

**Beyond graduation: Employability, professional competence,
and career productivity of MAEd Educational Management graduates**

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ABSTRACT

This descriptive tracer study examined the employability status, professional competencies, and career productivity of graduates of the Master of Arts in Education major in Educational Management (MAEd–EDM) at Capiz State University. Using complete enumeration sampling, a total of 103 graduates from 2010 to 2025 participated through an online researcher-made questionnaire. Findings revealed a 100% full-time employment rate, with the majority already employed at graduation and nearly all (98%) reporting strong alignment between their degree and current professional roles. Most graduates are employed in the public education sector, with a notable proportion having advanced into supervisory and administrative positions. Graduates rated the program's contribution to leadership readiness, core competencies, and workplace skills development at a very high extent, with ethical leadership, decision-making, human relations, and professional confidence identified as the program's strongest outcomes. Graduate satisfaction was exceptionally high, with all respondents expressing willingness to recommend the program. While research competence and digital skills were similarly rated very high, these areas were identified as strategic priorities for further enhancement. The study recommends institutionalizing curriculum review, expanding experiential learning, strengthening research capacity-building, and integrating advanced digital leadership modules to sustain program quality and responsiveness to evolving educational demands.

Keywords: Graduate tracer study, employability, professional competence, educational management, career productivity

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INTRODUCTION

In an increasingly competitive global labor market, the ability of higher education programs to prepare graduates with relevant competencies and to facilitate successful transition into the workforce has become a critical measure of institutional quality and relevance. Graduate tracer studies have emerged as an essential tool for assessing the outcomes of tertiary programs, particularly in relation to employability, professional competence, and career productivity (Long-Sheng, Huynh-Cam, Van-Canh, Lu, & Le-Huynh, 2025).

In the Philippine context, higher education institutions are mandated to conduct tracer studies to provide evidence of program effectiveness in real-world employment environments, align curricula with labor market demands, and inform continuous improvement (Magboo-Campo, 2025). Graduate tracer studies not only track employment rates but also examine the relevance of academic preparation to occupational roles, the development of leadership and

professional skills, and the overall impact of graduate education on career progression and workplace productivity (Hou, 2025).

The Master of Arts in Education major in Educational Management (MAEd–EDM) program at Capiz State University is designed to equip educational leaders with advanced knowledge and competencies in management, strategic planning, policy implementation, and research. However, understanding how well the program translates into meaningful employment outcomes and professional performance remains imperative for academic improvement, accreditation documentation, and stakeholder assurance.

This study, therefore, traces the career outcomes and professional competence of MAEd-EDM graduates, seeking to provide empirical evidence on the employability and career impact of the degree.

Statement of the Problem

This tracer study aimed to determine the employability status, professional competencies, and career productivity of graduates of the Master of Arts in Education Major in Educational Management program, formerly, Master in Management Major in Educational Management. Specifically, it addresses the following questions:

1. What is the employment profile of MAEd–EDM graduates in terms of employment status, time to first employment, relevance of current employment to degree, d. employment sector; and current job position?
2. To what extent do graduates perceive that the MAEd–EDM degree improved their employability and career progression?
3. What program-related factors contributed to graduates' employment success?
4. To what extent did the MAEd–EDM program prepare graduates for leadership and management roles?
5. To what extent did the program enhance graduates' core leadership competencies?
6. To what extent did the program develop graduates' workplace skills necessary for professional advancement?
7. How satisfied are the graduates with the training provided by the MAEd – EDM Program and to what extent would they recommend it?
8. What key competencies should the MAEd–Educational Management program further develop to better prepare future graduates for leadership and professional practice in education?
9. What improvements do graduates recommend to enhance the effectiveness and relevance of the MAEd–Educational Management program?

Theoretical Framework

This study is grounded in the Human Capital Theory, which views education as an investment that enhances individuals' productivity, employment opportunities, and career success (Sarsale et al., 2024). Additionally, the Employability Theory suggests which suggests that employability encompasses a range of graduate attributes, skills, and competencies that facilitate successful entry and advancement in the labor market.

Review of Related Literature and Studies

Employability refers to the capacity of graduates to gain initial employment, remain employed, and advance in their careers. Dabeel (2024). argued that employability is not solely

about getting a job but encompasses the skills and attributes that make graduates adaptable in changing labor markets. Recent studies highlight that graduates' ability to secure jobs is influenced by program relevance, curriculum alignment, and skill development (Jeung, Seungjung, & Jisun).

In the Philippine context, tracer studies in higher education consistently reveal that alignment between graduate competencies and workplace demands results in better employment outcomes (Isa, Sharaf, Noor, & Ahmdon, 2025). A tracer study among tourism management graduates documented that employment status, job relevance, and time to first employment are key measures of program efficacy (Monteiro, Santos, Teixeira, Torres, & Palhares, 2025). Similarly, Arts and Sciences programs reported that curricula responsive to industry needs positively affected employability (Monteiro, Santos, Teixeira, Torres, & Palhares, 2025).

Competency development, including leadership, communication, research skills, and ethical decision-making is central to graduate outcomes. According to Sin, Tavares, & Amaral (2016) competencies encompass cognitive, interpersonal, and intrapersonal skills that are essential for professional performance.

Studies show that programs that integrate real-world problem solving, research immersion, and leadership development produce graduates who are more confident and workplace-ready (Ismail, 2017). In educational management, the development of strategic planning, policy implementation, and team collaboration is especially critical given the demands of 21st-century school leadership.

In a tracer study of graduate education alumni, graduates rated leadership competencies and research skills as core determinants of career success. Another Philippine study on educational management graduates underscored that competencies in human relations and ethical leadership significantly correlate with administrative effectiveness (Whiteside, 2023).

Career productivity relates to the extent program completers apply acquired competencies to facilitate career growth, professional credibility, and workplace contributions. According to (Whiteside, 2023), productivity is reflected in graduates' ability to translate learning into effective work performance and career mobility.

Research indicates that graduate education enhances professional confidence, practical application of knowledge, and opportunities for career advancement (Brown & Hesketh, 2018). In tracer studies conducted in the Philippines, professional productivity outcomes such as salary progression, expanded opportunities, and research engagement have been linked to program quality and alumni satisfaction (Peng, 2019).

Additionally, practical and research components in graduate programs are significant predictors of workplace success and long-term career development (Isa, Sharaf, Noor, & Ahmdon, 2025). In educational management, competencies in instructional delivery, research mentoring, and curriculum design have been cited as enablers of productivity in academic and administrative roles.

Program satisfaction is often measured to evaluate the effectiveness of curriculum, training, and instructional support. Research by Yorke and Knight (2018) highlights that learners who express higher satisfaction with their academic programs are more likely to report positive career outcomes.

In tracer research, high program satisfaction is associated with greater recommendations, perceived relevance of training, and retention of competencies over time. A Philippine study on Master's programs underscored that graduates' satisfaction with instructional delivery, faculty expertise, and research support significantly predicted perceived career success (Lacambra, 2024).

Tracer studies have become a requirement for program assessment and accreditation in the Philippines, particularly for CHED and AACCUP documentation. Multiple local institutions have used tracer data to revise curricula, strengthen internship programs, and enhance industry partnerships (Beltran, 2022; Villanueva, 2023). These studies underscore the importance of data on employability, competency development, and career impact as evidence of program relevance.

METHODOLOGY

This study employed a descriptive tracer study design to examine the employability, professional competencies, and career productivity of graduates of the Master of Arts in Education major in Educational Management (MAEd–EDM) Program. Tracer studies are widely used in higher education to assess graduate outcomes and program effectiveness by systematically collecting data from alumni regarding employment status, competency development, and career progression (Schomburg, 2016; Millington, 2017).

A descriptive design was appropriate because the study aimed to document and analyze graduates' employment characteristics, perceptions of program relevance, and professional impact without manipulating variables. Survey-based tracer methodologies are recognized as effective tools for evaluating higher education outcomes and informing curriculum improvement (Harvey, 2015; Yorke, 2018).

The study was conducted at Capiz State University, focusing on graduates of the MAEd–Educational Management program from the College of Education.

A total of 103 respondents participated in the study. They are graduates from 2010 to 2025). The Complete enumeration sampling approach was employed to include as many alumni as possible. Total enumeration is recommended in tracer studies to maximize representativeness and reduce sampling bias when population sizes are manageable (Schomburg, 2016).

Graduates were contacted through their Facebook and messenger accounts, after which, a Group Chat was created to ensure broad participation.

A researcher-made MAEd – EDM Tracer Questionnaire was developed to gather the needed data. The instrument consisted of eight (8) major sections: Graduate Profile, Employment Transition, Program Relevance, Competency Development, Career Advancement Impact, Program Quality, Satisfaction, and Open-Ended Feedback.

Competency and impact items were measured using a Likert-type scale to quantify perceived program contributions. Likert scales are commonly used in graduate outcome studies to assess attitudes and perceived competencies (Creswell & Creswell, 2018). Qualitative data were gathered using open-ended semi-structured questions.

Permission to conduct the study was secured from the concerned authorities. Alumni were invited through online platforms (Facebook and messenger) and through link-sharing and invitation of fellow alumni. The questionnaire was administered electronically via Google Form to facilitate accessibility and participation.

Respondents were informed of the purpose of the study and assured of confidentiality. Participation was encouraged and voluntary.

The study adhered to ethical principles in educational research, including voluntary participation, confidentiality, and informed consent. Personal data were anonymized, and results were reported in aggregate form to protect respondents' identities (Creswell & Creswell, 2018).

Descriptive statistical methods were employed to analyze the data: Frequency and percentage for employment profile variables, mean and standard deviation for competency and program impact ratings, and thematic analysis for the qualitative data.

The study relied on self-reported data from graduates, which may be influenced by recall bias or subjective perceptions. Additionally, tracer studies may encounter non-response from some alumni, which can affect representativeness (Harvey, 2015). Despite these limitations, the findings provide meaningful insights into program effectiveness and graduate outcomes.

RESULTS AND DISCUSSION

Employment profile of the graduates

Employment status of MAEd–EDM graduates

All of the 103 respondents (100%) are employed full-time. This indicates a 100% employment rate among surveyed graduates, suggesting strong employability and market demand for MAEd–EDM graduates. The findings imply that the program equips graduates with competencies aligned with workforce requirements, particularly in the education sector. Some of the implications for improvement may focus on sustaining the curriculum alignment with leadership and governance competencies, strengthening alumni tracking to continuously monitor employment trends and exploring expansion of career pathways beyond traditional education roles. Furthermore, the result reflects the effectiveness of the program in preparing graduates for stable and relevant professional positions.

Time to First Employment After Graduation

The majority of graduates (85.4%) were already employed at the time of graduation, indicating that the MAEd–EDM program primarily serves in-service professionals. Among those not previously employed, all secured employment within three years. This reflects strong absorption into the workforce and suggests that the program supports both employment stability and career advancement. Strategies for improvement may include strengthening career advancement modules, providing structured career development workshops for students seeking promotion and enhancing industry and institutional linkages for leadership placement opportunities.

Relevance of current work to degree

A combined 98% of graduates reported that their current work is either highly relevant or relevant to their degree. Only 1.9% indicated slight relevance. This demonstrates strong alignment between the MAEd–EDM curriculum and the professional roles assumed by graduates, particularly in leadership, administration, and educational governance. The Program may consider maintaining strong alignment between coursework and administrative competencies, periodically reviewing curriculum to reflect emerging leadership trends (digital governance, resilience planning) and expanding specialization tracks for diverse administrative contexts.

Employment sector

The majority (94.2%) of graduates are employed in the public sector, while a small percentage are in the private sector (2.9%) or working abroad (2.9%). The dominance of public-sector employment suggests strong alignment with government educational institutions and leadership positions within public schools. The presence of graduates working abroad indicates global competitiveness of the program. The Program may strengthen the global engagement components of the curriculum, explore partnerships with private educational institutions and provide internationalization and global leadership seminars for its improvement.

Current job position

The largest proportion of graduates remain in advanced teaching positions (59%), particularly Teacher III. However, a substantial number occupy supervisory and leadership roles such as Head Teacher, Principal, Education Supervisor, and administrative positions. This reflects upward mobility and career progression consistent with the goals of the Educational Management program. The presence of graduates in senior administrative roles demonstrates leadership impact and institutional influence. The Program may consider the following for its improvement: Strengthen leadership mentoring programs, offer advanced policy and governance electives, provide structured preparation for principalship and supervisory examinations and develop alumni leadership network platforms.

The MAEd–EDM program demonstrates strong effectiveness in preparing graduates for leadership, governance, and institutional management roles. The results affirm the program’s alignment with professional standards and quality assurance objectives as shown by its 100% full-time employment rate, strong workforce absorption, with most graduates already employed, high degree-to-work relevance, dominance in the public education sector and evident career progression into supervisory and leadership roles.

Extent to which the MAEd–EDM degree improved employability and career progression overall satisfaction with the MAEd–EDM Program

Results of the study showed that 95.1% of graduates are very satisfied, while 4.9% are satisfied with the MAEd–EDM program. No respondent expressed dissatisfaction. This indicates an exceptionally high level of perceived program effectiveness in improving employability and career progression. The findings suggest that graduates recognize the program as instrumental in strengthening their professional standing, enhancing career mobility, and supporting advancement opportunities. Some of the areas for improvement that the Program may consider are: Sustain high-quality instructional delivery and faculty expertise, institutionalize alumni feedback mechanisms for continuous enhancement and develop structured promotion-readiness and leadership acceleration programs.

Factors Contributing to Employment Success

All the contributing factors to employment success that were considered: Helped Obtain Employment, Increased Professional Competence, Expanded Career Opportunities, Improved Salary Potential, Curriculum Design, Faculty Expertise, Instructional Delivery, Academic Support, Research Mentoring, Learning Resources and Practical Application fall within the Very High Extent range. Graduates identified increased professional competence and expanded career opportunities as the strongest contributors to employment success. Faculty expertise,

instructional delivery, and academic support also received very high ratings. These findings indicate that employment success is strongly associated with curriculum relevance, research mentoring, and applied leadership preparation. In order to improve the Program's contributory effect on their students' employment success, it may consider the following: Further enhance curriculum responsiveness to emerging leadership trends, Expand applied leadership simulations and case-based learning and Strengthen research-to-practice integration.

Extent of preparation for leadership and management roles

Considering the MAEd – EDM's extent of impact on the graduates' preparation for leadership and management roles, graduates rated all indicators: Leadership Roles Preparation, Management Skills Development, Professional Duties Readiness, Decision-Making Skills and Ethical Leadership, as Very High with ethical leadership and decision-making as the strongest areas of preparation. This indicates that the program effectively prepares graduates for administrative, supervisory, and governance responsibilities. Ethical and values-based leadership emerges as a core strength of the program. To further improve the Program, the following may be considered: Integration of advanced governance and systems leadership modules, Development of leadership laboratories and policy simulation workshops and offering of executive mentoring for aspiring school heads.

Enhancement of core competencies

The study also considered the enhancement of core competencies such as Leadership and Supervision, Strategic Planning, Research Competence, Human Relations, Policy Implementation and Team Collaboration as a measure to assess the extent to which the MAEd–EDM Degree improved employability and career progression. Results show that all core competencies were rated very high with human relations and team collaboration receiving the highest ratings, indicating strong development of interpersonal and collaborative leadership capacities. Research competence received the lowest mean, though still within the very high range. These results suggest that while relational and supervisory competencies are highly developed, research competence may benefit from further strengthening to reinforce evidence-based management practices. The Program may improve this by enhancing advanced research analytics and data-driven leadership modules, expanding policy research workshops and integrating collaborative leadership projects across courses.

Development of workplace skills

The development of workspace skills was another factor that was included to determine the extent to which the EDM Degree improved the employability and career progression of its graduates. The workplace skills included Critical Thinking, Communication Skills, Leadership Ability, Teamwork and Collaboration, Problem-Solving Skills, Ethical Decision-Making, Adaptability to Change, Technology and Digital Skills, Professional Confidence, Lifelong Learning Mindset, Work Discipline and Responsibility and Initiative and Self-Direction. All these workplace skills were very highly developed in them by the Program, based on the results of the study. Specifically, the strongest areas include ethical decision-making, leadership ability, professional confidence, lifelong learning mindset and, work discipline and responsibility. Technology and digital skills received the lowest mean among the indicators, though still within the very high category. The results suggest that the program strongly cultivates leadership identity, ethical professionalism, and adaptive expertise. However, digital

leadership integration may be an area for strategic enhancement. The MAEd – EDM Program may further improve the workplace skills of the students by integrating advanced digital governance and educational technology modules, embedding innovation and digital transformation projects in coursework and strengthen technology-based management simulations.

Generally, the MAEd – EDM Program demonstrates very high effectiveness in preparing graduates for leadership, management, and professional advancement roles since the graduates are overwhelmingly satisfied, it significantly improves employability and career progression, leadership, ethical governance, and professional competence are its major strengths, interpersonal leadership and collaborative competencies are highly developed, workplace skills, particularly ethical decision-making and lifelong learning, are exceptionally strong.

Graduates' satisfaction and recommendation for the MAEd-EDM Program

The data show that 98/103 (95.1%) graduates reported being very satisfied with the MAEd–EDM program, while 5 graduates (4.9%) reported being satisfied. No respondent expressed dissatisfaction, resulting in a 100% positive satisfaction rate.

This exceptionally high level of satisfaction indicates that the program effectively meets graduates' academic, professional, and leadership development expectations. The findings suggest strong curriculum alignment with workplace demands, effective instructional delivery, and meaningful preparation for educational leadership and management roles.

Moreover, the fact that all graduates expressed that they would recommend the program further strengthens the evidence of program quality and impact. Willingness to recommend reflects not only satisfaction but also confidence in the program's credibility, relevance, and professional value. In tracer studies, recommendation intent is often considered a strong indicator of perceived program effectiveness and institutional reputation.

The results demonstrate that the MAEd–EDM program enjoys high graduate endorsement, reflecting its effectiveness in enhancing employability, leadership competence, and career progression. Sustaining this level of approval will require continuous curriculum enhancement, strengthened alumni engagement, and ongoing responsiveness to emerging trends in educational management and governance.

Key competencies for future graduates

Participants emphasized a range of competencies that the MAEd Educational Management program should develop in future graduates. The most frequently cited competency (30.4%) was Leadership and Management Skills, including strategic leadership, instructional leadership, organizational management, and data-driven decision-making. Research and Data-Driven Skills (17.6%) were also highly prioritized, reflecting the need for graduates to conduct action research, analyze data, and make evidence-based decisions in school management.

Curriculum and Instructional Competence (14.4%) was another key area, highlighting the importance of classroom management, learner-centered instruction, assessment, and curriculum design. Participants also recommended focusing on Communication and Collaboration (11.2%), Digital and Technological Skills (8.0%), and Critical Thinking, Problem-Solving, and Innovation (7.2%), preparing graduates to adapt effectively to dynamic school environments.

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Other suggested competencies included Ethics, Values, and Professionalism (5.6%), Global and Contextual Awareness (3.2%), and Personal and Life Skills such as resilience and adaptability (1.6%).

These recommendations indicate that while technical and leadership competencies are central, holistic development, including ethical practice, communication, research, and adaptability is critical to preparing graduates to lead and innovate in education.

Suggested program improvements

Participants suggested several improvements to enhance the MAEd Educational Management program. The most frequent recommendation (30.4%) was to provide more hands-on and practical training, including case studies, school immersion experiences, classroom-based simulations, and workshops that allow immediate application of theory. Curriculum updates and relevance were also highlighted (22.4%), emphasizing the need to integrate current educational trends, digital tools, policy alignment, and sustainability topics. Leadership and management development (16.8%) was another priority, focusing on strategic planning, decision-making, conflict resolution, and practical leadership exercises.

Participants additionally recommended enhancing mentorship, coaching, and faculty guidance (9.6%) to support research, action plans, and professional networking. Research-focused enhancements (8.0%) were also suggested to strengthen evidence-based decision-making and instructional leadership. Less frequently mentioned improvements included better facilities and resources (5.6%) and improved program structure and scheduling (4.0%). Only a small portion (3.2%) expressed satisfaction with the current program without suggesting changes.

The findings indicate that while the program is generally well-received, participants strongly value practical, applied experiences, curriculum relevance, and leadership skill development, suggesting these areas be prioritized in future program enhancements.

CONCLUSION

This tracer study examined the employability status, professional competencies, and career productivity of graduates of the Master of Arts in Education major in Educational Management (MAEd-EDM). The results demonstrate strong employment outcomes and high levels of perceived program effectiveness. All respondents reported full time employment at the time of the survey, and a majority were already employed upon graduation, indicating that the program largely serves in service professionals. Those who were not employed immediately after graduation secured employment within three years. Nearly all graduates reported that their current positions are either highly relevant or relevant to their degree, which indicates a strong alignment between academic preparation and professional roles. Most graduates are employed in the public education sector, while a smaller proportion work in the private sector or abroad. Many graduates remain in advanced teaching positions, while a significant number have progressed to supervisory and administrative roles such as head teachers, principals, and education supervisors.

The findings further reveal that graduates perceive the program as making a very strong contribution to their employability and career progression. The degree was widely viewed as enhancing professional standing, promotion opportunities, and career mobility within educational institutions. Graduates consistently rated program related factors contributing to employment success at a very high level. The most influential elements include increased professional competence, expanded career opportunities, curriculum relevance, faculty

expertise, instructional delivery, academic support, research mentoring, and the practical application of learning. These results suggest that both the quality of the curriculum and the effectiveness of instructional delivery significantly shape employment outcomes and professional advancement among graduates.

In terms of leadership preparation, graduates rated their readiness for leadership and management roles very highly across all measured indicators. These indicators include leadership readiness, management skills, preparation for professional duties, decision making ability, and ethical leadership. Ethical leadership and decision making were identified as particularly strong areas of preparation. Core leadership competencies such as leadership and supervision, strategic planning, research competence, human relations, policy implementation, and team collaboration were also rated very highly. Among these competencies, human relations and collaborative leadership received the highest evaluations. Although research competence also received a very high rating, its mean score was comparatively lower than the other competencies. Workplace skills development was likewise assessed at a very high level. Graduates identified ethical decision making, leadership ability, professional confidence, lifelong learning orientation, and work discipline as the most significant outcomes of the program. Technology and digital skills received comparatively lower ratings, although they remained within the very high category.

Graduate satisfaction with the program was exceptionally high. The majority of respondents reported being very satisfied with their educational experience, while only a small number reported being satisfied. No respondent expressed dissatisfaction with the program. Furthermore, all graduates indicated that they would recommend the program to others, which reflects strong institutional credibility, program quality, and confidence in the value of the degree. At the same time, graduates identified several competencies that could be further strengthened for future cohorts. These areas include leadership and management skills, research and data driven decision making, curriculum and instructional competence, communication and collaboration, digital and technological proficiency, critical thinking and innovation, ethics and professionalism, global awareness, and personal adaptability. Graduates also recommended program improvements such as increasing hands on and practical training opportunities, updating the curriculum to align with current educational trends, enhancing leadership development activities, strengthening mentorship and research support, and improving facilities and overall program structure.

Overall, the findings indicate that the MAEd Educational Management program demonstrates a high level of effectiveness in promoting graduate employability, leadership preparation, and career advancement. The one hundred percent full time employment rate and strong degree to work relevance confirm the program's alignment with workforce demands, particularly within the public education sector. The program also contributes significantly to professional mobility and leadership advancement, as evidenced by graduates who have progressed into supervisory and administrative positions. Curriculum relevance, faculty expertise, and applied instructional strategies emerge as central determinants of employment success. In addition, the program effectively cultivates ethical leadership, decision making competence, relational leadership capacity, and professional discipline, which reflect its emphasis on values based and collaborative educational governance. Although research competence and digital skills were rated highly, these areas present opportunities for further development in response to the increasing demand for data driven leadership and digital transformation in the field of education.

In light of these conclusions, several strategic directions may further strengthen the program. Continuous curriculum review may be institutionalized to ensure alignment with emerging educational trends such as digital governance, sustainability, global educational

frameworks, and data analytics. The integration of advanced modules related to digital leadership and evidence-based management would help enhance graduates' adaptability in rapidly evolving educational environments. The program may also expand experiential learning opportunities through leadership laboratories, structured practicum experiences, case-based simulations, and school immersion activities. Increasing opportunities for the practical application of theoretical knowledge would reinforce leadership readiness among future graduates.

Furthermore, initiatives aimed at strengthening research capacity may be enhanced through advanced training in research analytics, policy research workshops, and structured integration of research findings into professional practice. Establishing formal leadership mentoring and executive coaching programs would provide additional support for aspiring school heads and supervisors. The development of an alumni leadership network may also facilitate professional collaboration, mentorship, and knowledge sharing among graduates. Strategic investment in digital infrastructure and technology driven management simulations would further strengthen digital leadership competencies and promote innovation in educational administration. Finally, systematic alumni tracking and feedback mechanisms may be strengthened to support continuous quality assurance and long-term evaluation of program outcomes, thereby ensuring that the program remains responsive to the evolving demands of educational leadership and management.

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