

## FEEDBACK OF EMPLOYERS ON THE PERFORMANCE OF EMPLOYEES (PRMSU- GS MAED-EDUCATIONAL ADMINISTRATION GRADUATES), 2020-2024

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**ABSTRACT :** The employees' academic position/designation (PRMSUGS MAED-Educational Administration-graduates) are mostly Teacher III and Teacher II. It is very evident that the graduates of PRMSUGS MAED-Educational Administration program from 2020-2024 progressed in their position. The School Head evaluators are mostly Principal I and Principal II high ranking employers in their respective institution/organization. Most of the respondents are School Heads are from Iba, Botolan and San Marcelino Districts of DepEd Schools Division of Zambales. As for the result of the appraisal of the performance of the employees (graduates), they are outstanding on aspect of Profession's Content Knowledge and Pedagogical Expertise; followed by Personality Development and Social Skills and Managerial Competency. It is highly suggested that the MAED-Educational Administration Program sustain this best practice of excellent and quality delivery of services to students, clients, and other stakeholders. Based and consider the findings of the study in future endeavors such as reviewing the curriculum of MAED-EA and enhancing further the delivery of instruction.

**KEYWORDS:** *Feedback, Employers Performance, Employees, PRMSU, Graduate School, MAED-Educational Administration*

### I. INTRODUCTION

Every organization has an objective towards optimum performance. PRMSU Graduate School can be able to assess its performance level if outcomes and / or products like the graduates of the MAED-Educational Administration Program are employed and are key drivers in achieving their respective institution/organization's performance and productivity.

Good educational outcomes are a residue of having highly qualified and experienced employees (e.g., teachers). An evaluation/assessment/appraisal/providing feedback puts out one's performance and conduct in context and compares them against a set of certain standards. Evaluating performance has proved a daunting task yet crucial because it informs future decisions. The evaluation must set clear and rigorous expectations to be successful and effective. It is necessary therefore that the employees' performance reach optimality for the success of the organization which is a primary goal of every organization including learning institutions. Educational researchers regard teacher appraisal as an important vehicle for promoting educational quality (Zhang, 2017; and Hallinger, Heck & Murphy, 2014) which is believed to have the potential to facilitate teachers' professional development and to stimulate instructional improvement in PRMSU Graduate School.

Employee appraisal becomes a perfunctory ritual activity that is connected from the process of teaching improvement and teacher employees' professional development (Kiplang'at 2016). The instrument of Weller (2010), 'Teacher Performance Assessment Instruments' was used in this study which makes provisions for monitoring of the conduct and performance of teachers in public learning institutions. In this regard, appraisal, and contract reports, therefore, will greatly help the PRMSU Graduate School MAED-Educational Administration Program in making key management decisions such as assignment of teachers, deployment to administrative positions, promotion, and training programs. This study will address the gap by investigating how the PRMSUGS MAED-Educational Administration graduates (from 2021-2024) are doing/performing in their respective institution/organization and under their supervisor/employer.

## II. STATEMENT OF THE PROBLEM

This study aimed to analyze the performance of employees (graduates on PRMSU GS MAED-EA Program from 2020-2024) appraised by their respective employers. Specifically, it sought to answer the following:

1. How may the profile of the employees and employers be described in terms of
  - 1.2 : Employee Academic Position/Designation;
  - 1.3 Employer Academic Position/Designation; and
  - 1.4 District/Institution Employed?
2. How may the appraisal on the aspects of performances of the employees (graduates) by respective employers be described in terms of:
  - 2.1 Profession's Content Knowledge and Pedagogical Expertise;
  - 2.2 Personality Development and Social Skills;
  - 2.3 Managerial Competency?

## III. METHODOLOGY

This research study employed a descriptive research method with the survey questionnaire as the main research instrument. Descriptive research as described by Calmorin (2009 as cited in Dizon Jr., 2024) involves and employs the process of inquiry, interpretation of condition that exist and attempts to develop knowledge. The study described the feedback of employers on the performance of employees (PRMSUGS MAED-Educational Administration Graduates), 2020-2024. The results will be basis for development of recommendations for enhancing/improving the curriculum of the MAED-EA Program, delivery of instructions and other services. The respondents of the study were the School Heads of Basic Education Institution in the Division of Zambales (with 13 Districts and HEIs in Zambales. A total sample of 78 School Heads and Deans were included as population of the study.

This study employed the instrument used by Weller (2010), 'Teacher Performance Assessment Instruments' and PRMSU Graduate Tracer Study (Aspect: Contribution of GS to Academic Profession, Social Skills and Personality Development to Clients). Questionnaire surveys are an approach for collecting statistical information on a given set of data, views, or practices using a systematic series of questions (McLeod, 2018). The survey questionnaire was validated by subject matter experts of the Graduate School, Director for Instruction and Vice President of Academic Affairs. A pilot test was conducted among five (5) school heads in Botolan North District. The result underwent determination of cronbach alpha values as scientific test of reliability. Overall, the indicators of the instrument are acceptable. Specific professional profile were sought from the respondents. In term of the indicators of performances of the employees/MAED-EA graduates, the respondent-evaluators answered within a 4-point scale ranging from 4 – Outstanding (Consistently Exceeds Standards); 3 – Very Satisfactory (Frequently Exceeds Standards); 2 – Satisfactory (Generally Meets the Standards); and 1 – Needs Improvement (Frequently Fails to Meet Exceeds Standards).

The GS researchers sought permission from the Schools Division Superintendent, Division of Zambales and President of PRMSU to administer the survey questionnaire to the respondent-evaluators for data gathering/collection last March 2024. After securing the endorsement, the researchers personally distributed the instrument to the respondent-evaluators. Retrieval was within two weeks. Also during the administration of research instrument, the researchers briefly presented/discussed the objective and goal of then study. This will be done to gain the confidence and complete participation of the respondents. Further, the respondents are also assured of the confidentiality of their answers to the instrument. The statistical treatment of this research study utilized descriptive statistical tools.

## IV. RESULTS AND DISCUSSION

**Table 1. Frequency and Percentage Distribution of the Employees and Employers' Profile**

<b>EMPLOYEES' ACADEMIC POSITION/DESIGNATION</b> (former PRMSUGS MAED-EA Student)	<b>Frequency</b>	<b>Percent (%)</b>
Master Teacher II	1	1.28
Master Teacher I	2	2.56
Teacher III	31	39.74
Teacher II	27	34.62
Teacher I	15	19.24
Instructor 1	2	2.56
<b>Total</b>	<b>78</b>	<b>100.00</b>

EVALUATORS' DESIGNATION (Supervisor of the employee, graduate of PRMSUGS MAED-EA)	Frequency	Percent (%)
Principal IV	4	5.13
Principal III	7	8.98
Principal II	26	33.33
Principal I	32	41.03
Head Teacher	7	8.98
Dean	2	2.56
<b>Total</b>	<b>78</b>	<b>100.00</b>

**Table 1. Frequency and Percentage Distribution of the Employees and Employers' Profile**

Continuation

DISTRICTS (in DepEd Division of Zambales) or SUC (in Zambales)	Frequency	Percent (%)
Sta Cruz	6	7.69
Candelaria	6	7.69
Masinloc	7	8.97
Palauig	6	7.69
Iba	10	12.82
Botolan	10	12.82
Cabangan	5	6.41
San Felipe	5	6.41
San Marcelino	8	10.26
Castillejos	7	8.33
Subic	4	5.13
PRMSU, Iba	4	5.13
<b>Total</b>	<b>78</b>	<b>100.00</b>

Table 1 shows the frequency and percentage distribution of Employees' Academic Position/Designation (former PRMSUGS MAED-Educational Administration Student); Evaluators' Designation (Supervisor of the employee, graduate of PRMSUGS MAED-EA); and District / Institution employed.

The **Employee' Academic Position/Designation** (PRMSUGS MAED-Educational Administration graduate) are mostly Teacher III (31 or 39.74%); followed by Teacher II (27 or 34.62%); and Teacher I (15 or 19.24%). It is very evident that the graduates of PRMSUGS PRMSUGS MAED-Educational Administration program from 2020-2024 are high ranking employees in their respective institution/organization.

The findings indicate that the majority of the graduates of the PRMSU Graduate School MAED-Educational Administration program occupy higher teaching positions such as Teacher III and Teacher II in their respective institutions. This suggests that the program has significantly contributed to the professional advancement and leadership development of its graduates. Graduate education in Educational Administration equips educators with competencies in instructional leadership, school management, decision-making, and organizational supervision, which are essential qualifications for promotion within the educational system. Recent studies emphasized that graduate programs in educational management and administration improve employability, career alignment, and leadership readiness among educators in the Philippines.

At the national level, the Department of Education continuously promotes professional growth and advanced academic preparation as part of teacher career progression and ranking systems. Teachers who pursue graduate studies are more likely to qualify for higher plantilla positions because promotion standards emphasize educational attainment, professional development, and leadership competence. Tracer studies conducted in Philippine state universities from 2024 to 2026 revealed that graduates of educational management and administration programs commonly attained permanent positions, promotions, and leadership responsibilities after completing graduate studies.

Locally, the result may also reflect the strong demand for competent educational leaders and highly qualified teachers in schools within Region III and neighboring areas. The PRMSU MAED-Educational Administration program appears responsive to the needs of educational institutions by producing graduates who are academically prepared and professionally capable of assuming higher teaching and administrative functions. A tracer study conducted in Western Philippines highlighted that graduates of Educational Administration programs demonstrated career alignment and improved professional standing due to the competencies acquired from graduate education. This supports the present finding that PRMSU graduates are occupying relatively high-ranking academic positions in their institutions.

Furthermore, the predominance of Teacher III and Teacher II positions among graduates signifies the relevance and effectiveness of the curriculum in developing leadership-oriented educators. Graduate programs enhance teachers' instructional expertise, administrative capability, and professional confidence, enabling them to perform efficiently in school leadership and management functions. Consequently, the PRMSU MAED–Educational Administration program contributes not only to individual career advancement but also to the improvement of educational leadership and institutional effectiveness in the local community and the Philippine educational system as a whole.

The **School Head Evaluators** are mostly Principal 1 (32 or 41.03%) followed by Principal II (26 or 33.33%) Principal III and Head Teacher III (7 or 8.98%) respectively. The respondents who evaluated the performances of their teachers/employees (MAED-EA Graduates) are Principal I and Principal II respectively.

The findings show that the majority of the school head evaluators were Principal I and Principal II, indicating that the MAED–Educational Administration graduates were evaluated primarily by immediate supervisors who directly monitor teacher performance and instructional effectiveness. This suggests that the assessment of graduates' competencies and workplace performance was conducted by qualified educational leaders with actual supervisory responsibilities in schools. According to the Department of Education (2022), school principals play a vital role in instructional supervision, teacher evaluation, and organizational leadership, making them appropriate evaluators of teachers' professional performance.

The predominance of Principal I and Principal II evaluators further implies that graduate school competencies acquired by MAED–Educational Administration graduates are being assessed within actual school management and instructional settings. Studies revealed that principals and school administrators significantly influence teacher development, workplace productivity, and instructional quality through continuous supervision and performance monitoring (Jamison & Flores, 2025). Their evaluations are considered reliable because they regularly observe teachers' classroom practices, leadership behaviors, and participation in school programs.

Moreover, the inclusion of Principal III and Head Teacher III evaluators strengthens the credibility of the evaluation process because these administrators also possess supervisory and instructional leadership functions. Research showed that educational leaders who supervise teachers are essential in determining whether graduate education contributes to improved professional competence and leadership effectiveness among educators (Pentang et al., 2024). Thus, the findings indicate that the MAED–Educational Administration graduates were evaluated by experienced school leaders capable of providing credible assessments of their workplace performance.

Most of the **respondent's districts** are School Heads from Iba and Botolan Districts of DepEd Schools Division of Zambales (10 or 12.82%) respectively followed by teachers from San Marcelino District (8 or 10.26%) and Castillejos and Masinloc Districts (7 or 8.97%) respectively and all from DepEd Division of Zambales. The result suggests that most of the employees and the employers are working or employed at the heart of the Province of Zambales, the municipalities of Iba and Botolan. These 3 municipalities (Iba, Botolan and Masinloc) have the largest population compared to other 11 municipalities. Moreover, Iba is the capital town of the Province.

This finding is supported by the role of Iba as the provincial capital of Zambales, where most administrative offices, including the Schools Division Office, are located. Capital municipalities typically host a higher concentration of public institutions, school administrators, and educational personnel due to their accessibility and administrative importance. According to the Philippine Statistics Authority (2022), population distribution in Zambales shows that Iba, Botolan, and Masinloc are among the most populated municipalities, which naturally corresponds to a greater number of schools and education workforce in these areas. This explains why respondents are predominantly drawn from these districts.

Furthermore, the concentration of respondents in these municipalities may also reflect employment mobility and career placement patterns within the Department of Education, where teachers and school heads are often assigned to larger districts with more established school systems. Studies have shown that school workforce distribution is commonly influenced by population size, availability of plantilla positions, and administrative demand in high-density municipalities (Department of Education, 2023). This supports the observation that districts with larger populations tend to have a higher number of both teachers and school administrators participating in graduate tracer studies.

Additionally, local governance structure in Zambales indicates that Iba, Botolan, and Masinloc serve as educational hubs due to their relatively larger school divisions and greater number of public schools. This concentration enhances opportunities for professional advancement, collaboration, and supervision, making these areas more likely to be represented in studies involving educational personnel. Hence, the result implies that the MAED–Educational Administration graduates and their evaluators are primarily situated in key

educational centers within the province, reinforcing the central role of these municipalities in the province's educational system.

### Aspects of Performances of the Employees

**Table 2. Employer's Appraisal on the Performance of Employees (graduates on PRMSU GS MAED-EA Program)**

Indicators of Employee Performance	Weighted Mean	Qualitative Rating	Rank
<b>PROFESSION'S CONTENT KNOWLEDGE &amp; PEDAGOGICAL EXPERTISE</b>			
1. Knowledge of facts, concepts, products, policies, and procedures	3.68	Outstanding	1
2. Knowledge of techniques, skills, equipment, procedures and materials	3.64	Outstanding	2
3. Knowledge and skill in information technology	3.47	Outstanding	4
4. Knowledge and capability in research	3.45	Outstanding	5
5. Learning efficiency and efficacy	3.55	Outstanding	3
<b>Overall Weighted Mean</b>	<b>3.56</b>	<b>Outstanding</b>	
<b>PERSONALITY DEVELOPMENT &amp; SOCIAL SKILLS</b>	<b>Weighted Mean</b>	<b>Qualitative Rating</b>	<b>Rank</b>
1. Quality of work or freedom from errors and mistakes; accuracy; quality of work in general	3.62	Outstanding	1.5
2. Quantity of work or Productivity of the employee	3.37	Outstanding	6
3. Cooperation or willingness to work harmoniously with others in getting a job done	3.62	Outstanding	1.5
4. Readiness to respond positively to instructions and procedure	3.44	Outstanding	5
5. Reliability or can be depended upon to be available for work	3.60	Outstanding	3
6. Ability to plan work and to proceed with a task without being told every detail	3.52	Outstanding	4
<b>Overall Weighted Mean</b>	<b>3.53</b>	<b>Outstanding</b>	

**Table 2. Employer's Appraisal on the Performance of Employees (graduates on PRMSU GS MAED-EA Program)**

Continuation

MANAGERIAL COMPETENCY	Weighted Mean	Qualitative Rating	Rank
1. Initiative and creativity or the ability to make constructive suggestions	3.57	Outstanding	2
2. Judgement or the extent to which the employee makes decisions that are sound.	3.29	Very Satisfactory	4.5
3. Planning or the ability to analyze work, set goals, develop plans of action, utilize time	3.64	Outstanding	1
4. Organizing or the extent to which one can trusted to carry out assignments conscientiously	3.29	Very Satisfactory	4.5
5. Directing and controlling or the ability to create a motivating climate, achieve teamwork, and monitoring	3.25	Very Satisfactory	6
6. Decision making and problem solving or the abilities to make decisions and provide sound resolution	3.51	Outstanding	3
<b>Overall Weighted Mean</b>	<b>3.43</b>	<b>Outstanding</b>	

**Personality Development and Social Skills.** As rated by employers (school heads), the employees (MAED-EA graduates) are Outstanding in terms of Indicator 1, Quality of Work or freedom from errors and mistakes; accuracy; quality of work in general; and Indicator 3, Cooperation or willingness to work harmoniously with others in getting a job done (WM=3.62) and ranked 1.5 respectively of the aspect 'Personality Development and Social Skills'. This particular result signifies that the graduates of MAED-EA Program are very willing to work cordially with others with their colleagues and superiors specifically in achieving targets, objectives and goals as

educators and as members in their respective institution. Moreover, they are always ready, prepared and equipped to respond positively to instructions and procedure given by their heads/superiors. Moreover, MAED-EA graduates are not prone from errors and mistakes; accurate in what they are doing and saying; and produce quality of work as educators, facilitators and mentors. Indrasari, et al. (2018), quality work is an important element of job performance and satisfaction. Learning what quality work is and why it's important can help one improve the quality of work. Kim & Jang (2018) discussed that understanding how to maintain the quality of work can help, advance career and maintain positive relationships in the workplace. Overall, the appraisal for the employees' personality development and social skills was Outstanding (OWM = 3.53).

**Managerial Competency.** The employers (school heads) rated their employees (MAED-EA graduates) Outstanding in Indicators 3, Planning or the ability to analyze work, set goals, develop plans of action, utilize time 3.64, rank 1<sup>st</sup>). This result signifies that their teachers/employees/graduates are commendable in identifying the learning objectives and describes what their learners be able to do after the learning experience; can comprehends students' unique needs, learning style, social and cultural background, interests, and abilities.

It was concluded in the study of Krukowski, Jagsi & Cardel (2020) that teachers maintained high level of productivity possibly due to their strong commitment to professional duties. For Afolakemi & David (2007 as discussed in Mohammed, 2021), The higher the quality of teaching personnel, the better the school academic performance of students.

Indicator 5 'Initiative and Creativity or the ability to make constructive suggestions was ranked second (WM=3.57, rank 2) also interpreted as Outstanding. The employees (MAED-EA Program graduates) do have the ability to plan work and to proceed with a task without being told by their employers every detail and have the ability to make constructive suggestions, corrections and the genesis of something unique (Starko, 2018). It is important for educators to be creative for creativity is the heart of the motivational classroom; empowers students and teachers to express ideas and opinions in unique ways; and Creative teaching leads to active learning (Renzulli, 2017). Overall, the appraisal for the employees' managerial competency performance was Outstanding (OWM=3.43).

This finding is consistent with the view that creativity is a critical component of effective teaching and educational leadership. According to Starko (2018), creativity in education involves the ability to generate original ideas, make constructive suggestions, and implement meaningful improvements in instructional and organizational practices. Likewise, Renzulli (2017) emphasized that creativity enhances motivation in the classroom and empowers both teachers and students to express ideas in unique and meaningful ways, leading to more active and engaging learning environments. These perspectives support the implication that MAED-Educational Administration graduates are not only competent in routine tasks but also capable of contributing innovative solutions in their respective schools.

Furthermore, the overall managerial competency rating of Outstanding (OWM = 3.43) suggests that the graduates exhibit strong leadership-related competencies, particularly in initiative-taking, decision-making, and creative problem-solving. This implies that graduate education in Educational Administration effectively enhances teachers' professional growth and prepares them for higher-level responsibilities that require independent judgment and innovation in school management and instructional leadership.

**Table 3. Summary of the Employer's Appraisal on the Performance of Employees (graduates on PRMSU GS MAED-EA Program)**

Indicators of Employee Performance	Overall Weighted Mean	Qualitative Rating	Rank
Profession's Content Knowledge and Pedagogical Expertise	3.56	Outstanding	1
Personality Development and Social Skills	3.53	Outstanding	2
Managerial Competency	3.43	Outstanding	3
<b>Grand Mean</b>	<b>3.51</b>	<b>Outstanding</b>	

For the aspect Profession's Content Knowledge and Pedagogical Expertise its was ranked 1<sup>st</sup> (OWM=3.56) interpreted as Outstanding; followed by Personality Development and Social Skills (OWM=3.53, ranked 2) also interpreted as Outstanding and Managerial Competency (OWM=3.43, ranked 3) with verbal interpretation of Outstanding. The Grand Mean for employer's appraisal on the performance of employees (graduates on PRMSU GS MAED-EA Program) was 3.51 with verbal interpretation of Outstanding. The PRMSU GS MAED-EA are outstanding in their performance as educator based on their respective employers' evaluation.

This suggests that the graduates possess strong mastery of subject matter and effective instructional strategies, which are essential components of pedagogical expertise. Strong content knowledge combined with sound pedagogical skills enables teachers to deliver lessons effectively, adapt instructional approaches to learners' needs, and promote meaningful learning experiences. This aligns with the framework of effective

teaching, which emphasizes that teacher quality is strongly associated with deep content mastery and the ability to translate knowledge into engaging and understandable instruction (Shulman, 2019).

In addition, the high rating in **Personality Development and Social Skills** indicates that graduates demonstrate strong interpersonal competence, professionalism, and positive workplace relationships. These traits are essential in fostering collaboration among colleagues, building supportive learning environments, and maintaining productive relationships with stakeholders. Similarly, the **Outstanding rating in Managerial Competency** reflects their capability in leadership-related tasks such as planning, decision-making, and organizational management, which are essential outcomes of graduate training in Educational Administration.

Overall, the **Grand Mean of 3.51 (Outstanding)** signifies that employers perceive PRMSU MAED–EA graduates as highly competent educators who excel in teaching effectiveness, interpersonal relations, and leadership functions. This implies that the graduate program successfully equips educators with both instructional and managerial competencies needed in contemporary school settings, thereby contributing to improved educational quality and institutional effectiveness.

## V. CONCLUSIONS

The PRMSUGS MAED-Educational Administration (MAED-EA) graduates from 2020-2024/ employees of the employer evaluators are mostly Master Teacher III and Master Teacher II. The School Head Evaluators are mostly Principal I and Principal II from Iba, Botolan and San Marcelino Districts of DepEd Division of Zambales. Based on the appraisal of the employer-evaluators, their employees (graduates) are outstanding in aspect of Profession's Content Knowledge and Pedagogical Expertise mainly in knowledge of facts, concepts, products, policies, and procedures. It was followed by Personality Development and Social Skills and Managerial Competency. Results signifies that the PRMSUGS MAED-Educational Administration graduates and the MAED-EA Program itself showed exemplary performance in their/its task or mandate as educators and advanced education provider.

The predominance of Master Teachers and Principals as evaluators strengthens the credibility of the performance appraisal, as these positions are recognized by the Department of Education as instructional leaders and experts in pedagogy and curriculum supervision. Under the Philippine Professional Standards for Teachers (PPST) and the Philippine Professional Standards for School Heads (PPSSH), Master Teachers and Principals are expected to demonstrate advanced pedagogical knowledge, leadership competence, and mentoring capacity, making them appropriate raters of teacher performance (Department of Education, 2020; Department of Education, 2022). Their assessments therefore reflect informed judgments grounded in direct classroom observation and school leadership experience.

Based on the employer-evaluators' appraisal, MAED–EA graduates were rated *Outstanding* in the aspect of **Profession's Content Knowledge and Pedagogical Expertise**, particularly in their mastery of facts, concepts, instructional content, policies, and teaching procedures. This indicates that the graduates demonstrate strong subject matter competence and effective instructional delivery, which are essential components of teaching quality. According to Shulman (2019), effective teaching is anchored on deep content knowledge and pedagogical skill, enabling educators to translate complex concepts into meaningful learning experiences for students.

Furthermore, the graduates were also rated *Outstanding* in **Personality Development and Social Skills**, followed by **Managerial Competency**, suggesting that they possess strong interpersonal relationships, professional behavior, and leadership capabilities. These competencies are essential in fostering collaboration, maintaining positive school culture, and performing administrative and supervisory functions in educational institutions. This aligns with findings that graduate education in Educational Administration enhances teachers' leadership capacity, communication skills, and organizational effectiveness in school settings (Jamison & Flores, 2025).

Overall, the results imply that the PRMSU MAED–Educational Administration program effectively fulfills its mandate as a provider of advanced education by producing graduates who demonstrate exemplary performance in teaching, interpersonal relations, and managerial functions. The consistent *Outstanding* ratings across all competency areas reflect the program's effectiveness in developing highly competent educators who contribute positively to instructional quality and school leadership in their respective institutions.

## VI. RECOMMENDATIONS

It is highly suggested that the MAED-Educational Administration Program sustain this best practice of excellent and quality delivery of services to students, clients, and other stakeholders. Enhanced the GS Faculty Development Plan aiming for higher targets focused on GS faculty/lectures professional development and

growth. Based and consider the findings of the study in future endeavors such as reviewing the curriculum of MAED-EA and enhancing further the delivery of instruction.

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