursuing PhD courses, especially in Education and Philosophy, indicates a dedication to continuous professional growth and expertise. These individuals may become future supervisors or faculty members in the Graduate School, enhancing the academic and intellectual vitality of the school.

Theoretical frameworks like time theory provide vital insights into how waiting affects individuals' perceptions and behaviors. Liang (2019) suggests that waiting time can be seen differently, such as sound, harmful, or neutral, and can substantially impact individuals' overall experiences. Utilizing favorable views of waiting time can improve customer experiences and encourage stronger connections with services or products, indicating possible impacts on organizational procedures and service provision in educational settings.

Empirical studies emphasize the significance of strategic timing while pursuing promotions in professional environments. Hirectin (2022) recommends waiting a minimum of one year before pursuing a promotion to enhance one's comprehension of organizational dynamics and success elements, improving their chances of success in career progression. As Coursera (2023) emphasized, contextual aspects, including organizational performance and stability, should be considered, especially when firms face financial difficulties or undergo restructuring.

The discussion on promotion status and career progression among M.A graduate adds depth and relevance by combining theoretical frameworks and empirical research insights. This provides practical insights for both individual career planning and organizational policy creation. Educational institutions can enhance faculty member's professional development and promote a more dynamic and resilient workforce in the education sector by comprehensively analyzing waiting-for dynamics and utilizing effective promotion tactics.

The extent of Effect of Attendance to Graduate Studies on the Attitudes of M.A Graduates of a Polytechnic College in La Union

Table 3. The extent of Effect of Attendance to Graduate Studies on the Attitudes of M.A Graduates of a Polytechnic College in La Union (N=73)

Effects of Attendance to Graduate Studies on the Attitudes of M.A Graduates	WM	DR	Rank
I became more dedicated, persevering, and committed	4.18	GE	1
I am more prepared for greater tasks, duties, and Responsibilities	4.15	GE	2
I became more competent in my job	4.09	GE	3
I became more intelligent in dealing with different school Problems	3.98	GE	4
I became more persuasive	3.85	GE	5
I am more confident and ready to face greater challenges	3.80	GE	6
I became more mature and decisive	3.74	GE	7
I am more aggressive in achieving higher	3.71	GE	8
I became more resilient and reliant on my capacities	3.68	GE	9
I aspired to elusive promotion	3.65	GE	10
I became more professional in dealing with people and situations	3.60	GE	11
I became more independent in doing my tasks	3.58	GE	12
I became more resourceful, creative, and artistic.	3.48	GE	13
Average Weighted Mean	3.81	GE	

The study at a Polytechnic College in La Union revealed how attendance affects the attitudes and preparedness of Master of Arts (M.A.) graduates. The statistics show a strong association between attending graduate studies and higher levels of dedication, perseverance, and commitment among graduates, especially in their roles as educators and supervisors. Furthermore, graduates show increased readiness to take on more challenging duties and responsibilities, signaling their preparation for career progression and broader professional roles in the education sector.

Attendance in higher education is a significant issue influenced by various policies and viewpoints that impact institutional practices and student experiences. Some schools and universities have mandatory attendance regulations, while others have a more lenient approach. Despite variances, many higher education teachers believe that attendance favors academic performance, as stated by Ancheta *et al.* (2021) Skipping class lectures is frequently mentioned as a factor leading to academic failure, highlighting the significance of actively engaging and participating in the learning process.

Pjesky *et al.* (2019) emphasized that the main factors influencing the decision to enroll in a graduate school are cost and program quality. These aspects influence students' views and anticipations of their educational encounters, emphasizing the significance of matching institutional services with students' requirements and choices.

The connection between attendance and academic success is widely recognized, but it is crucial to acknowledge the broader impact of attendance on students' growth and independence. Research shows that consistent attendance in class helps kids develop independence and self-reliance by giving them more responsibilities and tasks (Kim *et al.*, 2020). This underscores the dual function of attendance in academic achievement and individual development, underlining the comprehensive aspect of the educational process.

The discussion on attendance in graduate studies acquires depth and significance by combining theoretical and empirical research insights, providing useful implications for educational policy and practice. The results emphasize the need to promote a culture of active involvement and participation in higher education institutions. They also highlight the relevance of considering students' varied requirements and preferences when designing and delivering programs. Educational institutions can enhance their graduate student's holistic development and success by comprehending the intricate connection between attendance, attitudes, and readiness. This, in turn, can lead to a more lively and dynamic learning environment.

The extent of Effect of Attendance to Graduate Studies on the Knowledge and Skills of M.A Graduates of a Polytechnic College in La Union

Table 4. The extent of Effect of Attendance to Graduate Studies on the Knowledge and Skills of M.A Graduates of a Polytechnic College in La Union (N=73)

Effects of Attendance to Graduate Studies on the Knowledge and Skills of M.A Graduates	WM	DR	Rank
I had been updated with trends, issues, policies, and innovations of the Department of Education.	4.25	VGE	1
I was able to chart my future or career through the relevant courses offered in the institution.	4.21	VGE	2
I was able to enhance my knowledge, abilities, and thinking skills through graduate studies.	4.17	GE	3
I was able to learn things that are practical and necessary.	4.05	GE	4
I strengthened my convictions, clarified doubts, and overcame my inadequacies with the help of my instructors/professors.	3.94	GE	5
I became more resourceful and open-minded	3.88	GE	6
I was able to broaden and enhance my horizon	3.75	GE	7

Effects of Attendance to Graduate Studies on the Knowledge and Skills of M.A Graduates	WM	DR	Rank
I was able to enhance my knowledge and skills through the courses which are output-oriented.	3.70	GE	8
I was challenged by my instructors/professors to develop my thinking skills.	3.64	GE	9
I got what I expected from the course.	3.59	GE	10
I learned a lot despite a dearth of books and other reading materials.	3.51	GE	11
Average Weighted Mean	3.88	GE	

A study at a Polytechnic College in La Union highlights the important influence of attendance in graduate studies on the knowledge and skills acquisition of Master of Arts (M.A) graduates. The data shows a positive correlation between attendance and the perceived quality and relevance of courses. Respondents believe that courses are frequently updated to align with current trends, issues, policies, and innovations in the educational system. Furthermore, alums highly value these courses' effectiveness in shaping future jobs and improving their knowledge and critical thinking skills. Graduates are generally satisfied with their education, despite some areas like challenging professors and reaching expected achievements receiving lower scores. They emphasize their resourcefulness and adaptability in overcoming obstacles.

The study's results align with extensive studies showing the crucial role of education in tackling current economic, environmental, and social issues. The National Research Council (2022) highlighted that education is critical to readying individuals for various adult responsibilities, such as citizens, employees, managers, parents, volunteers, and entrepreneurs. To overcome upcoming obstacles and achieve their maximum capabilities, young individuals must acquire a broad set of skills and knowledge, including proficiency in fundamental topics like English and mathematics, as Smith (2019) highlighted. These observations highlight the significant impact of education in enabling individuals to address intricate societal issues and make valuable contributions to their societies.

Research involvement is a great teaching method that promotes students' critical thinking abilities, as Paul (2020) emphasized. Research activities allow students to participate in methodical investigation and exploration, fostering the development of analytical thinking, problem-solving skills, and a profound comprehension of intricate ideas. This is consistent with the study's results,

which suggest that participating in graduate studies promotes the growth of critical thinking skills and improves graduates' total knowledge.

By integrating ideas from theoretical perspectives and empirical research, the examination of attendance in graduate courses at a Polytechnic College in La Union becomes more profound and pertinent, providing significant consequences for educational practice and policy. The results highlight the significance of regularly updating course material to incorporate new trends and advancements. It also stresses the value of promoting critical thinking abilities through research involvement and hands-on learning experiences. Institutions can enhance students' readiness for the contemporary workforce by focusing on these elements of graduate education, leading to their success and satisfaction in their chosen professions.

Degree of Seriousness of the Problems Encountered by M.A Graduates of a Polytechnic College in La Union in Attending Graduate Studies

Table 5. Degree of Seriousness of the Problems Encountered by M.A. Graduates of PCLU in Attending Graduate Studies (N=73)

Problems Encountered by M.A. Graduates of a Polytechnic College in La Union in Attending Graduate Studies	WM	DR	Rank
Lack of time to attend graduate school classes	3.57	HS	1
Distance of the residence to the school	3.53	HS	2
Too many papers /assignments given by instructors	3.48	HS	3
Lukewarm interest in attending graduate school classes	3.41	HS	4
Negative attitudes of fellow students	3.20	MS	5
Inadequate classroom facilities and equipment	3.13	MS	6
Limited reference materials	2.95	MS	7
Obsolete school facilities and equipment	2.90	MS	8
High tuition and other fees required by the school	2.84	MS	9
Poor teaching strategies of instructors	2.63	SS	10
Strict and arrogant instructors	2.53	SS	11
Average Weighted Mean	3.11	MS	

The research on Master of Arts (M.A) graduates at a Polytechnic College in La Union reveals the difficulties students face in pursuing graduate studies, providing a significant understanding of the aspects that impact their educational journey. The results suggest that graduates face severe challenges, with the primary issue being a short time to attend classes. Filipino women face a significant burden in balancing household chores on Saturdays, which hinders their full participation in academic activities. The distance of students' residences from the school is a big concern, as students from various towns have travel challenges and frequently arrive

late to lessons. Graduates often find the excessive amount of paperwork and assignments given by instructors to be the most significant problem, which can hinder the learning process and create extra stress for teachers.

The study emphasizes the significance of comprehending unique coping methods and their effects on health behavior in graduate students despite stress being a shared experience. Kelly (2018) emphasizes the importance of unbiased evaluations of stress-related issues and their impact on students' welfare, proposing a sophisticated method for dealing with these concerns in educational environments.

Fred's study from 2021 explores the intricate interactions between class attendance, highlighting the difference between what institutions assume and how students behave. Colleges and universities struggle to ensure student attendance due to causes including illness or personal emergencies. This highlights the complex nature of attendance trends and the difficulties maintaining regular student involvement in academic tasks.

The study's results indicate that graduates regard costly tuition and fees, inadequate teaching tactics, and stern instructors as less serious but still require attention and care. Graduates have a positive impression of the reasonable tuition cost and the competence, understanding, and approachability of a Polytechnic College in La Union instructors, contributing to their overall satisfaction with the educational experience.

By integrating ideas from theoretical views and empirical investigations, the conversation about obstacles M.A. graduates encounter in pursuing further education becomes more profound and pertinent, with significant implications for educational practices and policies. Institutions can improve the learning environment for graduate students by tackling systemic obstacles such as time limits, commute difficulties, and workload management, leading to enhanced academic experience and achievement.

Degree of Need of the Suggested Measures to Improve the Graduate School Program of a Polytechnic College in La Union

Table 6. Degree of Need of the Suggested Measures to Improve the Graduate School Program of a Polytechnic College in La Union (N=73)

Suggested Measures to Address the Problems Encountered by M.A. Graduates of a Polytechnic College in La Union	WM	DR	Rank
Make the course offerings responsive to the needs of education in the field	4.07	HN	1
Provide adequate classrooms, equipment, and other facilities	3.95	HN	2

Acquire additional reference materials for graduate school students.	3.91	HN	3
Use of state-of-the-art gadgets in teaching	3.88	HN	4
Provide adequate training for instructors to update themselves of the current trends and innovations in education	3.80	HN	5
Strengthen the organization of graduate school students	3.74	HN	6
Expand course offerings in the master's program regarding major/specialization.	3.69	HN	7
Provide scholarship programs for students with outstanding performance.	3.58	HN	8
Average Weighted Mean	3.83	HN	

Table 6 outlines important areas for development in the Graduate School Program at a Polytechnic College in La Union, focusing on significant measures identified by M.A. graduates. The study highlights the significance of being attentive to the field's demands, providing sufficient classrooms and facilities, and obtaining more reference resources for graduate students as key areas for improvement. On the other hand, enhancing the structure of graduate students, increasing the variety of courses in the master's program, and offering scholarships to exceptional students are considered less pressing actions, indicating a detailed strategy for program growth and resource distribution.

Research reveals that the quality of higher education institutions' surroundings strongly influences students' perceptions of educational quality and overall happiness. Akareem and Hossain (2019) highlight that students at colleges and institutions that focus on educational quality usually have more positive views of their learning experiences. This highlights the significance of institutional dedication to excellence in education and its influence on student happiness and perceptions of quality.

Students' happiness with their educational institutions is strongly connected to the presence and standard of facilities, including libraries, labs, and communication services. Ali (2019) states that advancements in communication infrastructure and upgrades to library and laboratory resources lead to increased levels of student contentment. Maryam (2023) emphasizes the beneficial impact of education quality on student satisfaction, such as instructional materials, support services, classroom facilities, and equipment. The results emphasize the importance of infrastructure and resources in influencing the entire student experience and satisfaction in educational environments.

The discussion on areas needing development in the Graduate School Program of a Polytechnic College in La Union adds depth and relevance by adding findings from this research, providing valuable implications for program enhancement and student happiness. Focusing on key aspects, including industry responsiveness, infrastructure development, and resource acquisition, can improve the learning environment and elevate the quality of graduate education. Investing in communication facilities, library services, and laboratory resources can enhance student happiness and perceptions of educational quality, leading to a more positive and fulfilling educational experience for M.A graduates.

CONCLUSION

Many M.A. graduates at a Polytechnic College in La Union are married females aged 36-40 who wait for promotion and handle Teacher II positions. Attending graduate studies significantly impacts their attitudes, knowledge, and skills, making them more dedicated, competent, and prepared for future tasks. However, they face challenges such as lack of time, distance to school, and excessive paperwork. The study suggests improvements to the graduate school program, such as responsive course offerings and adequate facilities.

A Polytechnic College in La Union should regularly follow up with M.A. graduates to ensure relevance to their employers. Regular in-service training for faculty members is necessary to enhance their teaching competencies. Scholarship grants for graduate students are also suggested to attract more students. The college should provide affordable options for students unable to travel to cities, update its graduate programs to meet labor market needs and improve its physical facilities and resources.

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