

Professional Trajectories, Job Satisfaction, and Perceived Leadership Impact of Doctor in Education Major in Educational Management Graduates

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Publication history: Received: April 28, 2026; Revised: May 13, 2026; Accepted: May 22, 2026

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Abstract

This study examined the professional trajectories, job satisfaction, perceived effectiveness, and leadership impact of Doctor of Education in Educational Management graduates of Bohol Island State University–Main Campus from Academic Years 2015 to 2020. Anchored on Career Construction Theory, Social Cognitive Career Theory, Herzberg’s Two-Factor Theory, and Transformational Leadership Theory, the study employed a mixed-methods design using a structured survey questionnaire and semi-structured interviews. The respondents were sixty EdD graduates, with selected graduates and employers or supervisors participating in the qualitative phase. Findings revealed that most graduates experienced career advancement after completing the program, with many moving from teaching or coordination roles to administrative and leadership positions. The graduates reported very high job satisfaction, particularly in work environment, professional growth, compensation and benefits, work-life balance, and alignment of job roles with academic preparation. The EdD program was perceived as very effective in curriculum content, research training, and leadership preparation. Correlation results showed that profile variables and professional trajectories had limited predictive influence, although institutional type and current leadership positions affected professional outcomes. Qualitative findings confirmed that the program strengthened reflective leadership, evidence-based decision-making, mentoring, professional effectiveness, and institutional contribution. The study recommends strengthening practical leadership training, field-based learning, mentorship, research application, policy analysis, digital integration, and institutional support systems. The study aligns with SDG 4, SDG 8, SDG 16, and SDG 17 by supporting quality graduate education, professional growth, institutional accountability, and stakeholder collaboration. Its sustainability impact lies in strengthening educational, institutional, socio-economic, and governance sustainability through evidence-based improvement of doctoral leadership preparation.

Keywords: Career Advancement, Educational Leadership, Graduate Tracer Study, Institutional Sustainability, Job Satisfaction, Leadership Impact, Program Effectiveness, Research Training, Transformational Leadership

1. Introduction

This study examines the professional trajectories, job satisfaction, and perceived leadership impact of Doctor of Education in Educational Management graduates of Bohol Island State University–Main Campus. It is grounded in the need to evaluate how doctoral preparation contributes to career advancement, workplace fulfillment, leadership competence, and institutional development. In the context of educational reform, quality assurance, and graduate tracer study mandates, the study provides empirical evidence for improving doctoral curriculum design, research training, leadership preparation, and program relevance.

In the current educational landscape, advanced academic preparation is essential in developing educational leaders who can respond to pedagogical changes, policy reforms, and institutional challenges. Doctoral programs in educational management are expected to produce leaders with theoretical expertise and practical competencies for guiding institutions toward innovation, equity, and sustainable growth. Graduate Tracer Studies have become important mechanisms for assessing the effectiveness of higher education programs. In countries such as Germany, the United Kingdom, Malaysia, and Australia, tracer studies are used to evaluate employability, leadership impact, and curriculum relevance. In Germany, graduate tracking supports institutional accreditation, while in the United Kingdom, employment data submission is connected to public funding eligibility for universities (Schomburg, 2012). In the Philippines, the Commission on Higher Education requires higher education institutions to conduct tracer studies for accreditation, quality assurance, curriculum improvement, and strategic planning. These studies generate evidence on employability, job satisfaction, and leadership contributions. Research by Ramos and Flores (2022) emphasizes that tracer studies help align academic programs with industry needs and national goals such as decent work and inclusive growth.

The literature emphasizes that graduate program effectiveness should be evaluated not only through degrees conferred but also through graduates’ lived outcomes, including career progression, professional satisfaction, leadership performance,

and institutional contribution. Educational institutions are expected to prepare leaders who can translate academic training into meaningful contributions in school systems, governance, and learning communities. Career development literature supports the study's focus on professional trajectories. Career Construction Theory by Mark Savickas (2005) explains that individuals actively shape career paths through adaptability, personal narratives, meaning-making, and contextual response. This applies to EdD graduates whose careers may move across teaching, administration, community engagement, policy-making, and institutional leadership. The study of Wang and Li (2024) supports this view by showing how career construction tools help graduates manage role changes and clarify professional identity. Social Cognitive Career Theory further explains how career decisions are shaped by self-efficacy, goals, and social context (Lent, Brown, and Hackett, 1994). Studies by Chen and Zhang (2024) show that proactive personality and career adaptability reduce decision-making difficulties and support long-term professional success. These insights affirm the need to examine how BISU EdD graduates construct and sustain their professional pathways. Job satisfaction is supported by Herzberg's Two-Factor Theory (1959), which distinguishes motivators such as achievement and recognition from hygiene factors such as salary, working conditions, and interpersonal relations. Macalinao's (2023) study confirmed that achievement and recognition are strongly connected to job satisfaction, while Sutaria (2020) emphasized that motivators contribute more effectively to workplace engagement than hygiene factors alone. In the BISU context, EdD graduates' satisfaction may be influenced by role design, autonomy, recognition, opportunities for achievement, and institutional support. Leadership impact is anchored in Transformational Leadership Theory (Bass, 1985), which views effective leaders as individuals who inspire others, communicate vision, model ethical behavior, and motivate teams toward higher performance. Givens (2020) found that transformational leadership strengthens organizational commitment, innovation, and empowerment. Bunaiyan and McWilliams (2024) further showed that transformational leadership in education promotes equity, reform, and instructional quality. Eva and Howard's (2025) study also emphasize that leadership effectiveness depends strongly on trust-based relationships, authenticity, shared values, and responsiveness.

At the local level, BISU's EdD in Educational Management program seeks to prepare transformative educational leaders. Studying its graduates' professional trajectories, workplace satisfaction, and leadership impact allows the university to identify program strengths, align curricular offerings with professional needs, and strengthen evidence-based program improvement. At the national level, the study is supported by the 1987 Philippine Constitution, which gives priority to education, science, technology, culture, and arts. It also affirms the role of education professionals in nation-building, ethical leadership, and accountability. Republic Act No. 10912, or the Continuing Professional Development Act of 2016, institutionalizes lifelong learning and professional upgrading, including career monitoring and leadership development. Republic Act No. 11713, or the Excellence in Teacher Education Act of 2022, strengthens graduate education as a pathway for preparing school leaders, principals, supervisors, and education managers. CHED Memorandum Orders require tracer studies as part of program evaluation, accreditation, and Institutional Sustainability Assessments. These mandates position the present study as an institutional quality assurance mechanism and a source of evidence for continuous improvement. At the global level, the study aligns with the Philippine Qualifications Framework Level 8, the ASEAN Qualifications Reference Framework, and UNESCO's Education 2030 Agenda, which emphasize advanced research competence, leadership, innovation, and globally benchmarked doctoral preparation. Empirical studies also support the value of tracer research. Ramos (2024) found links between academic preparation and job performance, while Montano and Nalangan (2025) showed that value congruence affects job satisfaction and retention. Robinos et al. (2024) highlighted that graduate outcomes develop over time through the interaction of educational experience and personal agency.

The study is conceptually anchored on four major theories. Career Construction Theory explains how EdD graduates shape their professional pathways through adaptability, identity construction, and meaning-making (Savickas, 2005). Social Cognitive Career Theory explains how career outcomes are influenced by self-efficacy, goals, and social context (Lent, Brown, and Hackett, 1994). Herzberg's Two-Factor Theory explains job satisfaction by distinguishing motivators from hygiene factors (Herzberg, 1959). This framework supports the analysis of work environment, compensation, professional growth, work-life balance, and alignment between job roles and academic preparation. Transformational Leadership Theory explains leadership impact through vision, growth, ethical conduct, and the ability to inspire institutional change (Burns, 1978; Bass, 1985). Additional conceptual support comes from curriculum and leadership literature. Minimo, Figuerres, and Bueno (2025) emphasized the importance of clear curriculum goals, reflective learning, flexible delivery, research training, and leadership preparation in EdD programs. Tadeo, Minimo, and Bueno found that curriculum alignment, interdisciplinary integration, professional development, and stakeholder involvement help maintain program relevance. A June 2024 qualitative review of program structure by Minimo et al. also highlighted the importance of clear objectives, reflective practices, leadership electives, and customizable course pathways. EdD redesign efforts further emphasize research-informed decision-making. A 2023 theory-based analysis published in MDPI presented the COM-B framework, which develops graduates' capacity, motivation, and opportunity to use research in practice. This aligns with transformational and distributed leadership (Burns; Bass; Spillane) and Fullan's change theory, which position EdD graduates as evidence-informed change agents. Curriculum content is also supported by Tyler's Rationale and Taba's model, adult learning theory (Knowles), and the scholar-practitioner model.

Although doctoral programs in educational management are expected to develop competent leaders, there remains a need for localized evidence showing how graduates actually progress in their careers, experience job satisfaction, and demonstrate leadership impact after completing the program. Existing studies affirm the importance of graduate outcomes, curriculum relevance, leadership development, and workplace satisfaction, but the BISU EdD program requires its own institutional evidence to guide program enhancement. This study addresses that need by tracing the professional journeys of BISU EdD graduates from Academic Years 2015 to 2020, examining their job satisfaction, assessing the perceived effectiveness of the program, and exploring their leadership practices, decision-making, and educational management approaches. It also gathers feedback from employers and supervisors to determine graduates' professional effectiveness, leadership competencies, and institutional contributions. The study therefore supports curriculum refinement, leadership development, accreditation readiness, and evidence-based decision-making.

The study aligns most directly with SDG 4 – Quality Education because it evaluates how doctoral education strengthens educational leadership, research competence, curriculum relevance, and institutional improvement. By assessing the outcomes of EdD graduates, the study supports continuous quality enhancement in graduate education and leadership preparation. It also relates to SDG 8 – Decent Work and Economic Growth because tracer studies generate evidence on career progression, employability, workplace satisfaction, and alignment between academic preparation and professional roles. This connection is consistent with Ramos and Flores (2022), who emphasized the role of tracer studies in supporting decent work and inclusive growth. The study further supports SDG 16 – Peace, Justice, and Strong Institutions through its focus on institutional accountability, evidence-based policy-making, ethical leadership, and educational governance. Since the study also considers stakeholder feedback from graduates and supervisors, it may contribute to SDG 17 – Partnerships for the Goals by encouraging collaboration among higher education institutions, graduates, employers, and education-sector leaders.

This study contributes to educational sustainability by helping BISU assess whether its EdD program continues to produce competent, research-informed, and transformative leaders. Its findings can guide curriculum development, research training, leadership preparation, and mentoring practices for current and future doctoral students. It also supports institutional sustainability by generating evidence useful for accreditation, quality assurance, program evaluation, and strategic planning. By linking graduate outcomes with workplace satisfaction and leadership impact, the study strengthens accountability and provides a basis for continuous program improvement. The study contributes to socio-economic sustainability by examining how advanced graduate education supports career advancement, professional growth, and leadership readiness. It also contributes to policy and governance sustainability by providing localized evidence that may inform graduate education planning, leadership pipeline development, and institutional reform. Overall, the study positions doctoral education as a strategic mechanism for developing educational leaders who can respond to contemporary institutional, professional, and societal demands.

2. Material and methods

2.1 Research Design

The study employed a mixed-methods design to provide a comprehensive understanding of the career development, job satisfaction, and leadership outcomes of BISU EdD in Educational Management graduates from Academic Years 2015 to 2020. The quantitative component used a structured questionnaire with closed-ended and Likert-scale items to measure graduates' leadership or managerial positions, time taken to assume such roles, job satisfaction, and perceived effectiveness of the program in terms of curriculum content, research training, and leadership preparation. The qualitative component gathered narrative feedback from graduates and supervisors regarding leadership competencies, professional effectiveness, institutional contribution, and recommendations for program enhancement.

2.2 Locale of the Study

The study was conducted in Bohol, with Bohol Island State University–Main Campus serving as the institutional setting. As a public higher education institution in Central Visayas, BISU provides the academic context for the EdD in Educational Management program and serves as the source institution of the graduates whose professional experiences, leadership competencies, and job satisfaction were examined.

2.3 Respondents of the Study

The respondents were Sixty (60) graduates of the Doctor of Education in Educational Management program of BISU–Main Campus from Academic Years 2015 to 2020. These graduates provided data on their professional trajectories, job satisfaction, and perceptions of program effectiveness. For the qualitative component, 10 participants were selected for in-depth interviews, particularly those who had completed the program and were currently involved in educational leadership, supervision, administration, or related professional roles. Selected employers or supervisors were also included to provide feedback on the graduates' leadership competencies, professional effectiveness, and institutional contributions.

2.4 Sample and Sampling Procedure

The study used purposive sampling to select participants who could provide relevant and meaningful information about the outcomes of the EdD in Educational Management program. Graduates from Academic Years 2015 to 2020 were considered for the quantitative survey, while a smaller group of graduates was selected for interviews based on their completion of the program and current involvement in professional educational roles. Employers or supervisors were also purposively included to provide external feedback on the graduates' performance and leadership impact.

2.5 Research Instrument

The study used a structured survey questionnaire for the quantitative phase and a researcher-made semi-structured interview guide for the qualitative phase. The survey questionnaire gathered information on year of graduation, current position, professional experience, career progression, time taken to assume leadership roles, job satisfaction, and perceived program effectiveness. Likert-scale items were used to measure work environment, compensation and benefits, professional growth, work-life balance, curriculum quality, research training, and leadership preparation. The semi-structured interview guide was used to gather narrative responses from selected graduates and supervisors regarding leadership practices, decision-making, management approaches, professional effectiveness, and suggestions for improving the program. The interview guide was evaluated by experts in educational management and research to ensure clarity, relevance, alignment with the study objectives, and sensitivity to participants' experiences.

2.6 Data Gathering Procedure

Data collection began after the approval of the research proposal and the issuance of ethical clearance by the Bohol Island State University Research Ethics Committee. Eligible participants were contacted through email, direct messaging, and official institutional channels. They were provided with an informed consent form explaining the purpose, procedures, voluntary nature, and ethical safeguards of the study. The quantitative survey was administered electronically through Google Forms or similar platforms, allowing respondents to provide data on professional trajectories, job satisfaction, and perceived program effectiveness. For the qualitative phase, semi-structured interviews were conducted with selected graduates and employers or supervisors either face-to-face or through secure virtual platforms such as Zoom or Google Meet. Interviews lasted approximately 45 to 60 minutes, were recorded with consent, and were transcribed for analysis.

2.7 Data Analysis Techniques

Quantitative data were analyzed using descriptive and correlational statistical techniques. Frequency and percentage distribution were used to describe respondent profiles such as age, gender, employment status, current position, and years of service. Weighted mean was used to determine the levels of job satisfaction and perceived program effectiveness based on Likert-scale responses. Pearson Product-Moment Correlation Coefficient was used to examine the relationship between relevant study variables, particularly perceived program relevance and job satisfaction. Qualitative data from interviews were analyzed through thematic analysis by reviewing transcripts, identifying initial codes, grouping recurring patterns, and developing themes related to leadership practices, decision-making, professional effectiveness, institutional contribution, and program improvement. The integration of quantitative and qualitative findings provided a fuller interpretation of graduates' professional experiences and leadership development.

2.8 Ethical Considerations

The study observed ethical standards through institutional ethical clearance, informed consent, voluntary participation, confidentiality, and secure data handling. Participants' identities were anonymized using codes, and all responses were treated with strict confidentiality. Interview recordings, transcripts, and survey responses were stored securely in encrypted folders and used only for academic and institutional development purposes. These safeguards protected the rights, privacy, and welfare of the participants throughout the research process.

3. Results and Discussion

3.1 Quantitative Findings

3.1.1 Professional Trajectories of EdD Graduates

The results showed that most graduates experienced career movement after completing the EdD program. Specifically, 58.3% assumed leadership tasks, 16.7% were promoted, 16.7% had lateral transfers, and only 8.3% reported no change. Before earning the degree, 66.7% were mostly teachers or coordinators, while after graduation, 75% became administrators or leaders. However, only 33.3% were directly involved in policy-making, curriculum development, or institutional planning, while 66.7% had no direct involvement in these areas. These findings indicate that the EdD program contributed to upward professional mobility and leadership readiness among graduates. The transition from teaching or coordination roles to administrative and leadership positions supports Career Construction Theory and Social Cognitive Career Theory by showing career adaptability, self-efficacy, goal setting, and institutional support. The advancement of graduates also reflects intrinsic motivators such as achievement, recognition, and responsibility under Herzberg's Two-Factor Theory, while the movement toward leadership roles aligns with Transformational Leadership Theory. However, the limited

involvement in policy-making and institutional planning suggests the need to strengthen graduates' participation in higher-level governance and strategic decision-making.

3.1.2 Level of Job Satisfaction

The graduates reported a very high level of job satisfaction across all measured areas. Work environment received the highest weighted mean of 4.63, followed by professional growth and opportunities with 4.50, compensation and benefits with 4.45, work-life balance with 4.39, and alignment of job roles with academic preparation with 4.32. The overall weighted mean was 4.46, interpreted as Very Satisfied. These results suggest that graduates generally perceive their workplaces as supportive, secure, collaborative, and professionally fulfilling. The high rating for work environment indicates that organizational culture and workplace conditions contribute strongly to job satisfaction. The positive ratings for professional growth, work-life balance, and role alignment further imply that graduates are able to apply their doctoral preparation meaningfully in their current positions. Overall, the findings show that the graduates' professional settings support productivity, retention, and continued leadership development.

3.1.3 Perceived Effectiveness of the EdD Program

The EdD program was perceived as very effective across the three major indicators. Curriculum content obtained a weighted mean of 4.48, leadership preparation received 4.47, and research training received 4.40. The overall weighted mean was 4.45, interpreted as Very Effective. These findings indicate that the program successfully provides relevant curriculum content, develops research competence, and strengthens leadership preparation. The results show that graduates viewed the curriculum as aligned with professional practice and current educational issues. The strong rating for research training suggests that the program helped develop competencies in research methodology, data analysis, scholarly writing, and evidence-based practice. The rating for leadership preparation further confirms that the program supports strategic thinking, decision-making, organizational management, and readiness for administrative responsibilities. These findings align with RA 10912 (Continuing Professional Development Act of 2016), RA 11713 (Excellence in Teacher Education Act of 2022), and Article XIV of the 1987 Philippine Constitution.

3.2 Relationships Among Variables

3.2.1 Graduates' Profile Variables and Job Satisfaction

The computed correlation coefficient of $R = 0.519$ indicated a moderate relationship between graduates' profile variables and job satisfaction. However, the regression model produced a p-value of 0.244, which is higher than the 0.05 level of significance; therefore, the profile variables collectively did not significantly influence job satisfaction. The R^2 value of 0.270 showed that only 27.0% of the variation in job satisfaction was explained by profile variables, while 73.0% may be attributed to other factors. Sex, age, civil status, employment type, and year graduated were not significantly related to job satisfaction. However, type of institution showed a significant relationship with job satisfaction, with a p-value of .012, indicating that graduates working in private institutions tended to report higher satisfaction than those in public institutions. These findings suggest that job satisfaction among graduates is influenced less by personal or demographic characteristics and more by institutional or organizational factors. Workplace conditions, leadership style, organizational culture, incentives, and professional development opportunities appear to be more important in shaping satisfaction. This implies that improving graduate satisfaction requires attention to institutional support systems, management practices, and workplace environments rather than focusing only on individual characteristics.

3.2.2 Professional Trajectories and Perceived Effectiveness

The computed correlation coefficient of $R = 0.566$ showed a moderate relationship between graduates' professional trajectories and perceived effectiveness. However, the regression model yielded a p-value of .261, which is greater than 0.05, indicating that the combined effect of the predictors was not statistically significant. The R^2 value of 0.320 showed that 32% of the variation in perceived effectiveness was explained by professional trajectories, while 68% may be due to other factors such as work environment, leadership context, or individual motivation. Individually, Head Teacher ($p = .004$), Principal ($p = .017$), and Supervisor ($p = .047$) had significant positive effects on perceived effectiveness compared to Master Teachers. These findings indicate that while overall professional trajectory variables did not significantly predict perceived effectiveness, higher leadership positions were associated with stronger perceptions of effectiveness. Graduates occupying supervisory and administrative roles may perceive themselves as more effective because of greater authority, wider institutional influence, and broader leadership experience. The results also suggest that previous job titles before earning the EdD degree do not necessarily determine post-degree effectiveness, highlighting the importance of current leadership responsibilities, continuing professional development, and opportunities for administrative practice.

3.3 Qualitative Findings on Leadership Impact and Employer Feedback

3.3.1 Leadership Practices, Decision-Making, and Educational Management

The qualitative findings showed that the EdD program significantly contributed to graduates' leadership competence, transformational and reflective leadership, mentoring practices, strategic decision-making, ethical judgment, and research-informed management. Graduates reported that the program improved their confidence, strengthened their ability to inspire and mentor colleagues, and helped them apply evidence-based and collaborative approaches in managing educational tasks,

challenges, and reforms. These findings indicate that the program shaped graduates into more reflective, visionary, and research-oriented educational leaders. The emphasis on strategic and evidence-based decision-making shows that graduates were able to connect doctoral training with real institutional responsibilities. Their reported application of leadership theories, policy studies, strategic planning, research methods, and organizational change frameworks demonstrates that the program supported both personal leadership growth and institutional problem-solving.

3.3.2 Employer Feedback on Professional Effectiveness and Institutional Contribution

Employers described EdD graduates as dedicated, accountable, flexible, adaptable, responsible, and professionally effective. They also recognized graduates for inspirational and visionary leadership, teamwork, consultative decision-making, strategic and innovative thinking, program and policy implementation, mentorship, capacity building, and commitment to institutional excellence. Employers highlighted graduates' ability to lead by example, introduce curriculum modifications, integrate digital learning strategies, facilitate training programs, mentor new teachers, and contribute to institutional goals. These findings confirm that the EdD program produced graduates who are not only academically prepared but also professionally transformative. Employer feedback suggests that graduates contribute to stronger school governance, improved teacher support, institutional capacity building, and responsive educational systems. Their adaptability and leadership practices reflect the demands of Philippine education, particularly in relation to policy reform, decentralization, innovation, and community-based learning.

3.4 Program Enhancement Recommendations

3.4.1 Curriculum Design and Program Delivery

The recommendations emphasized the need to strengthen practical leadership training, case studies, field-based projects, mentoring, simulations, immersion programs, school-community partnerships, and real-world leadership scenarios. Participants also suggested adding strategic leadership topics such as governance, financial management, crisis leadership, stakeholder engagement, policy analysis, strategic governance, educational reform frameworks, digital transformation, and AI integration. Some also recommended involving resource persons with DepEd experience to provide more practice-based insights. These recommendations show that graduates and employers value the program's academic foundation but see the need for stronger practical and experiential components. The call for field-based learning and mentorship aligns with Career Construction Theory (Savickas, 2005), which emphasizes adaptability and personal meaning-making in career development. The recommendations also support the views of Minimo, Figuerres, and Bueno (2025), who emphasized deep thinking, flexible learning, and research-informed practice, and Wang and Li (2024), who highlighted the importance of career tools in helping graduates navigate role transitions and define professional goals.

3.4.2 Leadership Skills, Research, and Technology Integration

The findings also emphasized the need to enhance coaching, mentoring, conflict management, leadership communication, interpersonal skills, emotional intelligence, adaptability, applied research, action research, data-driven decision-making, digital transformation, and AI applications. Participants recommended connecting research activities directly to institutional problems and strengthening the use of evidence-based leadership in real educational settings. These recommendations align with Herzberg's Two-Factor Theory (1959), which emphasizes achievement and recognition as important drivers of job satisfaction. They also support Bass's Transformational Leadership Theory (1985), which highlights the value of visionary, innovative, and inspiring leadership. Recent research reinforces these points: Buss et al. (2014) noted that EdD graduates often become "scholarly and influential practitioners," Marotta (2024) reported that EdD participants experience professional advancement and transformative learning, Perry et al. (2025) emphasized evidence-based decision-making in doctoral programs, and Oliva and Acledan (2025) found that EdD graduates attained promotions and improved leadership, mentoring, and management competencies within a year of graduation. Overall, the findings suggest that the BISU EdD program should continuously balance theoretical rigor with practical application, emerging technologies, applied research, and strategic leadership preparation.

4. Conclusion & Recommendations

The study concludes that the EdD in Educational Management program effectively prepared BISU graduates for leadership advancement, professional growth, and institutional contribution. Graduates progressed into roles such as Head Teachers, Principals, and Supervisors, participated in policy-making, curriculum development, and strategic planning, and reported generally high job satisfaction, particularly in work environment, professional growth, and alignment of job roles with academic preparation. The program was perceived as highly effective in developing leadership, research, and managerial competencies, while employer feedback affirmed the graduates' professional effectiveness, adaptability, collaborative leadership, mentorship, innovation, and contribution to organizational excellence. Although profile variables and professional trajectories had limited predictive power, current job position and institutional context influenced professional outcomes.

It is recommended that the EdD in Educational Management program continue strengthening curriculum relevance,

practical and applied learning experiences, and alignment with current educational leadership trends. The program may further enhance simulations, case studies, mentorship, policy analysis, community engagement, strategic leadership training, research training, transformational leadership, coaching, ethical and data-driven decision-making, experiential leadership activities, innovation-driven change management, and digital integration. At the institutional level, clearer career pathways, stronger workplace support, expanded professional development, evidence-based management, collaborative governance, and structured mentorship systems should be sustained to support the growth of competent, proactive, and visionary educational leaders.

The study's limitations are implied in the recommendation for broader participation in future studies and the use of multiple data-gathering methods to continue improving the program. This indicates that future research may strengthen the findings by involving more participants, expanding the scope of respondent representation, and applying varied data collection approaches to produce a more comprehensive evaluation of the EdD in Educational Management program.

Compliance with ethical standards

This study adhered to the ethical standards of Bohol Island State University and secured ethical clearance prior to data collection. Participation was voluntary, and all respondents were informed about the purpose, procedures, and confidentiality safeguards of the study before giving consent. The identities and responses of the EdD graduates, employers, and supervisors were kept confidential and used solely for academic and institutional development purposes. The author declares no conflict of interest, acknowledges the contributions of all participants and institutional reviewers, and affirms responsibility for the originality, integrity, and copyright ownership of the research.

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