



**De La Salle University – Dasmariñas**

**GRADUATE PROGRAM**

**A TRACER STUDY OF DLSU-D, GRADUATE SCHOOL OF  
EDUCATION, ARTS AND SCIENCES ALUMNI:  
BASIS FOR PROGRAM ENRICHMENT**

**A Master's Thesis  
Presented to  
the Faculty of the Graduate School of Education, Arts and Sciences  
De La Salle University-Dasmariñas  
Dasmariñas, Cavite**

**In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
Major in Educational Management**

**ARLENE F. MONTEVIRGEN**

**October 2003**

**AKLATANG EMILIO AGUINALDO ARCHIVES**



**ABSTRACT**

Name of Institution: De La Salle University-Dasmariñas  
Address: Dasmariñas, Cavite  
Title: **A Tracer Study of DLSU-D, Graduate School of Education, Arts and Sciences Alumni: Basis for Program Enrichment**  
Author: Arlene Feraren Montevirgen  
Degree: Master of Arts in Education  
Major: Educational Management  
Date Started: June 2002  
Date Completed: October 2003

**STATEMENT OF THE PROBLEM:**

The main thrust of this study was to trace the whereabouts and developments of the alumni of De La Salle University-Dasmariñas Graduate School of Education, Arts and Sciences (GSEAS) as a basis for program enrichment.

Specifically, this study answered the following questions:

1. What is the trend analysis of the GSEAS in terms of enrolment statistics from school years 1984-1985 to 2001-2002?

2. What is the profile of the GSEAS alumni from 1984-1990, 1991-1997, and 1998-2002 in terms of:

2.1 positions/designations;



2.1.1 past

- 2.1.1.1 2 years after graduation;
- 2.1.1.2 5 years after graduation;
- 2.1.1.3 10 years after graduation;
- 2.1.1.4 after 16 years;

2.1.2 present

- 2.2 honors and awards received after graduation;
- 2.3 researches;
- 2.4 publications;
- 2.5 community involvements; and
- 2.6 affiliations?

3. What is the retrospective assessment of the alumni in terms of:

- 3.1 graduate school program; and
- 3.2 work life?

4. How do graduates compare in each of the following variables in

the public and private sectors:

- 4.1 positions/designations;
- 4.2 honors and awards;
- 4.3 researches;
- 4.4 publications;
- 4.5 community involvements; and
- 4.6 affiliations?



5. What are the suggestions/recommendations of the alumni-respondents on the improvement of the graduate programs?

**SCOPE AND COVERAGE:**

‘This study traced the whereabouts and developments of the 128 graduates of the master’s and doctoral degrees from the Graduate School of Education, Arts and Sciences of De La Salle University-Dasmariñas from school years 1984- 1985 to 2001- 2002 as basis for program enrichment.

**METHODOLOGY:**

‘The descriptive research design was utilized to analyze the whereabouts and developments of the DLSU-D GSEAS alumni of the curriculum years 1984 to 2002 as a basis for program enrichment.

‘The researcher adapted tracer questionnaire from that of CHED Scholar Graduates Tracer, a survey instrument duly validated through the help of Philippine Association of Graduate Education (PAGE) for assessing graduate programs by the Situation Analysis of Graduate Education (SAGE), and a Job Satisfaction Questionnaire developed and validated by Miguel (1981) and used by the following researchers: Galacio (1985), Santiago (1982), Sese (1987), Pamplona (1989), Lavasut, Srivichairat, Canlas, (1990), and Sansanayudh (1992).



Documentary analysis was used to supply the information on the actual enrolment statistics of the GSEAS from school years 1984-1985 up to 2001-2002.

Direct or face-to-face interview was also utilized as an important source of information/data in the study.

Open-ended answers were accepted/recorded to support the responses of the concerned alumni-respondents in the instrument used in the study.

#### **MAJOR FINDINGS:**

The following findings resulted from the study:

1. Starting from a total number of 89 enrollees in school year 1979-1980, enrolment increased to 138 in school year 1980-1981, then to 143 in school year 1981-1982, 152 in school year 1982-1983, 149 in school year 1984-1985, 123 in school year 1985-1986, 143 in school year 1986-1987, 148 in school year 1987-1988, 125 in school year 1988-1989, 155 in school year 1989-1990, 140 in school year 1990-1991, 123 in school year 1991-1992, 153 in school year 1992-1993, 156 in school year 1993-1994, 222 in school year 1994-1995, 246 in school year 1995-1996, 341 in school year 1996-1997, 416 in school year 1997-1998, 251 in school year 1998-1999, 391 in school year 1999-2000, 403 in school year 2000-2001, and 456 in school year 2001-2002. It simply implies that the enrolment statistics of GSEAS is really progressing.



2. The past positions/ designations of the GSEAS alumni show that most of them have been promoted and occupied high-ranking positions in the academe like being Head Teacher, Principal I, Principal II, Principal III, Principal IV, and Vice President for Academics.

3. The present positions/designations show that most of the GSEAS alumni are administrators in the Elementary or Secondary Level like being Head Teacher, Principal I, Principal II, Principal III, Principal IV, School Head, Coordinator, Faculty, Chair, Assistant Dean, Dean, and Vice President for Academics in the tertiary level.

4. The alumni-respondents were given due recognition and appreciation for the services they had rendered, like Service Award, Outstanding Administrator, Presidential Award , Outstanding Faculty Member, Best College Faculty, Silang District Guro of the Year , Silang I District Best Teacher, Recognition Oration Trainor, Outstanding Educator, Best Clinical Supervisor , Outstanding Computer Coordinator, Outstanding Teacher, Science Research Adviser Award, Guro Award, Bronze Service Award, School Guro of the Year, District Most Outstanding Guro of the Year, Bronze Merit Award, and Best Critic Teacher, not only in the academe but also in other areas, such as in their church or in their community.

5. Most of the researches and publications completed by the alumni-respondents were prepared in the institutional level.





6. In undertaking community involvements, the GSEAS alumni have been rendering assistance not only in school, but also in church and local-based community services like Alay-Tanim, Anti Drug Campaign, Drug Abuse Prevention Project, Medical Dental Mission, Balik-Aral Program, Tree Planting, Beautification Campaign, Zero Waste Management Program, Tulong para sa Tahanan ni Maria, Bigay-Puso, Makakalikasan Foundation, Operation Linis, and Clean and Green Project.

7. The alumni-respondents were connected to various organizations/associations, such as professional, church and community affiliations like Apostolado ng Panalangin, BuroI Pastoral Center, Catholic Women's League, Couples for Christ, Curcillo Movement, Dasma Unida Church, Action for Community Transformation Council (ACTC), Citizens Brigade of Dasmariñas, Clean & Green Project, JAYCEES, Association of Retired Teachers, Association of School and Colleges of Radiologic Technology, Biology Teachers Association, CAPS (Cavite Association of Private Schools), CARE (Committed Associates of Religious Educators), CASEOA (Cavite Association of Educators in Office Administration), Catholic Educational Association of the Philippine Guidance & Counseling, Cavite Home Economics Teachers Association and CAVSTA (Cavite School Teachers Association).



8. The graduate school programs for school years 1984-1985 to 2001-2002 as evaluated by the alumni-respondents were very good with an over-all mean of 4.08.

9. The alumni-respondents evaluated their job satisfaction as very satisfied with a mean of 4.31.

10. The comments/suggestions/recommendations of the alumni-respondents to the improvement of the graduate programs are listed below:

### **1. Instructions/Programs**

1.1 The then and now graduate programs have a big difference.

1.2 Prerequisite and bridging courses were strictly observed prior to enrolling in specialized courses.

### **2. Faculty**

2.1 It is suggested that the GSEAS continuously hire effective and committed professors to teach in the Graduate School.

2.2 They should be fair in giving grades whoever the student is, whether DLSU-D faculty or non-DLSU-D faculty.

### **3. Management**

3.1 The University must accommodate its alumni as part-time or full-time instructor, if qualified.





3.2 Undertaking research is easier now than before because of the Online Public Access Catalog (OPAC) system and the techno-services given by the Aklatang Emilio Aguinaldo.

3.3 As of now, suggestions for improvement in any area of graduate school operation management are not anymore needed because big progress is noticed and continually observed compared to situations before.

3.4 The GSEAS Administration should be able to create a mechanism to develop programs and strategies in partnership with the alumni.

3.5 Chairs as middle managers must be part of the administration.

#### **CONCLUSIONS:**

Based on the aforementioned findings, the following conclusions were drawn:

1. The remarkable growth in the number of students at GSEAS was attributed to the innovations, creativity, enrichment, and strengthening of the programs spearheaded by the past and present GSEAS management.
2. The GSEAS Alumni benefited from the graduate and postgraduate degrees they earned as evident in the high-ranking positions/designations they occupy in the academe.
3. After graduation, the alumni-respondents were able to exhibit their leadership prowess and excel in all their endeavors. Thus, all their



exerted efforts were rewarded and recognized through the different honors and awards given to them.

4. The GSEAS alumni are contributors in the areas of research and publications.

5. The GSEAS alumni are involved in various community and church services and affiliated into different organizations.

6. In terms of graduate school programs, the GSEAS alumni have maintained, preserved and sustained their high quality and standards. Furthermore, they could still be improved to reach the highest level, which is excellent.

7. The GSEAS alumni are very satisfied in their work life.

