

Career Paths and Curriculum Relevance of Master of Arts in Home Economics Education Graduates: A tracer Study



Vanessa Nell J. Olila¹, Rubie A. Arroyo², Jahzeel M. Candilasa³

¹Postgraduate Student, College of Human Ecology, Central Mindanao University, Philippines

²Dean and Professor, College of Human Ecology, Central Mindanao University, Philippines

³Faculty, Bukidnon State University, Philippines

ABSTRACT: The study was conducted to trace the graduates of the Master of Arts in Home Economics Education from SY 2010-2023. Thirty-nine out of forty-three graduates participated in the study at workplaces in Bukidnon, Misamis Oriental, Davao de Oro, and abroad. A survey questionnaire patterned from the CHED Graduate Tracer Study with some modifications was used to collect information and sent through Google Forms, messenger, and email. The collected information was tabulated and analyzed, and the information was presented in the form of tables and graphs. Information from the socio-demographic and educational profile was presented as graphs and tables. The Likert scale was used to analyze the curriculum and work-skill-related factors. The study's results revealed that the MAHEED graduates comprised primarily of married women between 31-35 years old. Most remained as MAHEED graduates and did not pursue a PhD program. The primary reason for pursuing the MAHEED program is for promotion. Most of them are NC2, NC3, and TM TESDA holders. Most of them work regularly in the Department of Education as Teacher II. The curriculum-related factors were rated very relevant, with the major courses ranked first in relevance to the employability and promotion of MAHEED graduates. The work-related factors were also rated very relevant, with critical thinking ranked first in relevance to the employability and promotion of MAHEED graduates.

KEYWORDS: career paths, home economics, tracer

INTRODUCTION

Education is considered a lifelong process. Individuals yearn to improve and enhance their knowledge, skills, and values in their chosen careers. Taking graduate studies is a lifelong learning commitment that brings more opportunities for personal growth and professional development. It is not just a status symbol but an obligation that builds greater responsibility to improve performance (Encio et al., 2018). Daguplo (2019) explained that advanced higher education stands out as one of the significant keys in coping with reforms brought about by the complex nature and challenges of the 21st century. However, the quality of graduates is a function of the quality of instruction and facilities that the higher education institution offers its students. Employability of graduates is one of the education institutions' successes, making it an essential component of providing quality education to the community. Indicators of professional success include graduates' success, feedback and recommendations on the quality of training it has provided, employment or further study, and high income.

The Master of Arts in Home Economics Education (MAHEED) is one of the graduate programs offered by Central Mindanao University (CMU) under the College of Human Ecology. It was approved for offering under the CMU Board of Regents (BOR) Resolution No. 48 series of 2004. The MAHEED Program's objective is anchored to CMU's vision as "a leading ASEAN university actively committed to the total development of people for a globally sustainable environment and a humane society." Graduates of the program are engaged in different career tracks. Most graduates are teachers at the Department of Education (DepEd); some work abroad, in hospitals, while others venture into small-medium enterprises (SMEs). According to Ball (2003), the graduate-level job and linear career path are no longer realistic expectations for 21st-century graduates as they engage with diverse work, many working in smaller enterprises or on a freelance basis.

In particular, this study answered the following questions:

1. What is the socio-demographic and employment profile of the MAHEED graduates from SY 2010 to 2023?
2. What are the curriculum-related factors that affect the graduates' employability and promotion?
3. What are the work-related factors that affect the graduates' employability and promotion?
4. Based on the data gathered, what are the respondent's recommendations for improving the MAHEED program?

RESEARCH METHODOLOGY

Population and Sample

The respondents were the graduates of the MAHEED program from SY 2010-2023. The graduates' names, addresses, contact numbers, and email addresses were obtained from the College of Human Ecology and the Alumni Relations Office of CMU. Facebook/messenger accounts were searched and used for interviews and follow-up activities.

Data and Sources of Data

The CHED GTS survey questionnaire was adapted and revised to fit the MAHEED graduates. The parameters for the curriculum and work-skill-related factors relevant to the employability and promotion of MAHEED graduates were obtained from various literature. The curriculum-related factors were taken from the approved curricular program of MAHEED at CMU. The revised survey questionnaire was pretested with some faculty and staff of CMU who have completed a master's degree program. The pretesting data was subjected to a reliability test, giving a result with a Cronbach's Alpha value of 0.919. The result implies that the questions are very reliable as Alpha is way beyond the threshold value of 0.70.

RESULTS AND DISCUSSION

Respondents Profile According to Civil Status

Figure 1 shows the respondent's profile by civil status. The figure shows that sixty-nine percent (69%) of the respondents were married. Considering that the study period covers thirteen years, the graduates had already married and settled in their workplace. The study of Cardente (2005), as cited by Tan et al. (2005), reported that a relationship does not exist between marital status and institutional change, role performance, or dynamism.

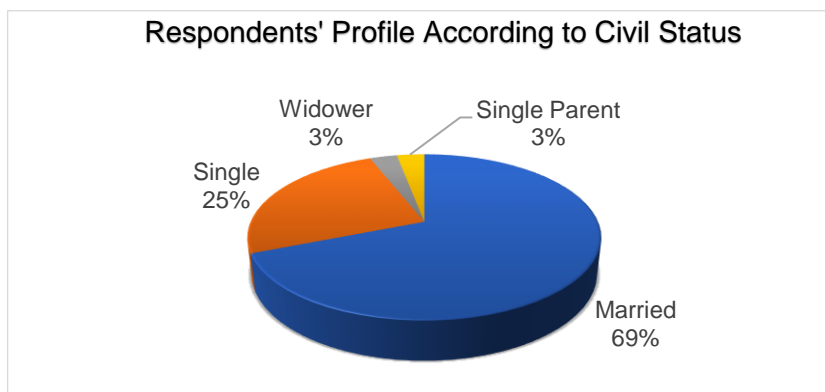


Figure 1. Respondents profile according to civil status

Respondents Profile According to Sex

Shown in Figure 2 is the profile of respondents by sex. The majority, or 87%, are female and 13% male. This data suggests that female teachers continue to dominate the teaching profession, especially since the study focuses on home economics education. Female teachers are critical in instructing the classroom since they ensure every learner enjoys and has access to learning opportunities, as cited by Buenvinida and Yazon (2017). In the Philippine setting, women are more progressive in schooling than men (Gustafson, 2018).

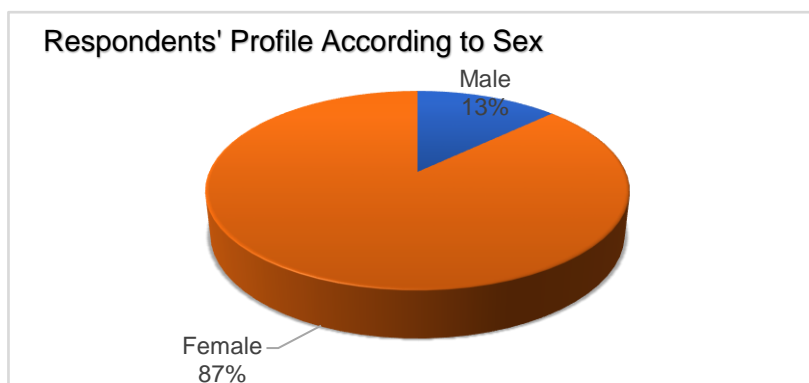


Figure 2. Profile of respondents by sex

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Respondents Profile According to Age

Presented in Figure 3 is the profile of respondents by age. The age range of the respondents is from twenty-four to fifty-two years old. Thirty-nine percent (39%) are in the age range of 31-35 years old, followed by 16% of both at the age bracket of 26-30 years old and 46-50 years old. At a young age, the respondents had already felt the need to cope with the competitive world of teaching, thus equipping themselves with higher educational qualifications to have a better edge during promotion. Technological advances require teachers to update continuously. Gagalang (2017) infers that the respondent were young adults who are trainable, expected to be aiming for stable jobs in order to establish their own career and own families

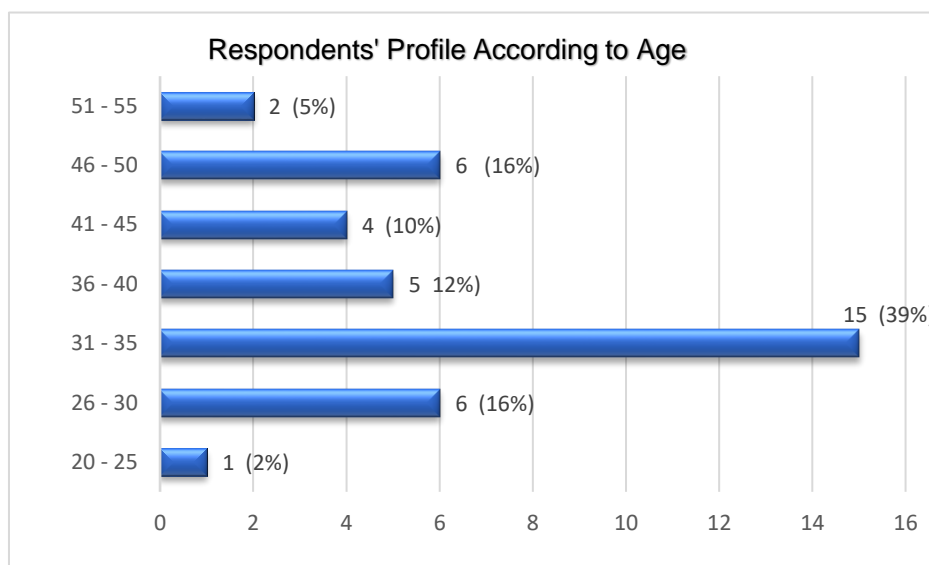


Figure 3. Profile of respondents by age

Year Graduated in the MAHEED Program

Table 1 shows the year of graduation of the respondents. The study covers thirteen (13) school years from 2010 to 2023. Of the recorded graduates, thirty-six percent (36%) are graduates of 2021-2022, followed by twenty-one percent (21%) from the year 2018-2019.

The increasing trend of graduates can be traced to the implementation of the K to 12 Program, wherein more Technical-Vocational-Livelihood (TVL) Teachers are needed in the TechVoc Tract of the Senior and Junior highschool, which encouraged the BSHEED graduates to pursue master studies. Teachers need to update and enhance their technological skills to train their students effectively to produce graduates that meet society's demands and can compete in the global scenario. Causing (2022) denote that Graduate Education provides teachers with higher advance learnings, skills and competencies that could further equip them for employment and other movements such as promotion.

Table 1. Year Graduated and No. of Respondents

PARTICULAR	NO. OF RESPONDENTS	PERCENT
SY 2010- 2011	0	0
SY 2011-2012	0	0
SY 2012-2013	0	0
SY 2013-2014	0	0
SY 2014-2015	0	0
SY 2015-2016	3	8
SY 2016- 2017	2	5
SY 2017-2018	5	13
SY 2018-2019	8	21
SY 2019-2020	1	2
SY 2020-2021	2	5
SY 2021-2022	14	36
SY 2022-2023	4	10
TOTAL	39	100

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Educational Attainment

Figure 4 shows the profile of respondents in terms of educational qualification. The data shows that 84% have only completed their MAHEED program, about 13% have ongoing PhD studies, and 3% have already completed the PhD degree. This data implies that graduates continue to upgrade their educational qualifications. Respondents working with the Department of Education or in Higher Education Institutions need to update their knowledge and skills to be more effective and efficient in their teaching tasks. Pursuing advanced studies not only gives them personal accomplishments but can also contribute to their promotion. In the teaching profession, promotion to a higher rank has a minimum requirement in terms of educational qualification. According to de la Cruz (2022), teachers must upgrade themselves to teach the spiral curriculum in most content, specialized and contextualized courses.

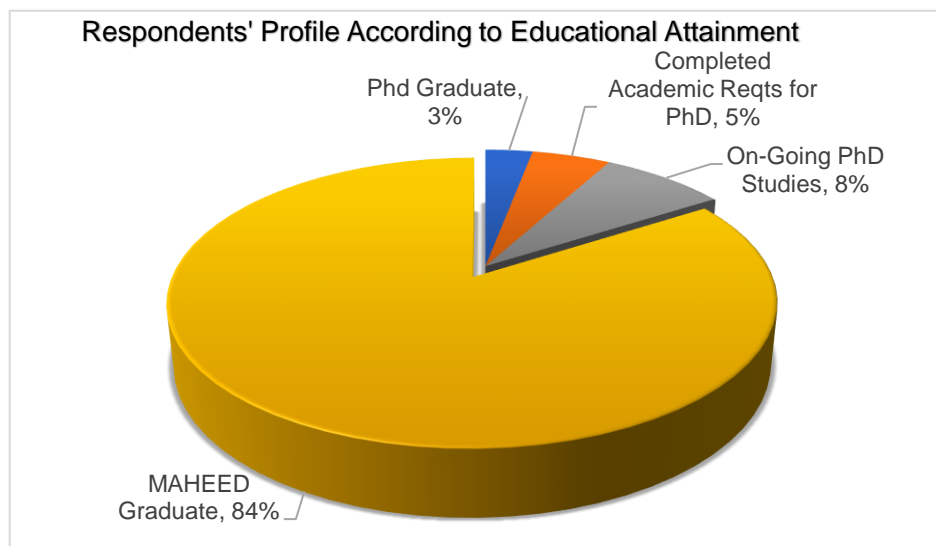


Figure 4. Educational attainment of the respondents

Professional Eligibility

The graph (Figure 4) shows the respondents' professional eligibility. Thirty-five (35) respondents are License Professional Teachers, four (4) are Registered Dietician and five (5) have Civil Service Eligibility. However, two (2) still need to obtain an eligibility certificate. It follows the recruitment, selection, and appointment guidelines in the Department of Education and Commission on Higher Education, wherein a professional license from the Professional Regulation Commission is required. Moreover, the PRC monitors the validity of licenses and requires Continuing Professional Development units upon renewal. In provisional recruitment cases, a graduate must obtain a PRC license within five years. The study of Zembre as cited by Tan (2005) supports the findings in this investigation. It was found that the use of professional knowledge and skills was a very important factor in job performance

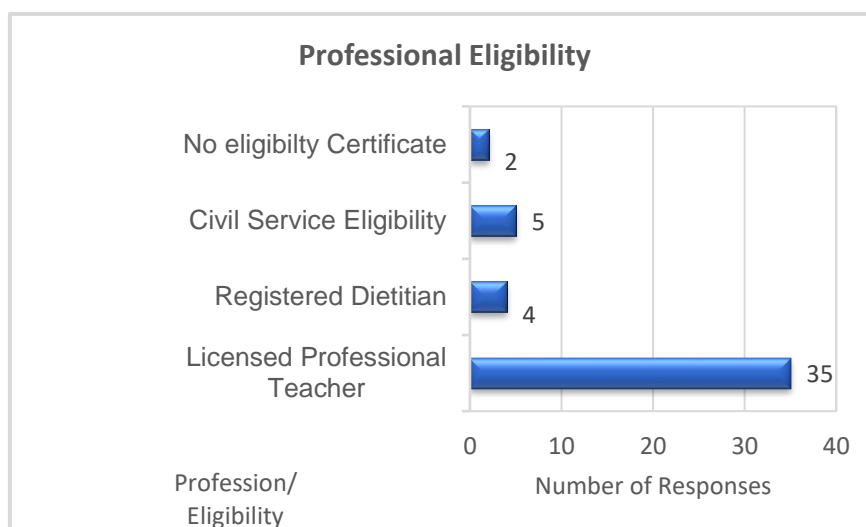


Figure 5. Eligibility certificate of the respondents

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Reasons for taking the MAHEED course

The respondents pursued the MAHEED program for various reasons. The data (Figure 6) revealed that their top five reasons are for Promotion, prospect for career advancement, passion for the profession, prospect for immediate employment, and last is for security of tenure, respectively. For promotion in their present position or rank. The idea supports the study of Encio (2018) that one of their preparations for the next promotion is taking advanced studies wherein their educational background will support their experience in the field of work. Encio et al. (2018) cited that a master's degree is one of the requirements for most companies in order to promote the employee from their current position. It gives the employees a certain level of accomplishment to finish a higher degree of education, which means that they can handle higher responsibilities and assignments in the organization of the Department of Education. Ylagan (2003) stressed that compensation would be increased by only those equipped with higher education courses.

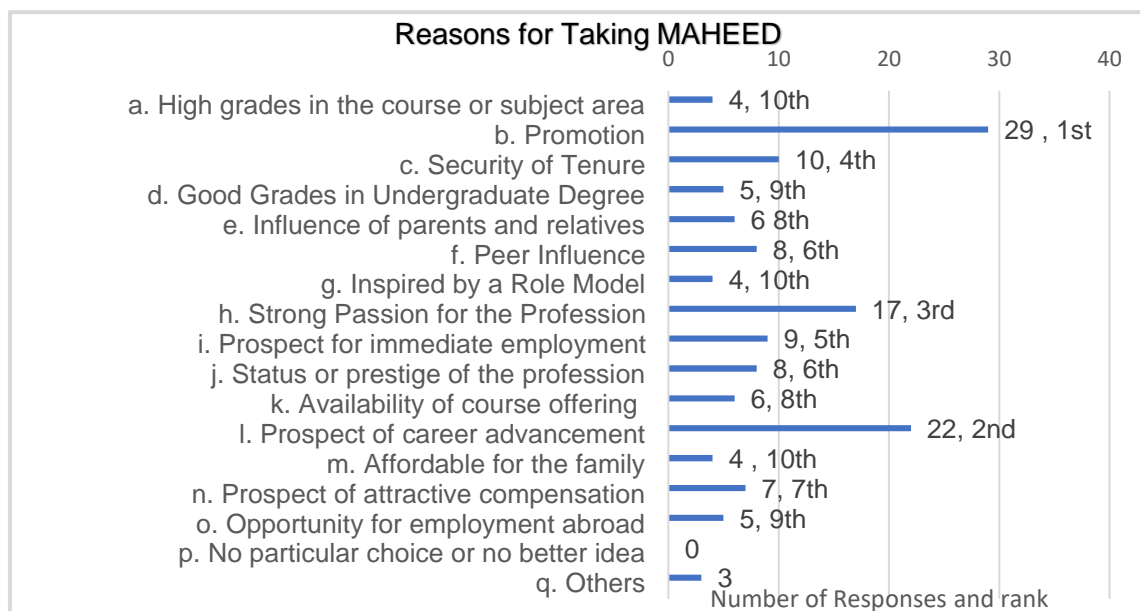


Figure 6. Reasons for taking the MAHEED course

Trainings/ Advance Studies Attended

In order to upgrade and enhance their capabilities, most respondents participated in training sponsored by TESDA particularly those with Certification as NC2 and NC3, including the Trainors' Methodology (TM). Teachers in the TVL tract have already obtained NC1 and NC2 at their undergraduate level. For promotion purposes, the teachers should have obtained the Trainer's Methodology. Participation in training is also needed as part of Continuing Professional Development, which is required to renew a professional license.

Based on the survey (Figure 7), 31 have attended the housekeeping, cookery, TM, and NTTC training with NC2 and NC3 certification. Thirty-four respondents attended the Division Training on using tablets for SDO Bukidnon digitized classes. Ten respondents have attended training on Trainers Methodology. Bennett (2023) stated that having extra trainings after having a postgraduate degree could be useful in the job that one is applying, even if its not directly relevant, the fact that students have completed these trainings shows the ability and willingness to upskill professionally.

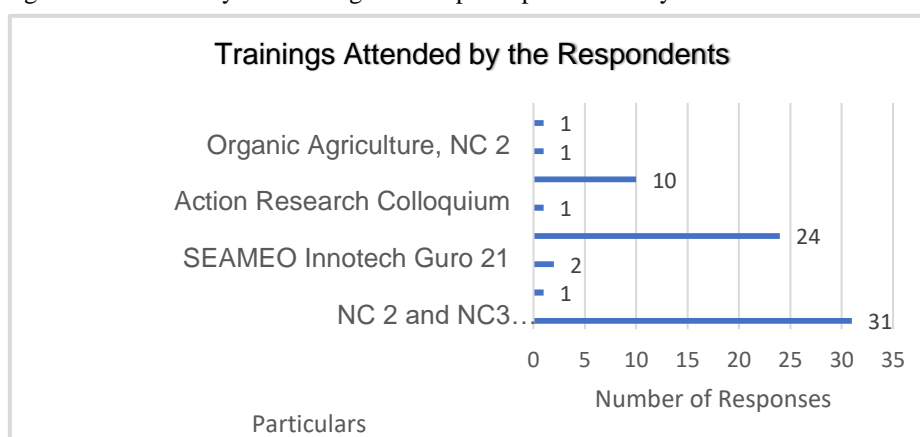


Figure 7. Training attended by the respondent

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Status of Appointment of the Respondents

All the respondents are employees, where 89% have regular employment status with the Department of Education, 8% have Job-order status here in the Philippines and abroad, and 3% are self-employed (Figure 8). According to Ranario (2012), the nation's employment problem remains a perennial problem. However, the offering of the K to 12 program has significantly contributed to graduates' high employment in teaching education due to the high need for teachers to handle subjects in senior high school.

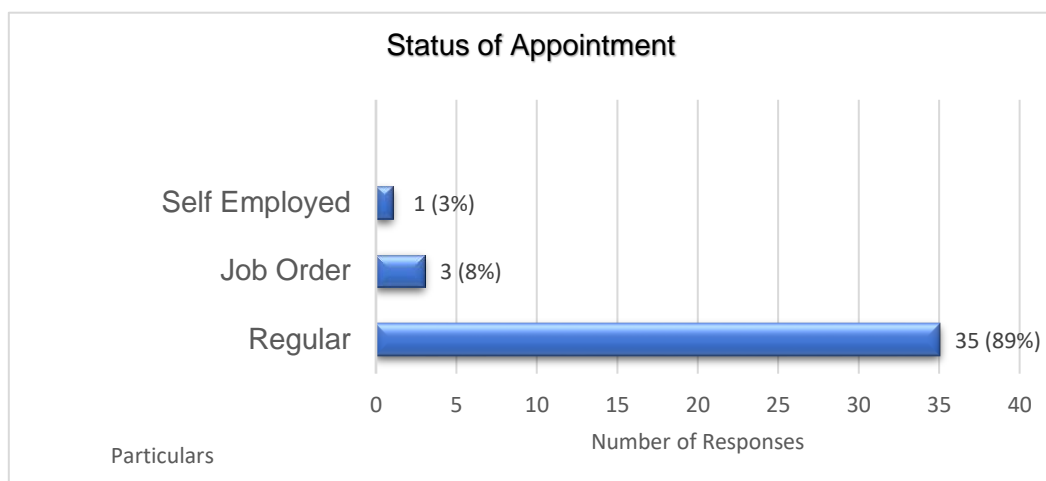


Figure 8. Status of Appointment

Classification of Occupation

Based on the Philippine Standard Occupational Classification, 10% of the respondents have work classified as Supervisors and working with various schools in the Department of Education and at higher education institutions of CHED. On the other hand, ninety percent (87%) are working as Professionals in the Department of Education as Teachers and Master Teachers, at CHED as Instructors and Assistant Professors, at the hospital as Dietician and as overseas Filipino workers, and 3% are having business (Figure 9). MAHEED graduates have many work opportunities here in the Philippines, and they choose to stay in the country while fulfilling their profession and, at the same time, living with their families. Bueno (2017) stated that when graduates are employed on a regular or permanent status, locally and internationally, implies that the school is continuously nurturing and embracing the quality of education as revealed by the employability rate of graduates.

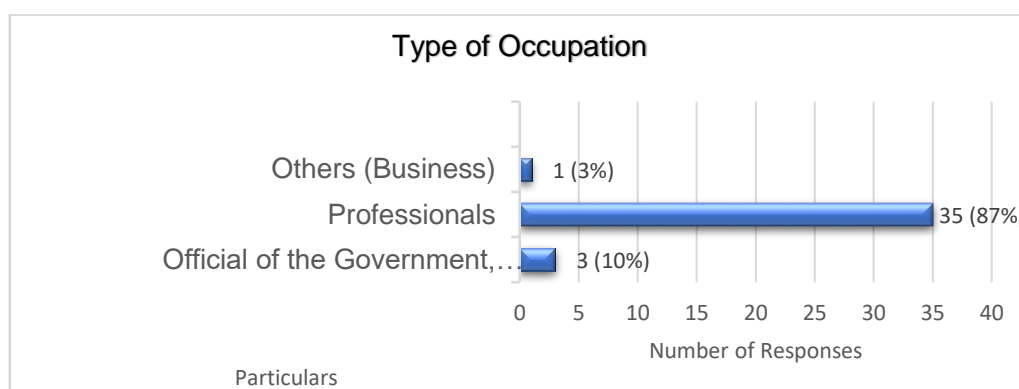


Figure 9. Occupation Of The Respondents Based On Philippine Standard Occupational Classification

Place of Work of the Respondents

In terms of their work assignments, 78% of the respondents are working with the Department of Education as Teachers and Master Teachers, 16% are working with CHED institutions as Instructors and Assistant Professors, and the remaining portion is working in hospitals, in other country and having a business (Figure 10). This data implies that the MAHEED graduates are on the right track and in the right place in their career progression as educators.

The result implies that the MAHEED program are responding to the needs of a diverse industry. The findings affirmed Ramirez, et al (2014) the graduates claimed that their knowledge, academic-acquired skills and competencies contributed greatly to their job performance. The result further showed that the course produces marketable and appropriately trained graduates with the majority being promoted to higher rank after graduation.

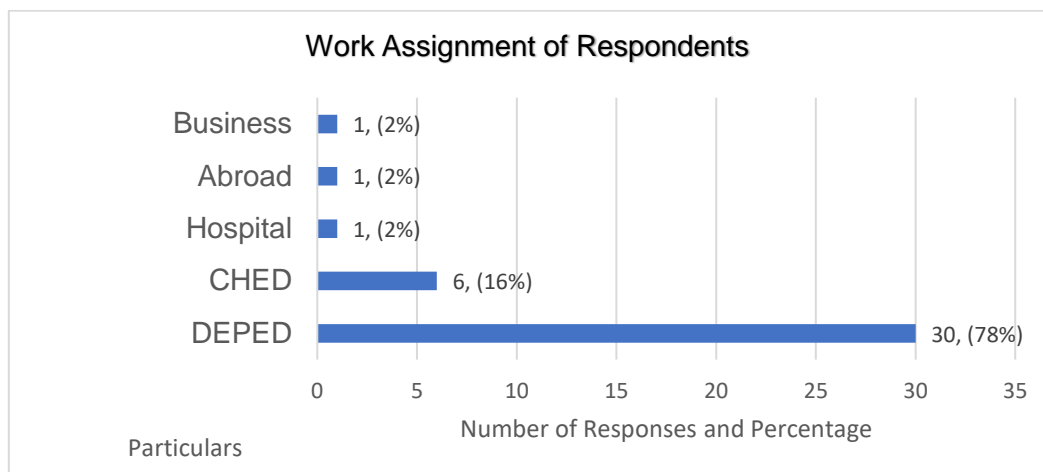


Figure 10. Place of Work assignment of the respondents

Present Work Position of Respondents

Thirty-three percent (33%) of the respondents are in the rank of Teacher II, 17% are still on Teacher I, and 10% are Instructor I and Teacher III. Only a few are promoted to Master Teacher I and School Head I (Figure 11).

For the Master Teacher Level, the qualification requirements are a Bachelor's degree majoring in fields under the track and 18 units of a master's degree in fields under the strand, three years of relevant teaching or industry work experience, and 8 hours of training relevant to the courses in the strand. Based on the requirements of the cited ranks in DepEd, the MAHEED graduates are already qualified. However, the said rank is limited in the number of items, and availability depends on the budget allocation of the region. Hence, promotion is implemented after some time. Causing (2022).

In CHED institutions, the minimum requirement for the permanent position is a master's Degree holder. Hence, all respondents in CHED institutions have permanent employment status. Promotion in CHED Institutions is dependent on the results of reclassification evaluation, which considers educational attainment, research, extension, and professional development.

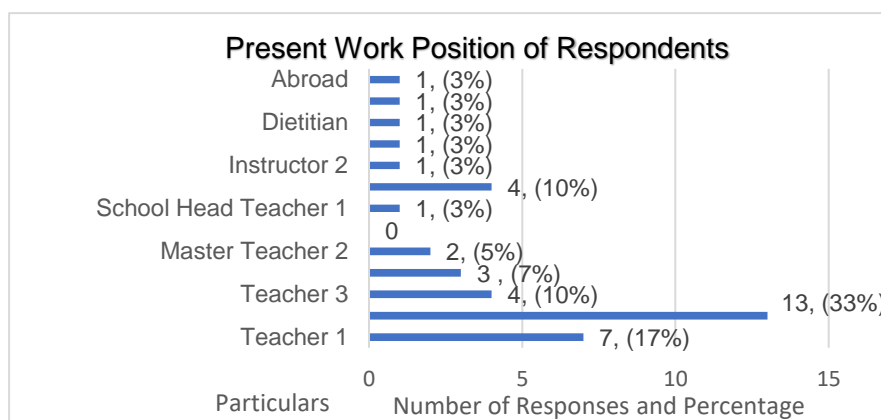


Figure 11. Present Work Position of the Respondents

II. Curriculum-Related Factors

The different types of courses offered in the MAHEED program were evaluated on their relevance to the graduates' employability and promotion. The curriculum-related factors include core courses, major courses, cognate courses, and master thesis of the MAHEED program. In the MAHEED program, the students must enroll in a minimum of 37 units, including 9 units of core courses, 15 units of major courses, 6 units of cognate courses, and 6 units of master's thesis.

The relevance was rated using the Likert scale. Shown in Table 2 is the summary of responses.

Table 4. Responses on curriculum-related factors

	MEAN	DESCRIPTION
CORE COURSES	4.28	VERY RELEVANT
MAJOR COURSE	4.49	VERY RELEVANT
COGNATE COURSE	4.26	VERY RELEVANT
MASTER'S THESIS	4.46	VERY RELEVANT
OVER-ALL RATING	4.37	VERY RELEVANT

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The graduates rated all the parameters as Very Relevant with a mean value of 4.28 for core courses, 4.49 for major courses, 4.26 for cognate courses, and 4.46 for master's thesis. The overall rating is 4.37, also described as Very relevant. The results suggest that the courses taken by the respondents in the MAHEED program are all very relevant to their present job. Rank from highest to lowest relevance are as follows: the major courses are ranked first in relevance, followed by master thesis, core courses, and cognate courses, respectively.

In the revised MAHEED program, the major courses were expanded to achieve the optimum goal of higher learning in the advanced study and practice of home economics as a body of knowledge contributing to the development of the community and the nation (Curriculum Analysis of MAHEED).

The major courses equip the graduate students with knowledge of home economics education as a field of specialization. It includes an advanced degree in Home Economics that focuses on Elementary and Secondary School pedagogy. It compromises the opportunity to explore the practices in teaching Home Economics at the international level with proper selection, lessons, learning activities, appropriate approach and teaching methodologies, and effective instructional materials considered suitable in advance teaching. One major course concentrates on resource management at the family or household level, which is the trademark of the discipline's contribution to society. It includes studying Filipino Family structure, values, functions, problems, needs, and goals. Another major course tackles the analysis and discussion of current trends in the development of home economics subjects. Another major course discusses basic economic and decision-making principles that will be emphasized to achieve maximum utilization and satisfaction from resources, evaluate alternatives in the marketplace, and understand the rights and responsibilities of a consumer. concept and characteristics of cross-cultural home economics practices and the multicultural context and interaction between the household cultures to promote well-being. (Curriculum Analysis of MAHEED).

The major courses being ranked first in relevance to their employability and promotion would mean that such results are avenues for continuous enrichment and revision of the courses to cope with the latest trends and internationalization of home economics education. Ramathan (1997) stated that curriculums of the programs should be revisited vis-à-vis relevant skills for their chosen fields. Given that teacher graduates may not teach education curriculum exist: a strong generalist curriculum excluding special options; or a strong generalist curriculum with a relatively small special component fully.

The master's thesis course ranked second in relevance to employability and promotion as rated by the respondents. The CMO 53 series of 2007 stated that the master's thesis program aims to develop the competencies of classroom teachers and other education professionals to undertake research in specific areas, which shall focus on replication, verification, validation, contextualization, and other applications of theoretical knowledge about the different aspects of educational processes. The knowledge and skills gained by the graduate student in doing the independent work on the thesis equipped them with the standards of citation and referencing, coping with the set of instructions, rules of spelling and grammar, and time management. Thesis writing would also test the endurance of graduate students to reflect and revise their work to high-quality completed tasks. Doing research activities has become an inherent task of teaching professionals.

Core courses were rated third in relevance to the employability and promotion of the respondents. The core courses prepare the students with the different kinds and procedures of research and experimental designs and their application in basic or applied problems, as well as the objectives, functions, and principles of home economics education at different levels, including the philosophical, sociological, and psychological foundation. Statistical methods involved in carrying out a study, including planning, designing, collecting data, analyzing, drawing meaningful interpretations, and reporting the research findings, are being taught to prepare the master's thesis. Sirisilla (2023)

Although the respondents ranked cognate courses as having the slightest relevance to their employability and promotion, this indicates that the cognate courses offered by the MAHEED program need to be revisited by the program owner. Additional cognate courses should be offered so that graduate students have more choices of courses that are more relevant to their work and essential to the needs of their students.

Bueno (2017) stated that if the Graduates are very satisfied with their current employment situation and that the college may sustain its best to improve the knowledge, vaues and skills they are developing among students for better alignment between college education and the world of works.

III. Work-Skill Related Factors

Some work-related skills were evaluated on their relevance to the employability and promotion of the respondents. As shown in Table 5, all the stated skills are rated as VERY RELEVANT to the employability and promotion of the MAHEED graduate. It supports the claim of Cuadra (2018) that the skills they learned from their degree are helpful in their job performance. Causing et al. (2022) reported that in the MSHE program, the top five skills include planning and organization, use of technology, creativity, technical skills, soft skills, and communication.

Critical thinking skills have the highest mean of 4.61, followed by human relation skills with a mean value of 4.59. Other work-related skills were also evaluated with their corresponding mean value: communication skills (4.53), problem-solving skills

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(4.44), information technology skills (4.38), and entrepreneurial skills (4.28). The overall rating is 4.46. The results suggest that the identified skills are VERY RELEVANT to the employability and promotion of the MAHEED graduate.

Table 5. Responses on work-skill-related factors

	MEAN	DESCRIPTION
COMMUNICATION SKILLS	4.53	VERY RELEVANT
HUMAN RELATION SKILLS	4.59	VERY RELEVANT
ENTREPRENUERIAL SKILLS	4.28	VERY RELEVANT
INFORMATION TECHNOLOGY SKILLS	4.38	VERY RELEVANT
PROBLEM-SOLVING SKILLS	4.44	VERY RELEVANT
CRITICAL THINKING SKILLS	4.61	VERY RELEVANT
OVER-ALL RATING	4.46	VERY RELEVANT

Critical thinking skills are the ability of a person to analyze facts objectively and form a judgment by thinking clearly and rationally when the situation demands, allowing him to perform problem-solving and decision-making more effectively and adjust them accordingly. The respondents rated this skill as the most relevant to their employability and promotion. Higgins

(2018) stated that critical thinking skills are imperative for students who seek a career. Regardless of which end of the experience and skill spectrum they sit, some will embark on a more technical path, while others will take a business-focused path.

The respondents rated human relations skills as the second work-related skill relevant to their employability and promotion. It includes the capacity to connect with others for constructive collaboration and achieve common goals, including understanding and empathy. Menez (2014) stated that human relations skills acquired by master's graduates may be rooted in the caring and individualized attention given by the university to graduate students. Such include approachability and accessibility of the graduate students to various resources of the University.

Macatangay (2013) stressed out that Communication Skills were one of the skills found helpful in the workplace. The ability to communicate effectively also supports the reasons for landing a job six months after graduation.

Problem-solving skills are the fourth work-related skill that the respondents rated relevant to their employability and promotion. Problem-solving is a complex skill that involves critical thinking, decision-making, creativity, and information processing. It is one of the essential skills provided to prospective teacher students because, in addition to developing thinking skills, it also trains students' ability to manage learning to develop thinking skills.

According to QS (2019), problem-solving, communication, and entrepreneurial skills are the three critical competencies employers seek. Graduates should prioritize developing these essential skills before joining the job market. Malokani et al. (2023) revealed that three skills included in their study had positive and significant impacts, such as leadership and motivation skills, teamwork and problem-solving skills, and communication skills, on graduate employability in the service sector in Sindh, Pakistan.

IT skills (information technology skills) are necessary for technical support, maintenance, and development. Developing these skills will allow a graduate to feel more confident in using emerging technology and will become faster in finishing tasks. Having IT skills will allow a person to save money and time as they can solve a technical issue independently. Information technology skills are another skill considered in the study that has relevance to the employability and promotion of MAHEED graduates, which rank only fourth in relevance. However, Dela Rosa (2021) stated that Information Technology Skills are the most helpful skill since the present status is in the digital era.

Based on the data collected, the respondents rated Entrepreneurial Skills as the least relevant to the employability and promotion of MAHEED graduates. According to Indeed Career Guide (2023), Entrepreneur skills include various skill sets such as leadership, business management, time management, creative thinking, and problem-solving. These entrepreneurial skills are vital for promoting innovation, business growth, and competitiveness. Many entrepreneurs also positively impact their communities and improve their well-being by catering to underserved areas and developing environment-friendly products. However, developing entrepreneurship education and employability skills is relevant to achieving Sustainable Development Goal 4 (SDG4) of the 2030 Agenda of the United Nations (UN) General Assembly. SDG4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. UNESCO recommends that education for sustainable development should be included in all formal education curricula: primary, secondary, and higher education, and that the learner should be able to recognize the importance of their skills for improving their life, in particular for employment and entrepreneurship (Sanchez et al., 2020).

Gines (2014) emphasized that Graduates are very satisfied of the school services, academic environment, physical plant and facilities, thus the existing program of studies are still effective, adequate and relevant in taking action to the modern and complex changes brought about by emerging developments such as international standards in academic program, the ASEAN integration and the qualification framework of the 21st century.

RECOMMENDATIONS OF THE RESPONDENTS

Firstly, with the implementation of the K-12 program in the Department of Education, it is recommended that the MAHEED program of CMU be aligned with the TVL tract to match the needed teaching competency. The graduates of the MAHEED program should upgrade their knowledge, skills, and competencies and be more prepared to tackle the needs of the TechVoc and Livelihood (TVL) Strand in the junior and senior high school curriculum. Ultimately they should be able to produce graduates who are competent-ready to add to the workforce of the local market and can compete in the global market. It is understood that the Technical-Vocational-Livelihood (TVL) track is designed to prepare senior high school students for employment after graduation. Hence, teachers should have adequate competency in training the students as they face the workplace after finishing senior high school. The TVL Strand is designed to develop students' skills that are useful for livelihood and technical projects. It provides a curriculum combining core courses and specialized hands-on courses that meet the competency-based assessment of TESDA.

Secondly, additional significant courses should be offered in the MAHEED program, like the skills development for woodwork or carpentry, pottery, and ceramics. These central courses can be training courses for graduate students, which would be very useful in the high school curriculum of their respective schools. With this, the faculty themselves should be trained in TESDA-accredited programs. Hands-on programs, like clothing and crafts courses, are also recommended. Resource persons from TESDA and other skills development institutions can be invited to talk on specialized topics in a seminar-workshop. In addition, one of the significant courses should include a topic on the importance of Home Economics Education. It will make the graduate program maintain the quality of instruction and aim to make the curriculum relevant and responsive to the needs of the students and the industry.

Third, additional cognate courses should be offered to broaden the choices of the graduate students and be able to select courses that are relevant and have more bearing in the DepEd Curriculum. The TVL Strand of junior and senior high school include cookery, agriculture, carpentry and computer science. Hence, these choices should be included in the cognate courses.

Fourth, greater emphasis should be given to enhancing graduate student's skills in conducting research through the master's thesis course. Relevant research topics in home economics education should be tackled. The research output of graduate students should be published in referred journals, which can give them additional credits for promotion and improve their technical writing skills. Faculty and graduate student publications should be encouraged.

It is also envisioned that a Ph.D. program in Home Economics Education will be offered soon at CMU to provide MAHEED graduates with a vertically aligned graduate program.

CONCLUSIONS

1. The MAHEED graduates comprised primarily of married women between 31-35 years old. Most of them remain as MAHEED graduates and did not pursue a PhD program since the . Almost all are licensed professionals and have completed their MAHEED program between school year 2015 to 2023. The primary reason for pursuing the MAHEED program is for promotion. Most of them are NC2, NC3, and TM TESDA holders. Most of them are working with regular status in the DepEd as Teacher II.
2. The curriculum-related factors were rated very relevant with the major courses ranked first in relevance to the employability and promotion of MAHEED graduates. This supports the Human capital theory that education affects the employability and promotion of graduate students. As cited by Blundell et al., (1999) Human-Capital Theory assumes that investment in education is necessary to acquire skills and training which, in turn, will increase individual capital.
3. The work-related factors were also rated very relevant with critical thinking ranked first in relevance to the employability and promotion of MAHEED graduates. Human capital includes individual competencies and skills of employees. Tan (2014) adds, these knowledges and skills will increase his or her productivity in the workplace. This increased productivity will bring a higher salary to the individual since the wage of a person, in the ideal labor market, is determined by the person's productivity. Therefore, people would invest in education up to the point where the private benefits from education are equal to the private cost.
4. The respondents provided various recommendations for the improvement of the curriculum primarily focusing on the alignment of MAHEED curriculum to the TVL Track of DepEd to produce graduates that are not just technically. competent but could cope with demand of the market. Trainings and other activities that would enhance work related skills are recommended to enhance the capability of MAHEED graduates and be able to impart to the students.

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