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# Academic Performance and Professional Attributes of Master of Arts in Teaching major in Technology and Home Economics (MAT-THE) Students

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***Abstract*—** This study examines the academic performance and professional attributes of Master of Arts in Teaching (MAT) students specializing in Technology and Home Economics (THE) at Sorsogon State University, focusing on their General Weighted Average (GWA) and self-perceived competencies across six domains: instructional skills, technological skills, technology and economics of the home skills, work values, strategic planning, and interpersonal skills. The research employs a mixed-methods approach, combining quantitative analysis of GWA data with qualitative insights from unstructured interviews to explore the relationship between academic achievement and professional development. Results indicate consistently strong academic performance among MAT-THE graduates, with GWAs ranging from 1.2 to 1.5, reflecting robust mastery of theoretical and pedagogical content. Self-assessments revealed high confidence in instructional clarity, technological integration, and work values such as professionalism and commitment, though areas like emerging technologies and conflict resolution showed room for growth. The study highlights the dynamic interplay between academic rigor and the cultivation of essential professional attributes, supported by theoretical frameworks such as Social Cognitive Theory and the TPACK model. Recommendations include integrating modular workshops on emerging technologies, developing simulated classroom scenarios to enhance problem-solving skills, and conducting longitudinal studies to correlate MAT-THE outcomes with K-12 student performance. The findings underscore the program's effectiveness in preparing adaptable, innovative educators while identifying opportunities for curriculum enhancement to further align with evolving educational demands.

***Keywords*—** academic performance, professional attributes, Master of Arts in Teaching (MAT), Technology and Home Economics (THE).

## I. INTRODUCTION

The Master of Arts in Teaching (MAT) program, with a specialization in Technology and Home Economics (THE), cultivates educators equipped with a unique blend of pedagogical expertise and practical skills essential for navigating the evolving landscape of education. Students in this program delve into advanced teaching methodologies, curriculum development, and assessment strategies specifically tailored to the interdisciplinary nature of THE. Their academic journey involves a rigorous exploration of both theoretical frameworks and hands-on applications, fostering a deep understanding of how technology can enhance home economics education and vice versa. This specialized training prepares them not only to impart subject-specific knowledge effectively but also to instill crucial life skills and technological literacy in their future students.

A strong aptitude for both theoretical understanding and practical application often characterizes the academic performance of MAT-THE students. Their coursework typically involves in-depth analyses of educational research, the development of innovative instructional materials, and the exploration of current trends in technology integration within the context of home economics. Related studies often highlight the efficacy of project-based learning, the impact of technology on student engagement in practical subjects, and the importance of contextualizing home economics within broader societal needs. Furthermore, research in vocational education and technical skills development provides a foundational understanding of the principles underpinning the THE curriculum.

SDG 4 “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” as one of among the guiding principles of the program that continues to flourish in every educator. As indicated in the program educational objectives the graduates are expected to demonstrate the attributes and skills of competent educational leaders, Serve as effective agents of change for advancement in education, Manage educational programs, personnel, finances and facilities with success, Identify, assess and resolve significant educational issues through strategic planning, creative

and sound evaluation, Develop and maintain positive relationship among administrators, faculty and students, parents and community, Inspire and facilitate personal growth in academic, professional and social dimensions, Integrate values, learning and life and varied and complex social settings, Make use of evolving technology in bringing innovative and creative ideas for advancement of education and Engender an organizational culture characterized by continuous improvement.

The professional attributes cultivated within the MAT-THE program extend beyond subject matter expertise. Graduates emerge as adaptable, resourceful, and innovative educators capable of designing and delivering engaging and relevant instruction. Their training emphasizes the development of leadership skills, collaborative practices, and a commitment to lifelong learning. Related literature in educational leadership and teacher professional development underscores the importance of these qualities in fostering positive learning environments and contributing to the wider educational community. Moreover, exposure to various technologies and their pedagogical applications equips these educators to be agents of change in their respective institutions. The MAT-THE program is grounded in a robust body of knowledge. These resources provide a theoretical and empirical basis for understanding the unique challenges and opportunities within this specialized field, ultimately shaping graduates into highly competent and impactful educators.

***Academic Performance***

The academic performance of Master of Arts in Teaching (MAT) students specializing in Technology and Home Economics (THE) plays a vital role in shaping their effectiveness and impact as future educators in several key ways, A strong academic foundation equips MAT-THE students with a deep and comprehensive understanding of the subject matter. This includes not only the core principles of home economics but also the effective integration of technology to enhance learning in these practical domains. A thorough grasp of curriculum development theories, instructional design principles, and assessment strategies, as demonstrated through their academic performance, enables them to create engaging, relevant, and effective learning experiences for their future students. Without this strong theoretical and practical knowledge base, educators may struggle to adapt their teaching methods to diverse learners and evolving educational landscapes.

The academic rigor of the MAT-THE program fosters critical thinking, problem-solving, and analytical skills. High academic performance often reflects a student's ability to engage with complex ideas, synthesize information from various sources, and apply their knowledge to novel situations. These cognitive skills are crucial for effective teaching, as educators constantly face challenges in the classroom, from adapting lessons on the fly to addressing individual student needs. A strong academic background provides them with the intellectual tools necessary to analyze these situations, make informed decisions, and implement effective solutions, ultimately leading to better student outcomes. GWA as a predictor of future success, including success in teacher education programs and teaching (Darling-Hammond, 2000). The consistently good GWA of these MAT THE students could be interpreted as a positive indicator of their potential for success in their future careers.

Furthermore, academic success in a demanding program like the MAT-THE often cultivates essential professional attributes. Qualities such as discipline, time management, perseverance, and a commitment to excellence are often reflected in a student's academic achievements. These attributes are directly transferable to the teaching profession, where organization, dedication, and a drive for continuous improvement are paramount. Educators who have demonstrated these qualities in their academic journey are more likely to be reliable, effective, and inspiring role models for their students. A multitude of factors can influence academic performance, including student motivation, teaching quality, curriculum design, and learning environment (Hattie, 2009).

The academic performance of MAT-THE students is not merely a reflection of their ability to succeed in coursework; it is a crucial indicator of their preparedness and potential to excel as educators. A strong academic record signifies a deep understanding of their specialized field, well-developed cognitive skills, and essential professional attributes, all of which are vital for creating impactful learning experiences and contributing meaningfully to the field of education. Their academic journey lays the groundwork for their future success in nurturing the next generation of technologically literate and life-skilled individuals.

***Professional Attributes as Vital Aspects in the Profession***

The professional attributes cultivated in Master of Arts in Teaching (MAT) students specializing in Technology and Home Economics (THE) are multifaceted and crucial for their success and impact as educators. These attributes extend beyond mere subject-matter knowledge, encompassing a range of skills, dispositions, and competencies essential for effective teaching and professional growth.

Some of the professional attributes of the graduates include Pedagogical Expertise, were the graduates deeply understand effective teaching methodologies, curriculum development, and assessment strategies tailored to technology-integrated home economics education. They are equipped to design engaging and relevant lessons that cater to diverse learning styles and promote critical thinking and practical skills. Next to mention is the Technological Proficiency the attribute that pertains to the ability to seamlessly integrate technology into the home economics curriculum. This includes utilizing various digital tools for instruction, assessment, resource creation, and communication, preparing students for a technology-driven world. Practical Application Skills: These possess hands-on competence in various home economics domains, coupled with the ability to teach the skills effectively. This ensures that graduates can guide students in developing essential life skills related to food, clothing, shelter, and resource management. The strong agreement on "Demonstrates concepts clearly" aligns with principles of effective instruction and Cognitive Load Theory (Sweller, 1988), Clear explanations reduce extraneous cognitive load, allowing learners to focus on understanding the essential information. The strong agreement on "Demonstrates enthusiasm for the subject" is supported indicating that teacher enthusiasm is contagious and positively impacts student motivation and engagement (Patrick, Hisley, & Koul, 2007).

Another attribute that can be mentioned is Adaptability and Innovation. This pertains to the dynamic nature of technology and societal needs that require MAT-THE graduates to be adaptable and innovative. They are prepared to embrace new technologies, modify their teaching approaches, and develop creative solutions to educational challenges. Communication and Collaboration this Effective communication with students, parents, colleagues, and the wider community is paramount. They are also skilled in collaborating with other educators and stakeholders to enhance the learning environment and student outcomes. Similarly, Professionalism and Ethics help maintain high ethical standards, demonstrating responsibility, and engaging in continuous professional development are integral attributes. They are committed to lifelong learning and staying current with best practices in education and their specialized fields. And Lastly, Leadership and Initiative: MAT-THE graduates often demonstrate leadership potential, taking initiative in curriculum improvement, program development, and contributing to the broader educational community.

The above-mentioned attributes are significant and far-reaching. Educators with strong pedagogical skills, technological proficiency, and practical expertise can create more engaging, relevant, and effective learning experiences, leading to improved student understanding and skill development in technology and home economics. Likewise, the ability to integrate technology creatively and connect home economics concepts to real-world applications can significantly boost student interest and motivation. Similarly, by equipping students with both technological literacy and essential life skills, MAT-THE graduates play a vital role in preparing them for future academic pursuits, careers, and personal lives. Also, the adaptability and innovative mindset enable them to contribute to the development and implementation of new teaching strategies and curriculum designs within their schools and beyond. Importance of Technological Pedagogical Content Knowledge (TPACK), students have some understanding of how technology intersects with their subject matter and teaching methods. However, the variability might suggest a need to strengthen the "Technological Knowledge" component within this framework. (Mishra & Koehler, 2006):

On the other hand, Effective communication and collaboration skills foster positive relationships between the school, students' families, and the wider community, leading to greater support for educational initiatives. Their commitment to professionalism and continuous learning positions them for leadership roles and advancement within the education system. And by emphasizing practical life skills and responsible resource management, MAT-THE graduates contribute to addressing important societal needs related to health, sustainability, and economic well-being. In essence, the professional attributes of MAT-THE students are not just desirable qualities but essential drivers of positive

change and progress in technology and home economics education, ultimately benefiting students and the wider community.

***Relationship between Academic Performance and Professional Attributes of MAT THE students***

The relationship between academic performance and professional attributes of Master of Arts in Teaching (MAT) students specializing in Technology and Home Economics (THE) is a dynamic and mutually reinforcing one. Strong academic performance during their graduate studies lays a critical foundation for the development of essential professional attributes, which in turn can positively influence their ongoing professional growth and effectiveness.

Academic success in the MAT-THE program often signifies a student's mastery of pedagogical theories, subject-specific content, and technological integration strategies. This deep understanding directly contributes to their pedagogical expertise, a core professional attribute. Students who perform well academically are more likely to enter the teaching profession with a strong theoretical framework and practical knowledge base, enabling them to design effective instruction and assessment. Their grasp of research and best practices, honed through academic study, informs their teaching methodologies and curriculum development skills.

The rigorous demands of a master's level program cultivate crucial cognitive and personal skills that translate into valuable professional attributes. High academic performance often reflects strong critical thinking, problem-solving abilities, analytical skills, and effective communication all essential for navigating the complexities of the teaching profession. Furthermore, the discipline, time management, and perseverance required to succeed academically contribute to a strong work ethic and professional responsibility. These attributes enable MAT-THE graduates to be organized, reliable, and committed educators.

Moreover, the academic journey in an MAT-THE program encourages the development of adaptability and innovation, key professional attributes in a rapidly evolving educational landscape. Exposure to current research, emerging technologies, and diverse pedagogical approaches during their studies fosters a mindset of continuous learning and a willingness to experiment with new strategies. This adaptability allows them to remain relevant and effective throughout their careers. In essence, academic performance in the MAT-THE program serves as a crucible for forging the foundational knowledge, skills, and dispositions that define highly effective and successful technology and home economics educators.

***Theoretical Framework***

Several theories have adopted in this study to effectively illuminate the relationship between the academic performance and professional attributes of MAT-THE students. Here are a few prominent ones:

Social Cognitive Theory (Bandura): This framework emphasizes the role of observational learning, self-efficacy, and reciprocal determinism in shaping behavior and learning. In the context of MAT-THE students. Their academic success can boost their self-efficacy in their abilities as future educators. Observing effective teaching practices (both by university faculty and in field experiences) contributes to their understanding of successful pedagogical strategies. Meanwhile High self-efficacy, developed through academic achievements and successful application of knowledge, empowers them to be more confident, resilient, and proactive in their professional roles. Reciprocal determinism suggests that their academic preparation (environment), their personal attributes (e.g., motivation, skills), and their actual teaching experiences (behavior) may continuously influence each other, shaping their ongoing professional development.

Situated Learning Theory (Lave & Wenger): This theory posits that learning is inherently social and contextual, occurring through participation in communities of practice. For MAT-THE students: Their academic journey within the university setting acts as a community of practice where they learn from professors, peers, and through practical assignments. Successful engagement and performance within this community contribute to their understanding of educational norms and practices. As such as they transition into their professional roles, their experiences in the university's community of practice provide a foundation for participating in the broader community of educators. Their ability to apply theoretical knowledge in real-world settings (e.g., during practicum) and reflect on these experiences shapes their professional skills and identity.

Self-Determination Theory (Deci & Ryan); This framework focuses on intrinsic motivation and the

psychological needs for autonomy, competence, and relatedness. Applied to MAT-THE students: When students feel autonomous in their learning choices, competent in their abilities, and connected to their learning community, they are more likely to be intrinsically motivated and achieve higher academic performance. Indeed a strong sense of competence, fostered by academic success, fuels their confidence and effectiveness as teachers. Feeling autonomous in their professional decisions and connected to their colleagues contributes to job satisfaction, well-being, and sustained professional engagement.

Human Capital Theory; While often applied to broader economic contexts, this theory suggests that investments in education and training lead to increased productivity and skills. In the context of MAT-THE students: Their successful completion of a rigorous master's program represents an investment in their human capital, equipping them with advanced knowledge and skills. This enhanced human capital translates into valuable professional attributes, making them more effective educators who can contribute significantly to student learning and the educational system. Their advanced training makes them more competitive and potentially more impactful in their careers.

By considering these various theories, it can gain a deeper understanding of how the academic experiences and achievements of MAT-THE students are intricately linked to the development of the professional attributes necessary for successful and impactful careers in education. Each framework offers a unique lens through which to analyze this crucial relationship.

The theoretical paradigm that effectively encapsulates the relationship between the academic performance and professional attributes of MAT-THE students can be framed as a "Competency-Based Holistic Development Model." This paradigm emphasizes the interconnectedness of knowledge acquisition, skill development, and the cultivation of essential professional dispositions throughout the MAT-THE program.

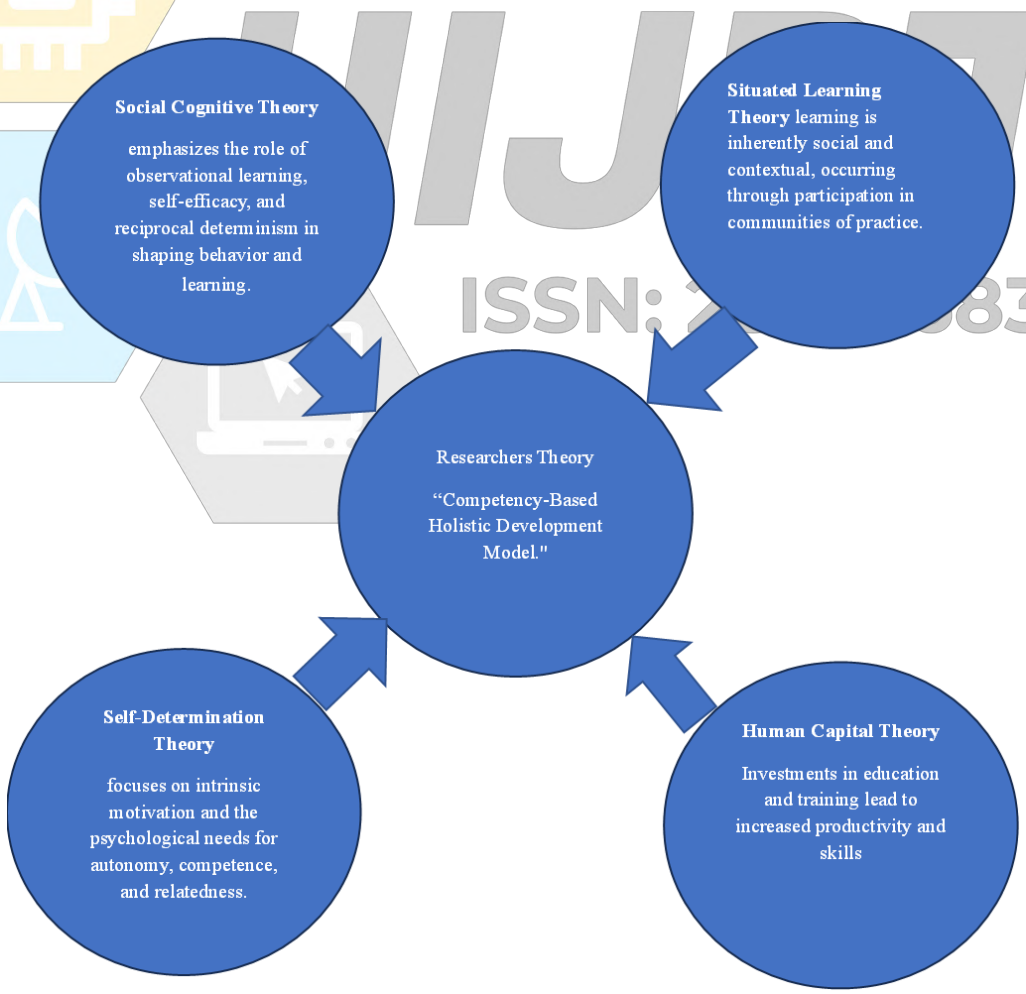


***Figure 1.*** *Theoretical Paradigm*

***Objectives***

1. Evaluate the academic performance (via General Weighted Average, GWA) of MAT-THE
2. Measure graduates' self-perceived competencies in six domains:
    a. Instructional skills
    b. Technological skills
    c. Technology and economics of the home skills
    d. Work values
    e. Strategic planning and decision-making skills
    f. Interpersonal relationship skills.
3. Investigate correlations between academic performance (GWA) and professional attributes across the six domains.

## II. METHODOLOGY

***Research Design***

This study employs a mixed-methods approach to comprehensively address the research objectives, integrating quantitative and qualitative techniques within a pragmatic framework. The design is anchored in Social Cognitive Theory (Bandura, 1986) to examine how academic achievements shape self-efficacy in professional attributes, and the TPACK framework (Mishra & Koehler, 2006) to contextualize technological-pedagogical competencies.

Quantitatively, a cross-sectional survey was administered to assess academic performance and professional attributes. Academic performance data (General Weighted Average, GWA) was sourced from institutional records, while professional attributes—categorized into six domains (instructional skills, technological skills, technology and economics of the home skills, work values, strategic planning, and interpersonal skills)—was measured using validated 5-point Likert-scale questionnaires (1 = Strongly Disagree, 5 = Strongly Agree). These instruments, pilot-tested for reliability (Cronbach's $\alpha > 0.80$), will capture self-perceived competencies aligned with established educational standards (e.g., ISTE Standards for Educators).

Qualitatively, unstructured interviews explore graduates' feedback on the MAT-THE curriculum. Guided by principles of thematic analysis (Braun & Clarke, 2006), open-ended questions (e.g., "Describe the most impactful and deficient aspects of the program") will elicit insights into curricular strengths, gaps, and contextual challenges.

***Respondents***

The target population comprises MAT-THE graduates (academic years 2023–2024). Purposive sampling was utilized in the study and 12 participants from registrar records, ensuring they meet inclusion criteria: (1) completion of the MAT-THE program in 2023/2024 and (2) informed consent.

***Data Collection and Analysis***

Quantitative data (GWA, attribute scores) was collected via online questionnaires (e.g., Google Forms) and institutional records. Descriptive statistics (means, standard deviations) was used to summarize academic performance and attribute distributions, while Pearson's *r* correlations was used to examine relationships between GWA and attribute domains.

## III. RESULTS AND DISCUSSION

***Academic Performance of MAT-THE Students:***

Academic performance in MAT programs, like any other higher education degree, is influenced by a multitude of factors. For MAT-THE students, their prior knowledge and skills, particularly in the subject matter they intend to teach, are crucial. Studies highlight that students' willingness to learn, perceptions of the subject's difficulty, readiness to utilize teaching and learning materials, and their relationship with instructors all significantly affect academic outcomes (Iddrisu et al.). Furthermore, the effectiveness of teaching methodologies within the MAT program itself plays a vital role. Multimedia-aided teaching (MAT) has been shown to enhance students' learning, interest, and retention (Rolfe & Gray, Mayer). This suggests that MAT-THE programs incorporating diverse and engaging instructional strategies can positively impact their students' academic achievement. Beyond pedagogical approaches, individual student characteristics like self-regulatory attributes are strong predictors of academic performance (Ekuri & Offiah,). Students' attitudes towards learning, particularly in subjects like mathematics, also significantly influence their academic success (Kaya & Boyuk,). External factors also contribute. Parental education and income levels, access to learning resources and even meal provisions can influence academic outcomes (Brew et al.). For scholarship students, financial and social challenges can significantly impact their academic performance (Journal PPW, n.d.).

While general professional attributes are identified, there's less explicit research on how these attributes are specifically developed, assessed, and manifested among MAT-THE students during and immediately after their graduate program. A study could explore the extent to which MAT-THE programs effectively foster desired professional attributes and this is the gap bridge by the study.

The sources of data of the study are the MAT THE Graduates last academic year 2023 and 2024. They were selected purposively as per gathered list of graduates coming from the GS registrar office. Graduates who are not in the program are not included and likewise those MAT THE graduates who graduated in the academic year 2020 to 2022 respectively.

Generally, this study aimed to determine the Academic performance and Attributes of MAT THE graduates. Specifically, it also aimed to determine the academic performance of the MAT students in their specialization subjects., Determine the attributes of MAT students in the following areas: a. Instructional skill b. Technological skills c. Technology and economics of the home Skills d. Work values e. Strategic planning and decision-making skills f. Interpersonal Relationship Skills ., It also Examine the relationship between MAT students' academic performance and their attributes across the identified variables., Describe students' feedback on the MAT-THE curriculum and Propose measures to enhance the MAT-THE curriculum.

The above presents the general weighted average of the respondents in the MAT THE program. The GWA values range from just below 1.2 to around 1.5. There is some variability in GWA across the data points, but it remains within a relatively narrow range. Data points 3, 9, and 10 show slightly higher GWA values compared to the others.

***Table 1.*** *Academic Performance of Students*

| Respondents | General Weighted Average |
|---|---|
| **1** | 1.27 |
| **2** | 1.28 |
| **3** | 1.47 |
| **4** | 1.25 |
| **5** | 1.18 |
| **6** | 1.28 |
| **7** | 1.21 |
| **8** | 1.32 |
| **9** | 1.42 |
| **10** | 1.43 |
| **11** | 1.35 |
| **12** | 1.18 |

The MAT THE students have a good academic performance, for the GWA values are consistently above 1.0, suggesting that, overall, the students are performing well academically. Relatively Consistent Performance, the limited variability in GWA suggests that the students' performance is fairly consistent across the measured data points. This could indicate a stable level of understanding and mastery of the subject matter. As to the areas of relative strength, the slightly higher GWA values at the data might indicate areas where the students performed particularly well. Further investigation into what the data points represent could provide insights into the curriculum's strengths or areas where students excel.

This implies that, as to Program Effectiveness, the data suggests that the MAT THE program is generally effective in equipping students with the necessary knowledge and skills. With regards to Student Competence, the consistently good GWA indicates that the students are demonstrating a satisfactory level of competence in their studies. As to Curriculum Evaluation, further analysis of the variations in GWA, however slight, could help evaluate the curriculum and identify areas for potential improvement.

Darling Hammond 2000 states that academic performance has often used GPA or GWA as a predictor of future success, including success in teacher education programs and teaching. Meanwhile Hattie, 2009 A multitude of factors can influence academic performance, including student motivation, teaching quality, curriculum design, and learning environment.

The GWA data suggests that the MAT THE students are demonstrating a generally good and consistent level of academic performance. This has positive implications for the program's effectiveness and the students' potential for future success. However, it is crucial to consider this data in conjunction with other measures of student learning and program outcomes, as well as the various factors that can influence academic achievement. Further analysis of the slight variations in GWA and a deeper examination of the curriculum, teaching practices, and assessment methods could provide valuable insights for program improvement and enhancing student learning.

***Table 2.*** *Teachers' Attributes as to Instructional Skills*

| Statement | Weighted Mean | Mean Desc. |
|---|---|---|
| Demonstrates mastery of subject matter in classroom discussions and instructional delivery. | 3.83 | Strongly Agree |
| Applies effective teaching strategies appropriate to the learners' needs and the learning context | 3.67 | Strongly Agree |
| Demonstrates clear and confident communication skills in both oral and written forms. | 3.67 | Strongly Agree |
| Creates a positive, inclusive, and well-managed learning environment. | 3.67 | Strongly Agree |
| Utilizes assessment tools effectively to monitor and evaluate student learning. | 3.58 | Agree |
| Shows commitment to continuous professional growth and development. | 3.75 | Strongly Agree |
| Collaborates actively with colleagues, parents, and the school community to enhance student learning. | 3.67 | Strongly Agree |

The presented table highlights the educator's strong performance across multiple teaching competencies, with the highest score in subject matter mastery (3.83). Research supports that teachers with deep content knowledge significantly enhance student achievement by delivering clearer explanations and fostering deeper engagement (Darling-Hammond, 2017). Additionally, the educator's ability to apply effective teaching strategies (3.67) aligns with Hattie's (2017) findings that adaptive instruction tailored to learners' needs has a high impact on learning outcomes. The strong ratings in communication (3.67) and classroom environment (3.67) further reinforce the importance of teacher clarity and positive classroom climate, which Marzano (2003) identifies as key factors in student success. These strengths suggest that the educator creates an optimal learning atmosphere where students feel supported and challenged.

However, the slightly lower score in assessment utilization (3.58) presents an opportunity for growth. Effective assessment practices are critical for formative feedback and differentiated instruction (Black & Wiliam, 1998). Studies show that teachers who employ varied assessment strategies—such as self-assessments, peer feedback, and performance-based evaluations—improve student metacognition and learning outcomes (Brookhart, 2017). By incorporating more dynamic assessment tools, the educator could further enhance their ability to monitor and respond to student progress. Overall, the evaluation reflects a highly competent teacher whose strengths in pedagogy, communication, and professionalism are well-supported by educational research, with room to refine assessment practices for even greater impact.

***Relative Instructional Skills***

The consistently high number of "Strongly Agree" responses, particularly for "Demonstrates concepts clearly" and "Shows concern for student learning," suggests that the respondents feel very confident in these fundamental aspects of instruction. Clarity of explanation and a focus on student well-being appear to be strong suits in their self-perception. While there are variations in the ratio of "Strongly Agree" to "Agree," all the instructional skills listed show a clear majority of positive self-assessment. This indicates an overall positive perception of their teaching abilities.

The "Utilizes assessment effectively" statement has a relatively higher number of "Agree" responses compared to "Strongly Agree" (6 vs. 5). This might suggest that while respondents generally believe they use assessment well, they may perceive this area as one where there's slightly more room for growth or where their confidence is not as overwhelmingly strong as in other areas.

As to the indicator, the strong agreement on "Demonstrates enthusiasm for the subject" and "Creates a positive learning environment" highlights the perceived importance and strength in the affective aspects of teaching. Similarly, the high agreement on "Collaborates with colleagues effectively" indicates a positive view of their professional interactions and teamwork.

The complete lack of "Disagree" or "Strongly Disagree" responses could be interpreted in several ways: it might genuinely reflect a high level of competence across the board, or it could be influenced by social desirability bias, where individuals are hesitant to rate themselves negatively on professional skills.

The above can be associated with Clarity in Instruction and Cognitive Load Theory, which states that the strong agreement on "Demonstrates concepts clearly" aligns with principles of effective instruction and Cognitive Load Theory (Sweller, 1988). Clear explanations reduce extraneous cognitive load, allowing learners to focus on understanding the essential information.

Similarly, it can also be connected to Effective Teaching Strategies and Pedagogical Content Knowledge, which also states that the high agreement on "Applies effective teaching strategies" relates to the concept of Pedagogical Content Knowledge (PCK) (Shulman, 1986). Effective teachers possess a deep understanding of how to represent and formulate the subject matter in ways that make it comprehensible to learners.

On the other hand, it can also relate to Teacher Enthusiasm and Motivation, which emphasizes the strong agreement on "Demonstrates enthusiasm for the subject" is supported by research indicating that teacher enthusiasm is contagious and positively impacts student motivation and engagement (Patrick, Hisley, & Koul, 2007).

***Table 3.*** *Technology and Economics of the Home Skills*

| Statement | WM | Mean Desc. |
|---|---|---|
| Promotes the use of appropriate home technologies to improve daily living and household efficiency. | 3.50 | Agree |
| Demonstrates understanding of sustainable, cost-effective practices in home economics | 3.58 | Agree |
| Incorporates emerging trends in home management and technology into teaching or advocacy | 3.50 | Agree |
| Encourages innovation and problem-solving in managing household resources. | 3.75 | Strongly Agree |
| Advocates for the economic empowerment of families through education and livelihood programs. | 3.58 | Agree |
| Engages in community initiatives that promote technological advancement in domestic life. | 3.50 | Agree |
| Serves as a role model in applying practical home technologies and sound economic practices. | 3.42 | Agree |

Examining the bar graph, It can be observed that the following patterns exist in the MAT students' responses regarding their technology and economics of the home skills are relatively evenly split between students who strongly agree and agree., It can also be observed that most students strongly agree that they encourage sustainable practices in home management and resource consumption.

***Technology and Economics of the Home Skills***

The strong emphasis on encouraging sustainable practices is a notable strength, reflecting a potentially important value orientation within this group. Their confidence in serving as a resource person suggests they perceive themselves as knowledgeable and capable of sharing information in this domain. The more balanced responses in areas like demonstrating efficiency and incorporating technology might indicate varying levels of practical application or familiarity. The slightly lower "strongly agree" responses in promoting resourcefulness and engaging in entrepreneurial activities could suggest a need to further cultivate these specific skills or mindsets.

It implies that as to Curriculum Relevance, the MAT program likely addresses aspects of sustainability and provides guidance in home economics. It might be valuable to further explore the practical application of efficiency principles, the integration of specific technologies relevant to home management, and the fostering of resourcefulness and entrepreneurial thinking. With regards to Practical Application, providing more hands-on activities and real-world scenarios related to efficiency in household tasks, technology integration (e.g., smart home devices, budgeting software), resource management, and entrepreneurial ventures could enhance these skills.

And when it comes to Sharing Expertise, Leveraging the students' perceived strength in serving as resource persons could involve peer-teaching activities or community engagement projects related to technology and home economics. Sustainability Education: The strong agreement on encouraging sustainable practices reflects the growing importance of sustainability in education and aligns with research highlighting the role of home economics in promoting environmentally conscious behaviors (e.g., UNESCO's work on Education for Sustainable Development).

The MAT students demonstrate a generally positive self-assessment of their skills in technology and

economics of the home, with a particular strength in encouraging sustainable practices and serving as resource persons. Areas like demonstrating efficiency, incorporating technology, promoting resourcefulness, and engaging in entrepreneurial activities present opportunities for further development within the MAT program. Connecting these self-perceptions to the core principles of home economics, research on sustainability and technology integration, and the growing importance of entrepreneurship education provides a valuable framework for understanding their current capabilities and potential growth areas.

***Table 4.*** *Technological Skills*

| Statement | WM | Mean Desc. |
|---|---|---|
| Integrates digital tools and platforms (e.g., learning management systems, online apps) into teaching and learning activities. | 3.75 | Strongly Agree |
| Designs engaging and interactive lessons using multimedia and technology-enhanced strategies | 3.75 | Strongly Agree |
| Explores and effectively applies new educational technologies to enrich classroom instruction | 3.50 | Agree |
| Encourages student collaboration and creativity through technology. | 3.67 | Strongly Agree |
| Demonstrates competence in troubleshooting basic technical issues during instruction | 3.42 | Agree |
| Selects appropriate digital resources aligned with lesson objectives and learner needs. | 3.58 | Agree |
| Continually updates skills in emerging technologies relevant to education. | 3.50 | Agree |

Table above presents the technological skills demonstrated in the statement reflect a strong integration of digital tools and innovative strategies in teaching, which aligns with contemporary educational research. Studies emphasize that effective technology integration enhances student engagement and learning outcomes. For instance, a meta-analysis by Hattie (2017) found that technology-enhanced instruction, when aligned with pedagogical goals, significantly improves academic achievement. Additionally, the ability to troubleshoot technical issues and select appropriate digital resources (mean scores of 3.42 and 3.58, respectively) underscores the importance of teacher self-efficacy in technology use, as highlighted by the TPACK framework (Mishra & Koehler, 2006). These competencies are critical in fostering a dynamic learning environment where students can collaborate and create, as evidenced by the high agreement (3.67) on encouraging student collaboration through technology.

However, the slightly lower scores in exploring new technologies (3.50) and updating skills (3.50) suggest room for continuous professional development. Research by Ertmer & Ottenbreit-Leftwich (2013) indicates that ongoing training and institutional support are vital for teachers to stay abreast of emerging technologies. The implications are clear: schools should invest in targeted professional development programs to help educators refine their technological competencies. Furthermore, fostering a culture of innovation and collaboration among teachers can enhance their confidence in adopting new tools, ultimately benefiting student learning in an increasingly digital world.

***Strengths and Potential Areas for Growth in Technological Skills***

The strong agreement in integrating technology and designing digital resources indicates that the program or the students themselves have likely developed a foundational understanding of how technology can be used to enhance teaching and learning. Their confidence in promoting responsible technology use is also a significant positive attribute in today's digital environment. The more varied responses regarding exploring emerging technologies and demonstrating technology operation suggest these could be areas for targeted development. Some students might lack exposure to newer tools or feel less confident in explaining the technical aspects of technology to others.

The slightly lower "strongly agree" responses in selecting appropriate technology could also indicate a need for more nuanced understanding of pedagogical alignment with different technological tools. This implies that The MAT program likely emphasizes technology integration and digital resource creation. It might be beneficial to further strengthen aspects related to exploring cutting-edge technologies and providing explicit training on how to clearly demonstrate the operational aspects of various tools. Also offering professional development opportunities focused on

emerging technologies and practical technology demonstration skills could be valuable for these future educators and Identifying students who indicated disagreement or only "agreed" in areas like exploring technologies and demonstrating operations could allow for targeted support and resources.

This can be attributed to TPACK Framework Mishra & Koehler, 2006: that states that the strong agreement in technology integration aligns with the importance of Technological Pedagogical Content Knowledge (TPACK). Students seem to have some understanding of how technology intersects with their subject matter and teaching methods. However, the variability in "demonstrating technology operation" might suggest a need to strengthen the "Technological Knowledge" component within this framework. Venkatesh & Davis, 2000 - Technology Acceptance Model; that the varied responses regarding emerging technologies might reflect different levels of perceived usefulness and ease of use among the students. Some might be more open to adopting new technologies than others.

The MAT students demonstrate a generally positive self-perception of their technological skills, particularly in integrating technology and designing digital resources.

However, there are potential areas for growth, especially in exploring emerging technologies and confidently demonstrating their operation. These findings have implications for the MAT program's curriculum and the professional development opportunities offered to these future educators.

Connecting these self-assessments to established frameworks like TPACK and the ISTE Standards, as well as research on technology adoption and effective integration, provides a richer and more nuanced understanding of their technological capabilities and potential developmental needs. It would be even more insightful to compare self-assessments with actual observations of their technology use in teaching practice or with feedback from their students or cooperating teachers.

***Table 5.*** *Work Values*

| Statement | WM | Mean De: |
|---|---|---|
| Displays punctuality and regularity in attending to work responsibilities. | 3.75 | Strongly Agree |
| Demonstrates honesty and integrity in all professional dealings. | 3.83 | Strongly Agree |
| Shows respect and courtesy in interactions with colleagues, students, and stakeholders. | 3.83 | Strongly Agree |
| Fulfills tasks and responsibilities with a strong sense of accountability. | 3.92 | Strongly Agree |
| Practices fairness and impartiality in decision-making and performance. | 3.75 | Strongly Agree |
| Strives for excellence in teaching and continuous improvement in work output. | 3.75 | Strongly Agree |
| Maintains a positive attitude and commitment even under pressure. | 3.83 | Strongly Agree |

Table shows the MAT students' agreement with statements regarding their work values, It can be observed that an exceptionally high number of students strongly agree that they fulfill assigned tasks responsibly. And an overwhelming number of students strongly agree that they demonstrate commitment to their responsibilities and respect colleagues and stakeholders.

***Work Values as Impact Driver***

The data strongly suggests that MAT students highly values professionalism, commitment, respect, responsibility, fairness, striving for excellence, and maintaining confidentiality. This implies that values are foundational for effective and ethical practice in any professional setting, especially in education. The strong emphasis on respect and fairness suggests they are likely to contribute positively to a collaborative and inclusive school environment. The high agreement on commitment and fulfilling tasks responsibly indicates they are likely to be dependable and trustworthy colleagues and educators. Their strong inclination towards professionalism and maintaining confidentiality points towards a strong sense of ethical conduct. The value placed on striving for excellence suggests a motivation to continuously improve their practice and contribute to high-quality education.

This can be attributed to Social Cognitive Theory (Bandura, 1986): Self-efficacy and self-regulation, key components of social cognitive theory, are often linked to individuals' values and their commitment to achieving goals. The strong self-reported work values could indicate a higher sense of self-efficacy in upholding these principles in their professional conduct. And to Professional Ethics in Education: The emphasis on professionalism, respect, fairness, and confidentiality directly aligns with the ethical codes and standards of the teaching profession (e.g., the Code of Ethics for Professional Teachers in the Philippines, or similar codes in other contexts). These codes often emphasize the importance of integrity, respect for students and colleagues, fairness in assessment, and the protection of sensitive information. Their strong agreement indicates an awareness and likely internalization of these ethical principles. The MAT students exhibit a remarkably strong and consistent endorsement of positive work values, including professionalism, commitment, respect, responsibility, fairness, striving for excellence, and maintaining confidentiality. This strong foundation of work values has significant positive implications for their future professional practice, suggesting they are likely to contribute to positive school environments, demonstrate ethical conduct, and strive for effectiveness in their roles. This self-perception aligns well with established principles of organizational behavior and the ethical standards of the teaching profession, and it may also be indicative of a strong sense of self-efficacy in upholding these values.

***Table 6.*** *Strategic Planning and decision-making skills*

| Statement | WM | Mean Desc. |
|---|---|---|
| Analyzes problems systematically to develop effective long-term solutions. | 3.33 | Agree |
| Sets clear, realistic, and measurable goals aligned with organizational vision. | 3.67 | Strongly Agree |
| Identifies priorities and allocates resources efficiently to achieve objectives. | 3.42 | Agree |
| Considers both short-term and long-term implications before making decisions. | 3.67 | Strongly Agree |
| Demonstrates flexibility and adaptability when plans require revision. | 3.58 | Agree |
| Consults with relevant stakeholders before finalizing decisions. | 3.58 | Agree |
| Evaluates outcomes of decisions to inform future planning and strategies. | 3.67 | Strongly Agree |

The above table shows that across all statements, the majority of respondents either "Agree" or "Strongly Agree" with the positive statements regarding their strategic planning and decision-making skills. There are no respondents who "Disagree" or "Strongly Disagree."

While agreement is high across the board, some areas show a slightly stronger "Strongly Agree" response compared to others. "Sets clear goals and objectives," "Considers various options and their consequences," and "Evaluates the outcomes of decisions" have the highest number of "Strongly Agree" responses (8 each). While still positive, the "Analyzes situations effectively" and "Identifies potential problems and opportunities" statements have a slightly lower number of "Strongly Agree" responses (4 and 5 respectively) compared to the others. This could suggest that while respondents generally agree they possess these skills, they might perceive slightly less strength in these specific areas compared to setting goals or evaluating outcomes.



***Empowering Teachers through Strategic Choices***

There's a consistently high level of agreement across all the listed aspects of strategic planning and decision-making. This suggests the respondents generally perceive themselves positively in these areas. While agreement is high across the board, some areas show a slightly stronger "Strongly Agree" response compared to others. "Sets clear goals and objectives," "Considers various options and their consequences," and "Evaluates the outcomes of decisions" have the highest number of "Strongly Agree" responses (8 each).

While still positive, the "Analyzes situations effectively" and "Identifies potential problems and opportunities" statements have a slightly lower number of "Strongly Agree" responses (4 and 5 respectively) compared to the others. This could suggest that while respondents generally agree they possess these skills, they might perceive slightly less strength in these specific areas compared to setting goals or evaluating

outcomes. The complete absence of "Disagree" or "Strongly Disagree" responses is notable. This could indicate a generally confident group of respondents or potentially a response bias where individuals tend to overrate their abilities.

The data relies on self-assessment, which is known to be susceptible to various biases. The Dunning-Kruger effect (Kruger & Dunning, 1999) suggests that individuals with low competence in a particular area tend to overestimate their ability, while highly competent individuals may underestimate theirs. The consistently high agreement could potentially reflect this bias, especially if the respondents haven't received objective feedback on their strategic planning and decision-making skills.

The varying levels of "Strongly Agree" responses might subtly highlight which aspects of strategic planning and decision-making the respondents feel most confident in. For instance, the high agreement on "Setting clear goals and objectives" aligns with the foundational importance of goal setting in effective strategic planning (Mintzberg, Ahlstrand, & Lampel, 2009).

Consultation and Stakeholder Involvement, The strong agreement on "Consults with relevant stakeholders" underscores the recognized importance of stakeholder engagement in effective decision-making. Research in organizational behavior and management emphasizes that involving relevant parties can lead to better decisions and increased buy-in (Freeman, Harrison, Wicks, Parmar, & de Colle, 2010).

***Table 7.*** *Interpersonal Skills*

| Statement | WM | Mean Desc |
|---|---|---|
| Communicates clearly and respectfully with colleagues and stakeholders. | 3.75 | Strongly Agree |
| Demonstrates empathy and sensitivity in interactions with others. | 3.75 | Strongly Agree |
| Listens actively and considers diverse perspectives in discussions. | 3.75 | Strongly Agree |
| Collaborates effectively in team settings to achieve shared goals. | 3.58 | Agree |
| Resolves conflicts constructively and maintains professional composure. | 3.50 | Agree |
| Builds rapport and fosters trust with colleagues, students, and other stakeholders | 3.58 | Agree |
| Provides and accepts feedback in a respectful and growth-oriented manner. | 3.75 | Strongly Agree |

The majority of respondents across all listed interpersonal skills indicate a positive self-assessment, with most choosing either "Strongly Agree" or "Agree." Notably, there are no responses indicating "Disagree" or "Strongly Disagree."

The consistent dominance of "Strongly Agree" and "Agree" responses suggests that the surveyed individuals generally have a high opinion of their interpersonal relationship skills. This could indicate a confident group or potentially a social desirability bias where respondents tend to present themselves in a positive light.

Skills like "Communicates effectively," "Demonstrates empathy," "Listens actively," and "Provides and receives feedback effectively" show the highest number of "Strongly Agree" responses (9 each). This implies that the respondents feel particularly confident in these fundamental aspects of interpersonal interactions.

Skills such as "Collaborates well with others," "Resolves conflicts constructively," and "Builds rapport easily" have a slightly lower number of "Strongly Agree" responses (7 and 6 respectively) with a more even distribution between "Strongly Agree" and "Agree."

This might suggest that while respondents still view themselves positively in these areas, they perceive slightly less strength compared to the other skills. Conflict resolution ("Resolves...") stands out with an equal number of "Strongly Agree" and "Agree" responses, potentially indicating a more nuanced self-assessment in this challenging domain.

The lack of "Disagree" or "Strongly Disagree" responses could mean the respondents genuinely believe they possess these skills, or it might reflect a reluctance to admit weaknesses in interpersonal areas, which are often seen as socially desirable traits.

***Mastering Interpersonal Dynamics***

The consistent dominance of "Strongly Agree" and "Agree" responses suggests that the surveyed individuals generally have a high opinion of their interpersonal relationship skills. This could indicate a confident group or potentially a social desirability bias where respondents tend to present themselves in a positive light. Skills like "Communicates effectively," "Demonstrates empathy," "Listens actively," and "Provides and receives feedback effectively" show the highest number of "Strongly Agree" responses (9 each). This implies that the respondents feel particularly confident in these fundamental aspects of interpersonal interactions.

Skills such as "Collaborates well with others," "Resolves conflicts constructively," and "Builds rapport easily" have a slightly lower number of "Strongly Agree" responses (7 and 6 respectively) with a more even distribution between "Strongly Agree" and "Agree." This might suggest that while respondents still view themselves positively in these areas, they perceive slightly less strength compared to the other skills. Conflict resolution ("Resolves...") stands out with an equal number of "Strongly Agree" and "Agree" responses, potentially indicating a more nuanced self-assessment in this challenging domain. The lack of "Disagree" or "Strongly Disagree" responses could mean the respondents genuinely believe they possess these skills, or it might reflect a reluctance to admit weaknesses in interpersonal areas, which are often seen as socially desirable traits.

This can be associated to Feedback as a Tool for Growth (Dweck, 2006).The strong agreement on "Provides and receives feedback effectively" is crucial for personal and professional development. Effective feedback, both giving and receiving, requires tact, clarity, and a growth mindset. Batson (2011, underscores the critical role of empathy in building strong relationships. Empathy, the ability to understand and share the feelings of others, is linked to increased prosocial behavior, improved communication, and enhanced collaboration. Katzenbach & Smith (2015, reflect the complexities of teamwork. Effective collaboration requires not only individual skills but also the ability to navigate group dynamics, manage conflicts, and share goals .

***Table 8.*** *Academic Performance and Professional Attributes of MAT- THE Students*

| Respondents | Acad Performance, (GWA) | Instructional skills | Technological skills | Technology and economics of the home Skills | Work Values | Strategic Planning and Decision making skills | Interpersonal Relationship skills. | Over all mean per respondent |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.27 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| 2 | 1.28 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| 3 | 1.47 | 3.57 | 3.71 | 3.43 | 3.71 | 3.43 | 3.57 | 3.57 |
| 4 | 1.25 | 3.71 | 3.14 | 3.00 | 3.86 | 3.29 | 3.86 | 3.48 |
| 5 | 1.18 | 3.29 | 3.29 | 3.43 | 4.00 | 3.00 | 3.00 | 3.33 |
| 6 | 1.28 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| 7 | 1.21 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| 8 | 1.32 | 3.43 | 3.43 | 3.00 | 3.29 | 3.14 | 3.00 | 3.21 |
| 9 | 1.42 | 4.00 | 3.14 | 3.71 | 4.00 | 3.57 | 3.57 | 3.67 |
| 10 | 1.43 | 3.71 | 3.86 | 3.29 | 4.00 | 3.57 | 4.00 | 3.74 |
| 11 | 1.35 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| 12 | 1.18 | 2.57 | 3.57 | 3.71 | 3.86 | 3.71 | 4.00 | 4.74 |
| Over all mean per indicator | | 3.69 | 3.60 | 3.55 | 3.81 | 3.56 | 3.67 | |
| rs | | 0.12029 | -0.11093 | -0.2889 | -0.23331 | -0.15952 | -0.21754 | -0.33575 |

The data presents the academic performance (GWA) and professional attributes of MAT-THE students across various skills, including instructional, technological, technology and economics of the home, work values,

strategic planning, and interpersonal relationships. The overall means for these indicators range from 3.55 to 3.81, suggesting that students generally perform well in these areas, with work values scoring the highest (3.81) and technology and economics of the home skills scoring the lowest (3.55). However, the correlation coefficients (rs) between academic performance (GWA) and these professional attributes are all negative, ranging from -0.11 to -0.34, indicating a weak to moderate inverse relationship. This suggests that students with higher academic performance (lower GWA) tend to rate themselves slightly lower in these professional skills, or vice versa. This finding aligns with studies such as those by Richardson et al. (2012), which found that academic achievement does not always directly correlate with non-cognitive skills like interpersonal or work-related competencies. The inverse relationship may imply that high academic achievers are more self-critical or that other factors, such as practical experience, play a larger role in developing these professional attributes.

The negative correlations, though weak, raise questions about the balance between academic and professional skill development in MAT-THE programs. For instance, the strongest negative correlation is with interpersonal relationship skills (rs = -0.34), which could indicate that academically focused students may have fewer opportunities to develop soft skills. This aligns with research by Lounsbury et al. (2003), which found that personality traits and experiential learning often contribute more to professional skills than pure academic performance.

The high overall means suggest that the program is effective in fostering these attributes, but the negative correlations highlight the need for a more integrated approach to curriculum design. Incorporating experiential learning, mentorship, and reflective practices could help bridge the gap between academic and professional development, ensuring that high academic achievers also excel in practical and interpersonal skills. Further research could explore qualitative insights into why this inverse relationship exists and how programs can better align academic and professional training.

## IV. CONCLUSIONS AND RECOMMENDATIONS

Based from the results of the study, it is revealed that consistently there is a strong academic performance among MAT-THE graduates, with General Weighted Averages (GWA) ranging from 1.2 to 1.5. This indicates robust mastery of theoretical frameworks and pedagogical content knowledge. Also, Quantitative analysis revealed consistently strong academic performance among MAT-THE graduates, with General Weighted Averages (GWA) ranging from 1.2 to 1.5. This indicates robust mastery of theoretical frameworks and pedagogical content knowledge.

It is therefore recommended that to Integrate modular workshops on emerging technologies (e.g., AI, IoT applications in home economics) with competency-based assessments and Develop simulated classroom scenarios to strengthen strategic problem-solving and conflict resolution, and conduct longitudinal studies correlating MAT-THE graduates' academic performance with K-12 student outcomes.

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