



The Level of Efficiency and Productivity of Master of Arts in Education Graduates

¹Cristina P. Alvarez & ²Sergio F. Tolentino III

Abstract

The present study was conducted to assess the efficiency and productivity level of Master of Arts in Education Graduates. Likewise, it described the profile of the respondent and the perception of the respondents on the impact of graduate studies on their career. To answer the research questions, data were gathered using a researcher-made questionnaire from the forty-five (45) respondents who are all Master of Arts in Education (MAEd) graduates of a private college in the Philippines. Quantitative-descriptive research design was used in this study. Majority of the respondents are below 40 years old and most of them are female. The data gathered were tabulated and analyzed using SPSS version 23 with descriptive statistics such as frequency counts, percentage and mean. The findings revealed that the respondents are efficient in terms of classroom management, behaviors, and teaching techniques. Likewise, the respondents are productive in terms of punctuality/school attendance, in planning ahead, in professional development, in authorship, and in innovations. Further, almost all of the respondents perceived highest impact on the pursuit of graduate studies since it helped them in job promotion. Thus, the study could be used to promote and encourage teachers to finish their master's degree as it is very helpful to them to become efficient and productive in their teaching career.

Keywords: *Efficiency, Productivity, Master of Arts Graduates, Impact of Graduate Studies*

Article History:

Received: May 29, 2023

Accepted: May 8, 2023

Revised: April 24, 2023

Published online: July 26, 2023

Suggested Citation:

Alvarez, C.P. & Tolentino III, S.F. (2023). The Level of Efficiency and Productivity of Master of Arts in Education Graduates. *Industry and Academic Research Review*, 4 (1), 161-166.

About the authors:

¹Corresponding author. Master of Arts in Education Major in Educational Management, Teacher I;

²Doctor of Philosophy Major in Social Science

**This paper is presented at the 4th International Conference on Multidisciplinary Industry and Academic Research (ICMLAR)-2023*



© The author (s). Published by Institute of Industry and Academic Research Incorporated.

This is an open-access article published under the Creative Commons Attribution (CC BY 4.0) license, which grants anyone to reproduce, redistribute and transform, commercially or non-commercially, with proper attribution. Read full license details here: <https://creativecommons.org/licenses/by/4.0/>.

Introduction

Graduate study is an advanced program beyond a bachelor's degree or undergraduate degree. Taking graduate studies is very important for teachers since it can enhance and equip teachers with an advanced technical understanding of their matter of choice. It can improve an educator's teaching skills. Earning a master's degree helps one gain specialized knowledge to advance in his or her field. A graduate degree shows dedication in enhancing expertise and credibility. One can focus on a particular field of study, which helps one become more competitive in the chosen field.

There are so many issues, problems and concerns that the schools are experiencing everyday, like classroom management, classroom behaviors, teaching techniques, the punctuality/school attendance and more situations that can affect the delivery of the lesson to the learners. Some teachers are reluctant to continue graduate studies because they are thinking of the huge challenges of graduate and professional students like: time management, work-life balance, accompanying stress and the financial responsibilities. But an increasing number of teachers still pursue a master's degree in education. This motivates me to have this study, why despite of the big responsibilities that lies in studying master's degree, still many are encouraged to do so.

This study was conducted to determine the level of efficiency and productivity of Master of Arts in Education Graduates of Northwestern Visayan Colleges. To find out how efficient and productive the teachers are after completing graduate studies and the impact of graduate studies to their career as teachers. The result of this study will help the teachers who are planning to continue their master's degree. It can inspire them to go into further studies since it can help them grow professionally and improve their way of teaching.

Methodology

This study used quantitative descriptive research design. The study was conducted in the different schools in the Division of Aklan. The respondents of this study were the 45 Master of Arts in Education Graduates from school years 2017-2022. The study used the researcher-made questionnaire in gathering the data. The researcher reproduced questionnaires and distributed to the respondents and the questionnaires were also made into google form online and were sent to the respondents through messenger. The data gathered were tabulated and analyzed, descriptive statistics were frequency counts, percentage and mean.

Findings

Majority of the respondents are 40 years old and below. Most of them are female. Majority of them are female and majority of respondent's position is Teacher III. In Number of years of teaching of the respondents, the majority is teaching 6-10 years. Most of the respondents were not yet promoted after finishing Master Degree. Majority of them are 2022 graduates of Master of Arts in Education. Majority of the respondents took their Master of Arts in Education at the Main Campus.

In the level of efficiency of the Master of Arts in Education graduates in terms of their classroom management, they are very efficient in organizing teacher materials and supplies and motivating to learn. They are efficient in arranging the classroom-seating, using space etc, establishing classroom rules and procedures, setting clear goals and expectations for students, managing transitions-subject to subject, class-class., planning and preparation of lessons, and recognizing individual student's needs-differentiated instruction. In terms of classroom behaviors, being a graduate of Master of Arts in Education made respondents very efficient in coaching positive social behaviors (helping, sharing, waiting), in use problem-solving strategy (e.g., define problem, brainstorm solutions), and use clear classroom discipline plan and hierarchy. It made them efficient in reward targeted positive behaviors with incentives, use time out (time away to calm down) for aggressive behavior, do not single out a child or a group of children for misbehavior, do not threaten a child to be sent out of classroom if s/he doesn't behave, call parents to report bad behavior, use verbal redirection for child who is disengaged, promote respect for cultural differences in my classroom, and teach children to ignore disruptive behavior and focus on their lesson. In terms of teaching techniques, the respondents are very efficient in proper time management during class discussions, adjust teaching strategies to fit both the students and the materials, and in utilizes new and up-to-date teaching styles. Meanwhile, they are efficient in a well-prepared lesson plan, handle the students in class for maximum learning of students and in utilizes multimedia in lesson delivery.

In the level of productivity of the Master of Arts in Education graduates in terms of punctuality/ school attendance, the respondents are very productive in always comes to school (and leave) on time, and engaged time on task/teacher time management. In terms of planning ahead, they are very productive in plans objectives for each lesson on a weekly basis and they are productive in sets goals for the entire school year and achieves all timeliness in completing work

in planning learning, implementing learning, conducting evaluations, and professional development activities. In terms of professional development, the respondents are productive in attends more trainings and seminars and act as a speakers or trainers in many district and division activities In terms of authorship, the result show that respondents are productive in producing more printed learning materials (writer/author) and moderately productive in producing more video and audio lesson (developer) In terms of innovations, the respondents are all productive in creating more innovations in school and in involving in innovation showdowns.

As to the perceived impact of Graduate Studies, the respondents answered that it has a highest impact on the pursuit of graduate studies since it helped them in job promotion and they felt the greater trust of their colleagues and stakeholders in their capacity after graduated from master's degree. And with high impact on improving their self-confidence and level of self-esteem and it widened their social and professional network.

Conclusion

Based on the findings, the following are the conclusions:

Findings clearly show that finishing Graduate Studies are very helpful in the respondent's level of efficiency since it made them very efficient and efficient in their classroom management, classroom behaviors, and teaching techniques.

Graduate of Master's Degree are very productive and productive in their punctuality/school attendance, planning ahead, professional development, authorship, and innovation. This clearly shows that being a graduate of Master of Arts in Education is a big advantage for teacher's productivity in school.

Findings show that graduating from Master of Arts in Education has a highest impact on the teachers.

Recommendations

Based on the findings and conclusions, the following recommendations are given:

The Colleges may continue to put forth in providing quality and excellent services to meet the needs of the teachers who are planning to study Master of Arts in Education.

The Colleges may continue to pursue program accreditation that serves as a guide to achieve and maintain standards and excellent services to the teachers who are planning to continue their graduate studies.

The teachers may continue improving their teaching profession through taking Master of Arts in Education in order to increase their level of efficiency and productivity.

The Department of Education may recommend the teachers to continue graduate studies since graduating from Master of Arts in Education can greatly help in their level of efficiency and productivity as a teacher.

References

- Abazoğlu, İ., Yıldırım, O., & Yıldızhan, Y. (2014). Türkiye'nin öğretmen profili. *Turkish Studies*, 9(2), 1- 20
- Alabaş, R., Kamer, T., & Polat, Ü. (2012). Öğretmenlerin kariyer gelişimlerinde lisansüstü eğitim: Tercih sebepleri ve süreçte karşılaştıkları sorunlar. *E-International Journal of Educational Research*, 3(4), 89- 107.
- Aaron S. Horn, Sung Tae Jang March 2017 (The Impact of Graduate Education on Teacher Effectiveness: Does a Master's Degree Matter?)
- Aspenlieder, E., & Kloet, M. V. (2014). Listen up! Be responsible! What graduate students hear about university teaching, graduate education and employment. *Canadian Journal of Higher Education*, 44(3), 20-38
- Badgett, K., Decman, J., & Carman, C. (2013). National implications: The impact of teacher graduate degrees on student math assessments. *National Forum of Teacher Education Journal*, 23(3), 1-18.
- Banville, D., White, C. S., & Fox, R. K. (2014). Teacher development during advanced master's coursework and impact on their learning 1 year later. *The Physical Educator*, 71, 558-579.
- Baş, G. (2013). Öğretmenlerin lisansüstü eğitimden beklentileri: Nitel bir araştırma (Niğde ili örneği). *Journal of Higher Education*, 3(2), 61-69
- Berkant, H. G., & Baysal, S. (2017). The implementation of graduate education to professional performance: Teachers' perspectives. *European Journal of Education Studies*, 3(8), 148-168.

- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Palo Alto, CA: Learning Policy Institute. Retrieved from https://static1.squarespace.com/static/56b90cb101dbae64ff707585/t/5ade348e70a6ad624d417339/1524511888739/NO_LIF~1.PD
- John Dewey; 2016: Journal: Practical Literacy: The Early and Primary Years Vol.21 p. 167)
- Macalalad, J.A., Buenviaje, M.G., Regalario, G.M., & Laguador, J.M. 2016. Employment Status of Graduates in Post Baccalaureate Degree in Business Administration of one Higher Education Institution in the Philippines. *Asia Pacific Journal of Education, Arts and Sciences*, 3 (4): 17-26
- Nuryana Fitrianova. (2020). Studi Korelasi Kompetensi Pedagogik dan Kompetensi Profesional Guru dengan Pengelolaan Kelas di MIN 2 Ponorogo. *Southeast Asian Journal of Islamic Education Management*, 1(1), 51–59. <https://doi.org/10.21154/sajiem.v1i1.7>
- Yulmasita Bagou, D., & Sukung, A. (2020). Analisis Kompetensi Profesional Guru. *Jambura Journal of Educational Management*, 1(September), 122–130. <https://doi.org/10.37411/jjem.v1i2.522>
- Sulastri, S., Fitria, H., & Martha, A. (2020). Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan. *Journal of Education Research*, 1(3). <https://doi.org/10.37985/jer.v1i3.30>
- Sopandi, A. (2019). Pengaruh Kompetensi Profesional Dan Kompetensi Kepribadian Terhadap Kinerja Guru. *Scientific Journal of Reflection*, 2(2), 121–130. <https://doi.org/10.5281/zenodo.2628070>