

## A THEMATIC ANALYSES ON THE RESEARCHES OF GRADUATE STUDENTS

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### ABSTRACT

*This study examined the two hundred sixty four (264) graduate studies dissertation and master's theses conducted from the (six) 6 Graduate program offerings of the Kalinga State University. It determined the recurrent themes per program and identified the future path of graduate researches that need to be focused or to be explored towards educational and community development.*

*It was found that researches conducted under the program, Doctor of Philosophy in Development Education and Master of Arts in Education focused on teaching effectiveness that requires commitment to attain quality education while program evaluation was the main focus of the programs, Doctor of Philosophy in Community, Master in Rural Development and Master in Public Administration. This is an indication that the graduates were trained as future effective and efficient leaders and managers.*

*Finally, Master in Business Administration was centered on Business Management.*

**Keywords:** Graduate Degree, Thematic analyses, NHERA 2, Graduates Students,

Researches, Theses, Dissertation

### Introduction

#### a. Background of the Study

Graduate programs bring together faculty and graduate students as a community of scholars with a common interest in creative work and advanced study. Programs are available to individuals desiring work toward the master's and doctoral degrees or professional certification, those interested in continuing education for updating and broadening their knowledge, and those pursuing postdoctoral research (*Johnson, F. 2010*).

The benefits of an advanced degree are numerous, and so are the reasons for earning one. Many people return to school after working for a few years in order to advance in their current career, and many others are returning to change their career, as their interests and skills

have evolved. While it may be difficult to consider more schooling, consider making graduate school your next step, particularly if you want to land a job that requires more than a four-year degree or you want a higher starting salary. Just be prepared that your graduate education will differ greatly from your undergraduate experience. Unlike undergrad degree, there are no general studies requirements in graduate school. There are no electives. The field of study is narrower and delves deeper, forcing a mastery of ones chosen field, and will spend the length of schooling on specific subject. This is because the goal in graduate school will be to gain the specialized training necessary for the career toward which one is working (Alwech, J. 2008).

Researches make changes in whatever endeavor it maybe. In the graduate studies of Kalinga State University, students have to undergo research in order for them to meet and accomplish all the requirements prescribed by the Commission on Higher Education before they will be confirmed as graduates. In this sense, all the graduates should have undergone research in their field of specialization where change may occur. This change could be the answer or address doubts or problems encountered in the daily routine of the researcher or the lives of the people in the community where the research is conducted.

## Conceptual Framework

Today's education is outcome based and research based. This is the mandate of the Department of Education supported by the commission on Higher Education. In Kalinga State University, as one of the state, universities and colleges of the country, all graduate programs were designed as research based. Thus, all graduate students have to conduct and present their research before a panel or committee before they graduates their degree.

The research in the said university comprises different fields related to the six programs offered. The two programs in the doctorate degree which are Doctor of Philosophy major in Development Education and Doctor of Philosophy in Community Development. There are also four master's degree offered: a. Master of Arts in Education with four majors such as: Mathematics; English; Filipino and Social Studies; b. Master in Business Administration; c. Master of Science in Rural Development; and, Master in Public Administration. These six programs have an average of five hundred students every semester and graduating more or less sixty professionals for both semesters and summer.

With the bulk of researches, it is decided to look into the themes of these researches and analyze the themes of these to the graduates and to gather those benefits which could be of help in improving the curricula to help in addressing the needs and demands of the present times.

### a. Statement of the Problem

Researches have to conform with the agenda given by the government in order to help address the problems prevailing in the Philippine Society. It is therefore a necessity to work hand in hand with the other government agencies for the implementation and attainment of the country's goal. This is best realized with the graduate students conducting researches.

### b. Objectives

1. To look into the themes of the researches conducted by the graduates from the different programs offered in the Graduate Studies of KSU under by NHERA 2.
2. To look into the benefits of advance degree programs as perceived by the respondents.

3. To identify of the future direction of researches to be conducted by the graduate students.

**c. Significance of the Study**

The study is significant to the following:

University Research Officials. The university research officials will benefit from the results of this study since they will be provided of the records of researches in which they could base their decisions as to what is needed to be addressed.

Faculty and Students of the graduate Studies. The results of this research will give the faculty and students of the graduate studies the idea of as to what researchable area is still available to them.

Head of the Different Concern Agencies. The concern agencies where the students are connected will benefit from the results of this work for they will be given the chance or opportunity to suggest areas to be research by their subordinates.

The community people. The community will be benefited in such a way that needs and concerns in the environment they live in will be addressed.

The researcher. The researcher will benefit from the results of his/her research in a way that support from his/her superior could be possible for him to request. Another is acquiring the degree since this is the final stage of his schooling before graduation.

The Future researchers. The future researchers will have something to use as reference for their research enrichment.

**d. Scope and Delimitation of the Study**

The study involved the graduates from the six programs offered at the college of Graduate Studies of Kalinga State University from 2013 to 2017.

## REVIEW OF RELATED LITERATURE

In many career sectors, such as higher education administration, public affairs, and social services, a master's degree is replacing a bachelor's as the minimum requirement for employment. With a bachelor's degree in the 1980s, one could secure an entry level position as an admissions counselor, academic adviser, or student services coordinator. By the 2000s, applicants for these same entry-level positions were not even considered unless they held a master's degree. While holding a graduate degree is not a guarantee of ultimate success, it certainly opens many more doors for employment (*The Best Jobs of 2012*).

### Research Themes

CHED (2009) has mandated research themes for State Colleges and Universities as embodied under National Higher Education Research Agenda 2 (NHERA) covering 2009-2018. As a part of the mandate of the University which is on Research, graduate students are obliged to conduct researches either Dissertation or Thesis to generate new knowledge and ideas.

Jones(2013) discussed that the scrutiny of graduate studies as an academic research is important because it provides information on recurrent themes and issues to unveil the roads which has finished and finding new paths or directions which has not been explored.

Braun & Ckark (2013) stated that thematic analysis as a qualitative method shall be done to identify the themes either semantic themes that surface the meanings of data of what

has been written or latent themes that identify and examines the underlying ideas, assumption, concepts and ideologies.

### **Benefits of Advanced Degree Program.**

*Kahl Jr* (2012) found out that doctoral degree was perceived by educational institutions in Australia to be the pinnacle of academic achievement. The training acquired by the graduate students will develop them to create new ideas and knowledge upon which future educational activities can be built, sustained and nourished.

*Ali & Kohun* (2007) as cited by *Jones* (2013) discussed that doctoral studies encourage social contact and provide social support by minimizing social isolation. Good advising to doctoral students assist these students with socialization and cultural indoctrination by equipping them the tools they need to survive and prosper (*Igelsbock, et al.*(2012).

Earning a graduate degree is evidence of persistence, determination, intellectual prowess, and the ability to handle challenging environments—all of which are sought-after qualities for individuals filling manager and director positions. An employee who has demonstrated success in a long-term situation that requires stamina, discipline, leadership, and the ability to work well with others is going to be in line for growth opportunities within his or her organization.

There are countless numbers of graduate degree holders who have gone on to accomplish great things, and who are afforded the respect and recognition they deserve and have earned. Unquestionably, an advanced degree makes a difference on a résumé. It says something about who you are and the dedication you have to your chosen field.

### **Definition of Terms**

Some terms are defined according to how these were used in the study while other terms' definitions were based from other sources to give meaning and to be understood by readers.

Alumni. This refers to the graduates of the six programs offered in the graduate studies of Kalinga State University.

Graduate Studies. This is the advance learning programs offered in the Kalinga State University.

Doctorate Degree. This is referred to the two doctorate degrees offered in KSU which belong to the highest level of Education. The Doctor of Philosophy in Development Education and Doctor of Philosophy in Community Development.

Graduates. These are the alumni who finished their degree from the different graduate programs offered in KSU.

Graduate Programs. These are referred to the different courses offered under the graduate studies now integrated to the colleges for verticalization purposes.

Master's Degree. The degree to be enrolled only by those who graduated their bachelors' degree. The degree next to the highest educational qualification.

Research. It is a term referred to an endeavor which needs fact as output. According to website Polaris Expert, it is a systematic investigation into and study of materials and sources in order to establish and reach new conclusions.

Thematic Analysis. It is a process of identifying patterns or themes within a qualitative data( *Braun & Clark, 2013*). Thematic analysis (TA) is a method for identifying, analyzing and interpreting patterned meanings or 'themes' in qualitative data. (*Braun & Clarke, 2006, 2012, 2013*).

## METHODOLOGY

### a. Locale of the Study

The locale of the study is at the Kalinga State University, Bulanao Campus, Tabuk City, Kalinga. The researches submitted by the students as dean's/office copy were used by researchers in identifying the themes.

### b. Research Design

The researches filed in the office of the College of Graduate Studies were scrutinized to address the objectives of this study. Personal interview to the graduates was also used to gather data and to substantiate the data collected for its discussion.

### c. Respondents of the Study

The 264 manuscripts of the graduates submitted and filed from the six program offerings for advance learning at KSU were considered. However, only 20% or 54 of the total graduates and the people in the community were interviewed.

### d. Instrumentation

The manuscript of the researchers were the bases of data for the first objective basing the profiles from what was indicated in the formulated Research Agenda for the Graduate Studies in 2010 which was referred from the agenda of the NHERA 2009-2018 , and the data taken from the responses of the respondents (questionnaire) satisfied the other objective which was augmented through personal interview.

### e. Data Gathering

The researchers secured the copies of the theses and dissertations of the graduates When permission is sought, data gathering will start.

### f. Data Analyses

Data collected were analyzed and discussed after all needed data were gathered and tabulated.

Thematic analysis was done. Likewise, semantic themes that surface the meanings of data of what has been written or latent themes that identify and examines the underlying ideas, assumption , concepts and ideologies was also applied.

Data were subjected to statistical tools like frequency count and percentage.

## RESULTS AND DISCUSSION

Table 1.

Distribution of Research Themes of the Master of Arts in Education Graduates from

2013-2017

| Indicators                                      | 2013      | 2014      | 2015      | 2016      | 2017      | Total      | %          |
|---|-----------|-----------|-----------|-----------|-----------|------------|------------|
| 1.Teaching Effectiveness & commitment           | 25        | 15        | 39        | 17        | 21        | 117        | 60.02      |
| 2.Educational Program implementation            | 4         | 7         | 2         | 1         | 3         | 17         | 9.88       |
| 3.Organizational Management                     | 1         | 3         | 1         | 1         |           | 6          | 3.48       |
| 4.Educational Administration                    | 2         | 1         | 2         | 2         | 1         | 8          | 4.65       |
| 5.Functional Literacy                           |           | 2         |           |           |           | 2          | 1.16       |
| 6.Socio-cultural Studies in Educ (Anthropology) | 2         | 1         |           |           |           | 3          | 9.88       |
| 7.Economic Analysis in Education                |           |           |           |           |           | 0          | 0          |
| 9. Participation                                |           |           |           |           |           | 0          |            |
| 10.Partnership                                  | 1         | 2         | 2         | 1         | 1         | 8          | 4.65       |
| 11.Program effectiveness                        |           |           |           |           |           | 0          | 0          |
| 12.Cooperation                                  |           |           |           |           |           | 0          | 0          |
| 13.Socio-cultural Change & development          |           |           |           |           |           | 0          | 0          |
| 14.Development Models Assessment                | 4         | 2         | 4         |           |           | 10         | 5.81       |
| 15.Envirnmental Education                       |           | 1         |           |           |           | 1          | .58        |
| <b>TOTAL</b>                                    | <b>39</b> | <b>34</b> | <b>50</b> | <b>22</b> | <b>27</b> | <b>172</b> | <b>100</b> |

The table shows that there are one hundred seventeen (172) graduates of KSU with the degree MAED from 2013-2017. From the total number of graduates and from the fifteen themes, there are one hundred seventeen (117) or 60.02 percent whose thesis themes are on teaching effectiveness and commitment which is consistent within the last five years. This implies that teachers are concerned with what they are presently practicing that they want to improve their teaching effectiveness and commitment as evidently revealed in the themes of their manuscript.

There were no researchers on the following themes: Economic Analysis in Education, participation, Program effectiveness, cooperation, and cooperation. It means that the MAED students are focused on their daily routine as teachers. This finding is in consonance with the words of Salandanan (2005) who mentioned that effectiveness and quality instruction depend on the competence of the teacher, it is then imperative for a teacher to exert efforts in order to make learning process a rewarding experience.

Thus, going back to school to be armed with skills and values for effectiveness and commitment is the main purpose of the graduates. Davis, et. al. (2006) reiterated that new ideas and knowledge upon which future educational activities can be built, sustained and nourished.

Table 2.

Distribution of Research Themes for the Doctor of Philosophy in Development Education (Ph.D in Education)

| Themes  | 2013 | 2014 | 2015 | 2016 | 2017 | Total | %     |
|---|------|------|------|------|------|-------|-------|
| 1.Teaching Effectiveness & commitment           |      | 1    | 2    | 2    | 2    | 7     | 29.16 |
| 2.Educational Program implementation            |      |      | 1    | 2    | 2    | 5     | 20.83 |
| 3.Organizational Management                     |      |      | 2    |      | 1    | 3     | 12.5  |
| 4.Educational Administration & supervision      |      | 1    |      |      | 2    | 3     | 12.5  |
| 5.Functional Literacy                           |      |      |      |      | 1    | 1     | 4.16  |
| 6.Socio-cultural Studies in Educ (Anthropology) |      |      |      |      |      | 0     | 0     |
| 7.Economic Analysis in Education                |      |      |      |      |      | 0     | 0     |
| 8.Participation                                 |      |      |      |      |      | 0     | 0     |
| 9.Partnership                                   |      |      |      |      |      | 0     | 0     |
| 10.Program effectiveness                        |      |      |      |      |      | 0     | 0     |
| 11.Cooperation                                  |      |      |      |      |      | 0     | 0     |
| 12.Socio-cultural Change and development        |      | 1    |      |      |      | 1     | 4.16  |
| 20.Development Models Assessment                |      |      |      |      |      | 0     | 0     |
| 21.Program Evaluation                           |      |      | 2    |      |      | 2     | 8.33  |
| 22.Science-related Research                     |      | 1    | 1    |      |      | 2     | 8.33  |
| Grand Total                                     | 0    | 4    | 8    | 4    | 8    | 24    | 100   |

Table 1 shows that there were twenty four (24) Doctor of Philosophy in Education graduates from 2013-2017 in which teaching effectiveness and commitment theme has the highest percentage with a 29.16 %. This implies that the graduate program is a training ground of teachers to become effective and efficient educational leaders and as effective teachers because it denotes higher commitment level and create new knowledge & ideas.

It is sad to note that there were no researches under Socio-cultural Studies in Education (Anthropology), Economic Analysis in Education, Participation Partnership, Program effectiveness, Cooperation, and Development Models Assessment which are supposed to helpful in addressing some issues and problems in the academe. This result is consistent with the findings under the MAED degree.



In the interviews made to the graduates in different settings of conversation as to why they did not delved into what were mentioned earlier as no research takers, it is because what they had chosen is in line with their interest and of help to their present work as classroom teacher. The findings was also supported by another graduate who said, the more she will be confused if she will study one that is strange from her work. This may confirm what came out in the study of Wassig (2017) who conducted a research on competency-based standards that lack of research skills among teachers was found to be much serious problem.

Table 3.

Distribution of Themes in the Researches MPA Graduates from S.Y. 2013-2017

| Indicators   | 2013 | 2014 | 2015 | 2016 | 2017 | Total | %     |
|--|------|------|------|------|------|-------|-------|
| 1. Job Satisfaction studies                              |      |      |      |      |      | 0     |       |
| 2. Labor relations studies                               |      |      |      |      |      | 0     |       |
| 3. Human resources                                       |      |      |      |      |      | 0     |       |
| 4. Impact of administrative laws                         |      | 2    |      |      | 1    | 3     | 8.10  |
| 5. Performance appraisal system                          |      |      |      |      |      | 0     |       |
| 6. Partnership GO and NGO                                | 1    | 1    |      |      |      | 2     | 5.40  |
| 7. Budgeting for Public Administration                   |      |      |      |      |      | 0     |       |
| 8. Policy Dev't& Analysis for Public Administrators      |      | 1    | 2    |      |      | 3     | 8.10  |
| 9. Analysis of major analytical models of organizations; |      |      |      |      |      | 0     |       |
| 10. decision-making;                                     |      |      |      |      |      | 0     |       |
| 11. control and accountability;                          | 1    | 2    | 1    | 3    | 3    | 10    | 27.02 |
| 12. change and development;                              |      |      |      |      |      | 0     |       |
| 13. inter-organizational relations;                      |      |      |      |      |      | 0     |       |
| 14. The organization-environment interface.              |      |      |      |      |      | 0     |       |
| 15. Strategic Management: Planning and Measurement       |      |      |      |      | 2    | 2     | 5.40  |
| 16. Ethics and Accountability                            |      |      |      |      |      | 0     |       |
| 17. Leadership in Public Sector Organizations            | 2    | 3    |      |      |      | 5     | 13.51 |
| 18. Program Evaluation                                   | 2    |      |      | 5    | 5    | 12    | 32.43 |
| Total  | 6    | 9    | 3    | 8    | 11   | 37    | 100   |

Table 3 reveals that within the last five years, there were thirty seven (37) studies conducted with various themes that most of the researches conducted by the Master of Public Administration, students focused on program evaluation with 32.43 percent, this is an indication that students have been provided high degree of awareness of government programs and interested in looking into its impact to the community. Control and accountability also, has 27 percent which means students were concerned on the commitment to service where efficiency and effective in dispensing the duties and responsibilities to gain public trust . Likewise , 13.51 percent on Leadership in Public Sector organization, wherein the social and



civic consciousness, commitment including leadership styles were found to be a part of their good governance that led to the development of the community where the public officials served. It is interesting to note that there were 11 research themes that were not studied because the students believed that these areas has been a part of good governance where the government programs evaluated were found to be highly implemented that led to the observed fast pace of development in Kalinga.

Table 4.

Distribution of Research Themes among the MBA Graduates from 2013-2017

| Indicators                                     | 2013 | 2014 | 2015 | 2016 | 2017 | Total | %     |
|--|------|------|------|------|------|-------|-------|
| 1. Business Management Studies( Case Studies ) | 6    | 5    | 2    | 1    | 1    | 15    | 71.42 |
| 2. Marketing management Studies                |      | 1    |      | 1    | 1    | 3     | 14.28 |
| 3. Organizational Behavior                     |      |      |      |      |      |       | 0     |
| 4. Knowledge management Studies                |      |      |      |      |      |       | 0     |
| 5. Impact Studies ( e-Commerce)                |      |      |      |      |      |       | 0     |
| 6. Policy analysis on Business                 |      |      |      | 1    | 1    | 2     | 9.52  |
| 7. Financial management Studies                |      |      | 1    |      |      | 1     | 4.76  |
| Total  | 6    | 6    | 3    | 3    | 3    | 21    | 100   |

As shown on table 4 there were only 21 researches of the Master of Business Administration since 2013 to 2017 found out to be more business management with 71.42 %. This is an indication that students were interested on how to manage a business especially that Tabuk has been a newly established City as well as with the business mentoring services of the Department of trade and Industry. The Micro-financing program and Micro-entrepreneurship Development Program of the DTI has led to the increase and expansion of business establishments in Kalinga especially in Tabuk City. Marketing studies has 14.28 %, the students studied marketing strategies, pricing techniques including the distribution and flow of raw and processed products. In line with the One-Town-One Product policy (OTOP), business policy analysis researches which is 9.52 % focused on how to improve the pricing policy of products through product improvement, processing and packaging . The presence of the business policy monitoring network and task force of DTI and Provincial Chamber of Commerce , prices of prime commodities and products has been stabilized that provided a greater assurance to the farmers to increase production of local products. No studies were conducted along organizational, behavior, case studies, knowledge management studies and impact studies.

The study further reveals that the degree has provide the graduates better understanding about business management and strategies how to improve the financial aspects of business. During the course study they acquired advanced knowledge on financial management which they can apply to their own business. Their outlook as entrepreneur achievers and at the same

time develop others to engage in a fruitful business. They informed their clients about business forecasting and marketing trends with corporate social responsibility.

Table 5.

Distribution of Themes in Ph.D-CD Researches from S.Y. 2013-2017

| Indicators                          | 2013 | 2014 | 2015 | 2016 | 2017 | total | %     |
|-------------------------------------|------|------|------|------|------|-------|-------|
| 1.Participation                     |      |      |      |      |      | 0     |       |
| 2.Partnership                       |      |      |      |      |      | 0     |       |
| 3.Program Evaluation                | 1    | 1    |      | 2    | 1    | 5     | 83.33 |
| 4.Cooperation                       |      |      |      |      |      | 0     |       |
| 5.Socio-cultural Change & dev't     |      |      |      | 1    |      | 1     | 16.66 |
| 6.Dev't Models Assessment           |      |      |      |      |      | 0     |       |
| 7.Rural & Urban Sociology           |      |      |      |      |      | 0     |       |
| 8.Human Resource Management Studies |      |      |      |      |      | 0     |       |
| 9. Organizational Behavior          |      |      |      |      |      | 0     |       |
| 10. Interagency Coordination        |      |      |      |      |      | 0     |       |
| 11. Migration & dev't Studies       |      |      |      |      |      | 0     |       |
| 12. Policy analysis                 |      |      |      |      |      | 0     |       |
| 13. Information & dev't.            |      |      |      |      |      | 0     |       |
| Total                               | 1    | 1    | 0    | 3    | 1    | 6     | 100   |

Table 5 shows that out of 13 research themes, only 6 researches were conducted for the last five years, 5 or 83.33 % were researches on program evaluation. This implies that the students were interested in the implementation of government programs and its effectiveness, and how these programs addressed the needs of the community. Most of the studies were focused on the maintenance of peace & order and agricultural programs. Socio-cultural change was found to have 16.66 % or 1 last 2016.

The study further reveals that the graduates has developed confidence in their area of work, improved rapport with the community while collecting their data and they determined the areas needing improvement in there are of work for the satisfaction of their clients. The degree program has provided the graduates development advocacy to the community like participatory approach, cooperation, and partnership. Coordinative capacity of the graduates have also improved . The positive prospects of economic development in rural and urban sociology they learned from their course has provided them a better social responsibility.

There were no researches under the following themes: cooperation, participation, partnership, Development Models Assessment, Rural & Urban Sociology, Human Resource Management Studies, Organizational Behavior, Inter agency coordination, Migration & development Studies, Policy Analysis, and Information and development

Table 6.

Distribution of Themes in the Researches of Master of Science in Rural Development (MSRD) for the S.Y.2013-2017

| Indicators                            | 2013 | 2014 | 2015 | 2016 | 2017 | Total | %   |
|---------------------------------------|------|------|------|------|------|-------|-----|
| 1.Participation                       |      |      |      |      |      | 0     |     |
| 2.Partnership                         |      |      |      |      |      | 0     |     |
| 3.Cooperation                         |      |      |      |      |      | 0     |     |
| 5.Socio-cultural Change & development |      |      |      |      |      | 0     |     |
| 6.Development Models Assessment       |      |      |      |      |      | 0     |     |
| 7.Program Evaluation                  | 2    | 2    |      |      |      | 4     | 100 |
| 8.Rural and Urban Sociology           |      |      |      |      |      | 0     |     |
| 9.Human Resource Mgnt Studies         |      |      |      |      |      | 0     |     |
| 10.Organizational Behavior            |      |      |      |      |      | 0     |     |
| 11. nteragency Coordination           |      |      |      |      |      | 0     |     |
| 12.Migration and development Studies  |      |      |      |      |      | 0     |     |
| 13.Policy analysis                    |      |      |      |      |      | 0     |     |
| 14.Information and development        |      |      |      |      |      | 0     |     |
| Total                                 | 2    | 2    | 0    | 0    | 0    | 4     | 100 |

As shown on table 6, there were four (4) graduates of Master in Rural Development for the last 5 years and all or 100 % graduates focused their researches on program evaluation. This implies that the knowledge the students acquired about the dynamics of local government administration and how sustainable development be applied to improve the rural community are given more concern by the employees as revealed by this result. Their studies provided a socio- economic impact to their work because of promotion as well as better service to their clients. The work efficiency and performance of duties & responsibilities were improved .The degree they earned according to them has improved their civic consciousness and strengthen their involvement in community affairs.

The study reveals that the graduates has been transformed as service –oriented and committed not only because they were promoted but with greater responsibility. According to them, they empowered their clients to be involved in productive activities . Socio-cultural change through policy information and program dissemination has been evident through series of training they conducted during their course of study.

Table 7.

Summary of the Distribution of the Research Themes per Degree for the Last

5 Years (S.Y. 2013-2017)

| Degree                      | 2013 | 2014 | 2015 | 2016 | 2017 | total | %     | Sample size=20 |
|-----------------------------|------|------|------|------|------|-------|-------|----------------|
| 1. Ph.D-Development Educ    | 0    | 4    | 8    | 4    | 8    | 24    | 9.09  | 5              |
| 2. Ph,D Community Dev't     | 1    | 1    | 0    | 3    | 1    | 6     | 2.27  | 2              |
| 3. Master in Education      | 39   | 34   | 50   | 22   | 27   | 172   | 65.15 | 35             |
| 4. Master in Public Admin   | 6    | 9    | 3    | 8    | 11   | 37    | 14.01 | 8              |
| 5. Master in Business Admin | 6    | 6    | 3    | 3    | 3    | 21    | 7.95  | 5              |
| 6. Master in Rural Dev't    | 2    | 2    | 0    | 0    | 0    | 4     | 1.51  | 4              |
| Grand Total                 | 54   | 56   | 64   | 40   | 50   | 264   | 100   | 54             |

\*20% Sample size Gay (1976) of the population per Degree Course n=54

Table 7 shows that out of the 6 graduate programs, Doctor of Philosophy in Education is higher which is 9.09 % than Doctor of Philosophy in Community Development which is only 2.27 %. Likewise, data shows that Master of Arts in Education has the highest number of graduates at 65.15 % , Master in Public Administration has 14.01 % , Master in Business Administration is 7.95 percent and the least is Master of Science in Rural Development, 1.51 %.

Table 8.

Benefits Derived from Advance Studies according to the Respondents

| Degree  | You(the graduate)  | clients  | career                         | communi ty   |
|---|--|--|--------------------------------|--|
| Ph.D in Dev't Education & Master of Arts in Education | -better salary<br>- Confidence<br>-effective teaching skills | Quality education<br>- improved academic achievement of pupils | - promoti on<br>- Competi tive | Partnersh ip with parents<br>- increased literacy rate |
| Ph,D Community  | -better salary   | -Partnership<br>-participation                                 | Promoti on                     | - improve d patterns                                   |

|  |   |  |                                     |   |
|--|---|--|-------------------------------------|---|
| <p>Development</p>                     | <ul style="list-style-type: none"> <li>improved coordinative capacity</li> <li>-leadership</li> <li>- professionalism &amp; good work ethics</li> <li>- commitment</li> <li>- improvement of proper values that support community dev't</li> </ul>                  | <ul style="list-style-type: none"> <li>-Convergence</li> <li>-service- oriented –receptive to change</li> <li>- civic consciousness</li> </ul>                               | <p>competitive</p>                  | <p>of development</p> <ul style="list-style-type: none"> <li>- development advocacy</li> <li>- increased awareness of programs</li> </ul> |
| <p>Master in Public Administration</p> | <p>Leadership</p> <ul style="list-style-type: none"> <li>- improved organizational performance</li> <li>-improved intra-organizational &amp; interpersonal relationship</li> <li>- professionalism &amp; good work ethics</li> <li>- improved commitment</li> </ul> | <p>Transparency</p> <ul style="list-style-type: none"> <li>- improved organizational performance</li> <li>- good governance</li> <li>- control and accountability</li> </ul> | <p>promotion</p> <p>Competitive</p> | <p>Partnership</p> <ul style="list-style-type: none"> <li>- participation</li> <li>convergence</li> </ul>                                 |

|                                   |   |   |                       |  |
|-----------------------------------|---|---|-----------------------|--|
|                                   | <ul style="list-style-type: none"> <li>-improved administrative execution of plans &amp; programs</li> <li>-better decision-making in the workplace</li> </ul>                  |   |                       |  |
| Master in Business Administration | <ul style="list-style-type: none"> <li>-Improved entrepreneurial skills</li> <li>-improved interpersonal skills</li> </ul>  | <ul style="list-style-type: none"> <li>-Improved</li> <li>-entrepreneurial skills</li> </ul>                                  | Promotion competitive | <ul style="list-style-type: none"> <li>- Corporate social responsibility</li> <li>-increase business ventures</li> </ul>   |
| Master in Rural Development       | <ul style="list-style-type: none"> <li>Improved Social responsibility</li> <li>-improved knowledge on the execution of sustainable systems towards rural development</li> </ul> | <ul style="list-style-type: none"> <li>-Capacity building</li> <li>-cooperation</li> <li>-participation</li> <li>-</li> </ul> | Promotion competitive | <ul style="list-style-type: none"> <li>- improved living conditions of the community</li> <li>- increased awareness of government programs</li> <li>-</li> </ul> |

A graduate of doctoral and master’s degree are expected to have increased their literacy rate and gain more self-confidence, they benefit from a better salary, and becomes more likely to be competitive not only in skills but even when there is promotion especially when there is no other holder of such degree. In the community, his social isolation is also minimize, he becomes more socialize and, he learns to work hand and hand with people in the community.

Ph.D-DE(Doctor of Philosophy in Development Education and MAEd(Master of Arts in Education)). The graduates of Doctor of Philosophy in Development Education and Master of Arts in Education also acquired effective teaching skills, in this case, their learners/clients enjoy quality education and so their academic achievement have tendency to be improved.

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Ph.D-CD(Doctor of Philosophy in Community Development) and MSRD(Master of Science in Rural Development). Basing from the curricula of these programs, a graduate of CD and RD have to develop for themselves leadership skills, professionalism and good work ethics so that they will be able to deal to people in different walks of life. Their commitment is also part to be enhanced as worker in the community so that they will not easily give up when they encounter things that maybe discouraging on their part. Benefit of improving the proper values that may help for the development of the community they live in is also a part since it is very necessary for a leader to be a disciplined one for he is being looked up to be the people.

A graduate must also acquire the skills of linking to people of different cultures, he has to develop the skills of partnership and participate in the community activities, consciousness to what is happening in his environment, service oriented and receptive to change individual.

As a leader, he should keep himself well informed on the patterns of development and a leader of development advocacy that he has to be alert the programs of the government for him to inform his constituents in the community.

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MPA(Master in Public Administration). A holder of this degree is benefitted with the following: leadership skill to improve organizational performance and well verse in administrative execution of plans and programs, be able to come up with better decision making in the workplace, and he sees to it that there is transparency in the governance of the people.

MBA(Master in Business Management). A master in business administration is expected to become an individual armed with interpersonal and entrepreneurial skills, Corporate social responsibility and increase business ventures. In today's tough economy, one has to be knowledgeable in many different business situations and conditions to be profitable and prosper. Acquiring knowledge in many different areas of business earns respect and believes in what you can do, this may lead them to seek advice from you, thus, making you an expert in your field.

## **SUMMARY**

This study is focused on the analyses of the data on the research themes of the graduates of the six programs offered at the Kalinga State University namely: Doctor of Philosophy in Development Education; Doctor of Philosophy in Community Development; Master of Arts in Education with four majors such as Mathematics, Filipino, Social Studies and English; Master of Public Administration; Master of Business Administration; and Master of Science in Rural Development.



It used Thematic analysis and frequency and percentage as its statistical tools. It was found that in Ph.D in Development Education and Master of Arts in Education, most of the themes were on teaching effectiveness and commitment while themes on program evaluation dominates under the programs, Doctor of Philosophy in Community Development, Master of Science in Rural Development, and Master of Public Administration. Majority of the themes under Master of Business Administration with a number of 15 or 71.42 percent is on business management studies, marketing management studies with 14.28 percent, policy analysis on business with 9.42 percent, and financial management with 4.76 percent.

It is noted from the results that graduates from the academe or education are more concern on the teaching effectiveness and commitment, while those in the community, rural, and public administration are more focused on evaluating the programs of the government and the control and accountability to their works. And those in business are more on management and marketing studies.

There are a lot of benefits in attaining advance education such as higher social status, minimal social isolation, family unity, and other positive effects as mentioned in table 8.

## CONCLUSION

1. a. Master of Arts in Education and Doctor of Philosophy in Development education graduates of the Kalinga State University graduates have chosen teaching effectiveness and commitment as the themes of their researches.

b. The theme of the researches under Doctor of Philosophy in Community Development, Master of Science in Rural Development and Public Administration is program evaluation.

c. Master of Business Administration's theme is more on business management studies and marketing management.

2. a. The graduates of KSU from the academe or the teachers are concern on the effectiveness of their teaching career and their commitment to their work.

b. the Ph.D-CD, the MSRD, and the MPA graduates are one in evaluating the programs of the government.

c. Business and marketing management are the majority's concern of the MBA graduates.

3. There are various benefits derived from attaining advance studies.

## RECOMMENDATIONS

From the findings and conclusions, the following are recommended:

1. Graduate students of MAED and Ph.D-DE who are about to finish their studies may consider economic analysis in education, participation, Socio-cultural in education, partnership, cooperation, development of models assessment, and program effectiveness in selecting the themes of their research.

2. Faculty of the MSRD, Ph.D-CD, and MPA should be advised to direct their advisees to deal into the following themes: participation, Socio-cultural change and development, partnership, cooperation, development of models assessment, rural and urban sociology, Human resource management, organizational behavior, interagency coordination, migration and development, policy analysis, and information and development.

3. Students of MBA who are about to enroll their thesis may be directed to take the following themes for their research: organizational behavior, knowledge management, and impact studies.

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