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# Climbing Careers Via Master Degree: A Case Of Vocational Teachers

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*ABSTRACT*

A Master's in Education requires dedication and hard work. Graduate students must critically evaluate educational ideas and methods due to a rigorous curriculum. Educators with graduate degrees might focus on curriculum, educational psychology, or leadership. Thus, educators may improve their abilities and knowledge by earning a Master's degree in Education. As education becomes a very competitive area, a Master's in Education is increasingly important. A Master's degree in Education might provide career seekers an advantage. In conclusion, a Master's degree in Education suits motivated teachers who want to improve their abilities and knowledge. This degree helps students study better, conduct education research, and develop their professions. Teaching professionals may improve their abilities and careers by earning a Master's degree in Education. A Master's in Education gives instructors specific knowledge and abilities to promote student learning. Educational institutions respect Master's degrees in Education, which may boost work chances and income. Educational research, publishing, lectures, and other academic pursuits are also possible with a Master's degree in Education. For education professionals who want to advance their careers and improve the sector, a Master's degree is worth it.

Keywords: Career Vocational Teacher Vocational Education.

## 1. Introduction

The modern teacher has significant challenges in balancing instructional components and the use of technology. Educators must approach teaching holistically (Bozkurt, 2019), addressing a student's emotional (Ryan & Henderson, 2018), social (Hadar et al., 2020), mental (Zhai & Du, 2020), and psychological well-being (Smith & Yang,

2017). Conversely, teachers notice cultural and professional certainty eroding (Herzer & Kofler, 2019). As a result, they must reconsider the training project and how knowledge is delivered by challenging tradition, consolidating modules and communication abilities, and accepting innovation. Therefore, many teachers discover the need for further Education after completing their undergraduate degree.

Teachers in various countries are considering pursuing a master's degree in Education. The Finnish primary school educates students aged seven to fifteen, mainly taught by instructors with master's degrees and at least one year of pedagogical study (Saloviita, 2020). The presence of unique scenarios linked with the nature and aim of master's degrees and student profiles leads to considering teaching and learning activities (Figuera Gazo et al., 2022). They may conduct research during the degree, even though it could be difficult and stressful. Few pre-service teachers in the Netherlands and Australia plan to pursue research as a communication tool and contributor to teacher identity (van Katwijk et al., 2019). Teachers with bachelor's degrees (Triyanto & Handayani, 2016) realize that research and publications are essential for their future careers (Admoko et al., 2021). Unfortunately, teachers in Estonia have not found the appropriate level of use in terms of career growth, professional development, and social standing (Pedaste et al., 2019). These situations necessitate a more in-depth examination of the advantages of the Masters degree for teachers.

This paper observes the vocational teachers during and after their master's programs. This deep and novel research should contribute to teachers' career and growth strategy.

## 2. Materials And Methods

This study implements systematic observation, a highly structured observational research approach in which a phenomenon is structured, observed, and coded (Cohen et al., 2017). One or more trained observers record the desired behavior(s) using a specified coding system to avoid bias. The behavior might be seen in real-time or subsequently captured and coded. The key to scientifically rigorous systematic observation is to ensure that the raters are well-trained and that bias is minimized.

**Table 1. Ages Distribution**

| Age range | Numbers |
|---|---|
| 25-30 | 6 |
| 30-35 | 19 |
| 35-40 | 11 |
| 40-45 | 3 |
| 45-50 | 2 |
| Total | 41 |

**Table 2. gender distribution**

| Gender | Numbers |
|---|---|
| Male | 17 |
| Female | 24 |
| Total | 41 |

Observation gathers info while taking notes or recording. This study involves overt observation of research population. Table 1 and Table 2 show the age and gender of the population. Observation data collection provides direct access to study phenomena, high application flexibility, and a permanent record of phenomena for later reference (Alam, 2020). However, this method is also disadvantageous due to extended time requirements, high observer bias, and observer effect on primary data, which may influence sample group behavior. The observational research design process is composed of six steps. Figure 1 shows the process.

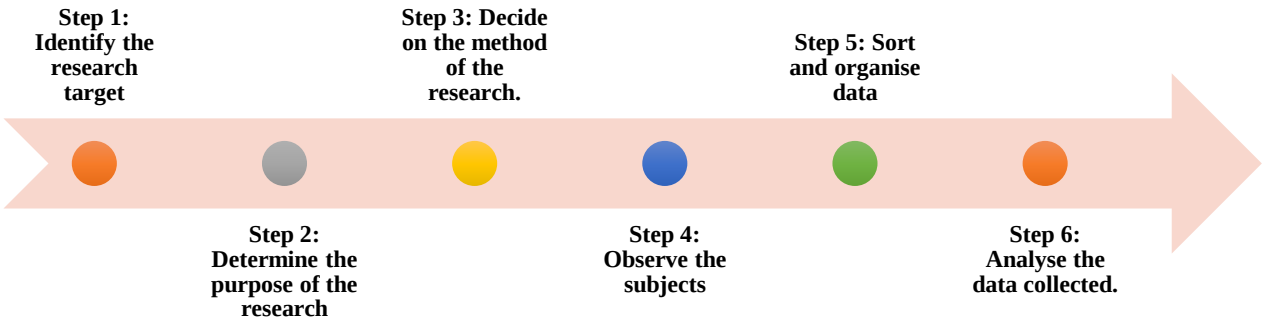


**Fig.1 Systematic Observation method**

Step 1 specifies the research objective. This phase addresses the query "who?" Who are the intended recipients? Which consumer segment do they fall under? Exists information about this target group that the researcher can use to further his or her investigation?

Step 2 identifies the objective of the investigation. After identifying the target audience, the next stage is to determine the objectives and purpose of the research. Why is the study being conducted? What issue does it assist to resolve? Is there a hypothesis that this study seeks to test?

Phase 3 determines the research methodology. After defining "who" and "why," researchers must focus on "how". This involves determining the observational research methodology.

Step 4 involves observing the subjects. In this stage, practical observation is conducted. Depending on the research technique, the

researcher can observe the subject in a natural or artificial environment, either directly or indirectly.

Step 5 is to organize and arrange data. During this stage, unprocessed data are synthesized and organized following the research's objectives. Any unnecessary information will be omitted.

Step 6 analyzes the collected data. The ultimate stage is the analysis of data. The researcher will evaluate the collected data to draw conclusions or validate a hypothesis.

## 3. Results

3.1 During Master Program Observation

**Table 3. Students's score distribution: 1st semester**

| Subjects | Score | | | | Total |
|---|---|---|---|---|---|
| | 90-100 | 80-90 | 70-80 | <70 | |
| Qualitative Research Methodology | 18 | 18 | 5 | 0 | 41 |
| Studies on Evaluation in Vocational Education | 12 | 13 | 10 | 6 | 41 |
| Innovative Learning Media Development | 10 | 24 | 7 | 0 | 41 |
| Project in the Field of Vocational Education | 11 | 10 | 19 | 1 | 41 |
| Thesis Proposal Development | 0 | 18 | 23 | 0 | 41 |

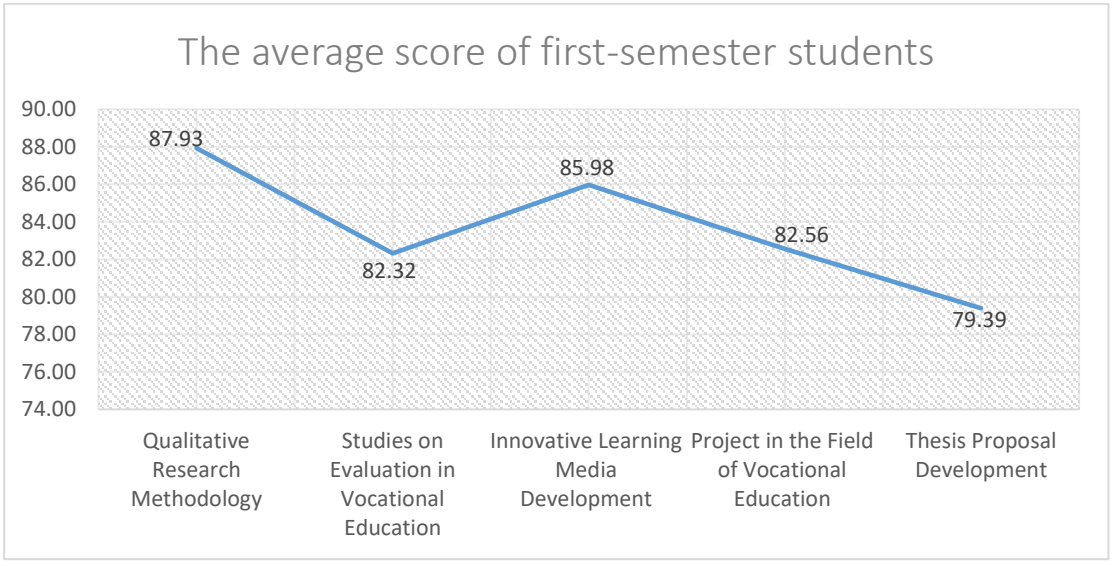


**Fig. 1** The Average Score of First-Semester Students

Figure 1 explains the average scores obtained by students in each course of 1st Semester, indicating that the lowest average score is in Thesis Proposal Development with a score of 79.39, and the highest average score is in Qualitative Research Methodology with a score of 87.93.

Qualitative Research Methodology (Reeves et al., 2008) focuses on the use and limitations of qualitative research and mixed methods in vocational Education. The contents of the course are qualitative

research designs, mixed methods research designs, and research practice with qualitative research methods.

Studies on Evaluation in Vocational Education focus on model theory, content, and the role of evaluation in vocational Education (Winther & Achtenhagen, 2009). This course also applies various evaluation model theories in vocational education research.

Innovative Teaching Media focuses on understanding the scope and connotations of technology in teaching (Fox & Bird, 2017) and integrating concepts and ideas with developing and applying emerging acts and perception technologies (Barak, 2017). It also discusses the extended roles of technologies for future teaching and research, which may include the use of social media (Chugh & Ruhi, 2018). When it comes to socializing and educating, digital efforts often lead to using networking networks. Visual communication and cyber linguistics have become highly significant for students due to the connectivist movement (Rwodzi et al., 2020). During the program, only one student has an under 70 score. The other 40 are past the subject with satisfying scores.

The Development Project in Education Fields aims to evaluate and create projects carried out by vocational Education or training to provide recommendations to improve project quality (Stockmann, 1997). The contents include applying vocational education theory, collaborating with stakeholders to develop programs and reports, and evaluating development projects.

Thesis Proposal Development aims to study the concept and preparation of a thesis proposal. The following eight interactive research proposal generator features emphasize the relationship between purpose, research query, and methodology (Christ, 2009). The proposal consists of the problem or focus of the study, target population, researcher's role, theory, exploratory, explanatory, confirmatory, critical design, project's boundary, sampling, and validity or credibility problems. In General, students had trouble deciding on a research subject, designing the research for the proposal, understanding the genre of the thesis proposal, and conducting a critical literature review (Wang & Yang, 2012). More than half students (23) have an intermediate score (70-80). However, their attitudes toward receiving assistance from their advisors differed. They finished writing their research proposals by conversing with their supervisors, witnessing their peers' presentations on research proposals, teamwork and perusing pertinent literature.

**Table 4. Students's score distribution: 2nd semester**

| Subjects | Score | | | | Total |
|---|---|---|---|---|---|
| | 90-100 | 80-90 | 70-80 | <70 | |

| | | | | | |
|---|---|---|---|---|---|
| Theoretical Foundations and Practices of Vocational Education | 12 | 13 | 7 | 9 | 41 |
| Quantitative Research Methodology | 6 | 27 | 6 | 2 | 41 |
| Vocational Education Seminar | 33 | 8 | 0 | 0 | 41 |
| Academic Writing in Vocational Education | 23 | 28 | 0 | 0 | 41 |
| Innovative Teaching in Vocational Education | 22 | 2 | 6 | 11 | 41 |
| Comparative Studies of Vocational Education | 22 | 15 | 2 | 2 | 41 |
| Organizational Behavior in Vocational Education | 27 | 13 | 1 | 0 | 41 |
| Scientific Ethics | 22 | 17 | 2 | 0 | 41 |

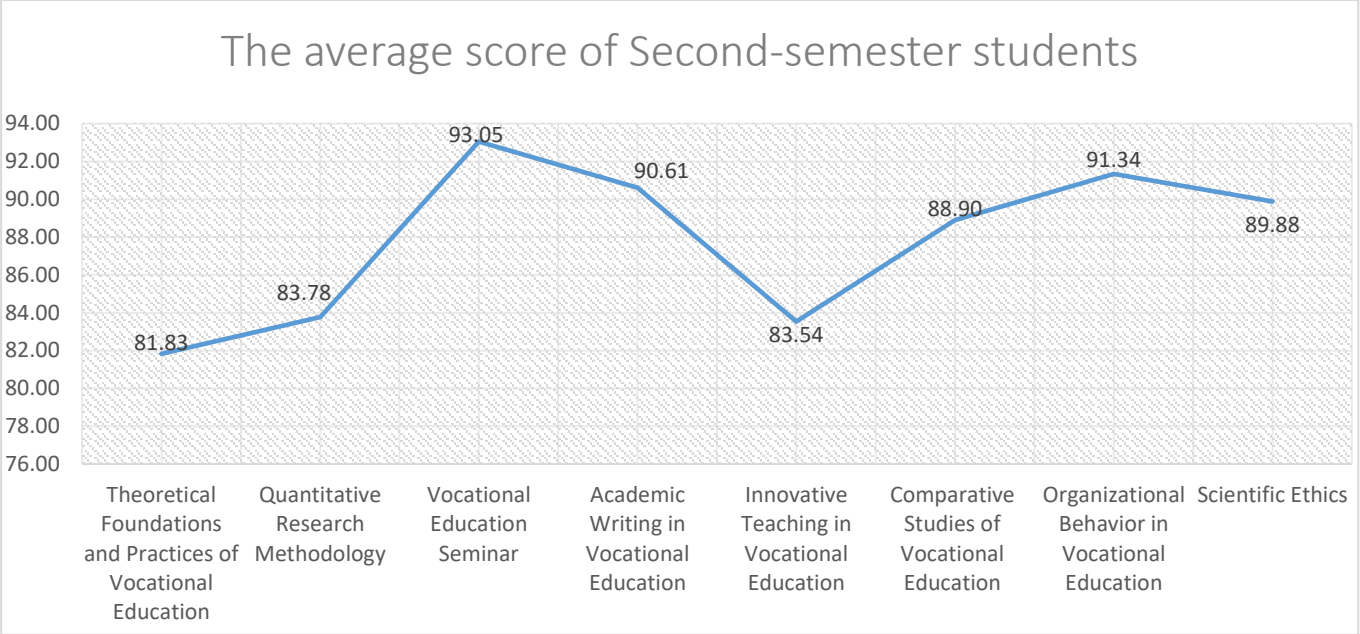


**Fig. 2** The average score of Second-semester students

Figure 2 explains the average scores obtained by students in each course of 2st Semester, indicating that the lowest average score is in Theoretical Foundations and Practices of Vocational Education with a score of 81.83, and the highest average score is in Vocational Education Seminar with a score of 93.05.

Theoretical Foundations and Practices of Vocational Education strengthen the foundation of vocational Education and its professional practices according to the 4.0 industrial revolution era (Sedov & Kashfrazyeva, 2022). The material includes the foundations of Education (sociology, economics, psychology, and philosophy), lifelong education, character vocational education, vocational Education in the 21st century, and interactions between theory and practice in vocational Education through different perspectives.

Quantitative research methodology (Walter & Andersen, 2016) manages quantitative research and development through appropriate research procedures to solve national or international

vocational problems. This subject contains quantitative research designs and research practice with quantitative research methods.

Vocational education seminars develop concepts and train the ability to collect literature data and conduct induction and integration regarding vocational education (Zhang et al., 2017). Its contents consist of theories about vocational Education, issues, how to compile a literature review, and the concept of a literature review (Rother, 2007). The seminar aims to train the ability to collect literature data and carry out induction and integration regarding vocational Education. This subject produces scientific articles for publication in journals/international conferences.

Innovative Teaching in Vocational Education explores the significance, trend, and basic rules (Gordon & Schultz, 2020). Including individual teaching, group teaching, cognitive development teaching, information teaching, thinking techniques, and teaching theory foundation. It also comprises the design strategies of principles, essentials, teaching systems, and practical strategies (Blase & Blase, 2000) in innovative teaching.

Academic Writing in Vocational Education emphasizes creating and submitting scientific articles for publication in journals/international conferences (Strauss, 2017). The article results from qualitative, quantitative, and literature reviews.

Comparative Studies of Vocational Education puts forward an understanding of the vocational education system and the development concept in developed and developing countries (Boeren, 2019). This subject also correlates and interacts with the vocational education system in economic and industrial development, including the advantages and disadvantages of vocational Education in various countries (Hanushek et al., 2017).

Organizational Behaviors in Vocational Education discuss organizational behavior's development trend and research orientation (Mulder & Winterton, 2017). The subject explores various theories, such as the individual behavior of organizational behavior, the connotations of group behavior and organizational development, and the theoretical basis and practices (Morgeson et al., 2010). It also explores the research topics of organizational behavior in vocational Education.

Scientific Ethics builds an understanding of the basis of vocational Education and the application of its practices (Engeström & Sannino, 2010). It comprises a professional manner according to the needs of stakeholders and the development of the concept effectively to solve problems sustainably in the era of the industrial revolution 4.0. This subject analyzes the basic concepts of educational philosophy to develop logical and critical thinking skills with well-structured and correct argumentation designs. Students can responsibly analyze scientific ethics used in developing science, technology, and art.

**Table 5. Students's score distribution: 3rd semester**

| Subjects | 90-100 | 80-90 | 70-80 | <70 | Total |
|---|---|---|---|---|---|
| Internship | 23 | 18 | 0 | 0 | 41 |
| Thesis | 29 | 10 | 2 | 0 | 41 |

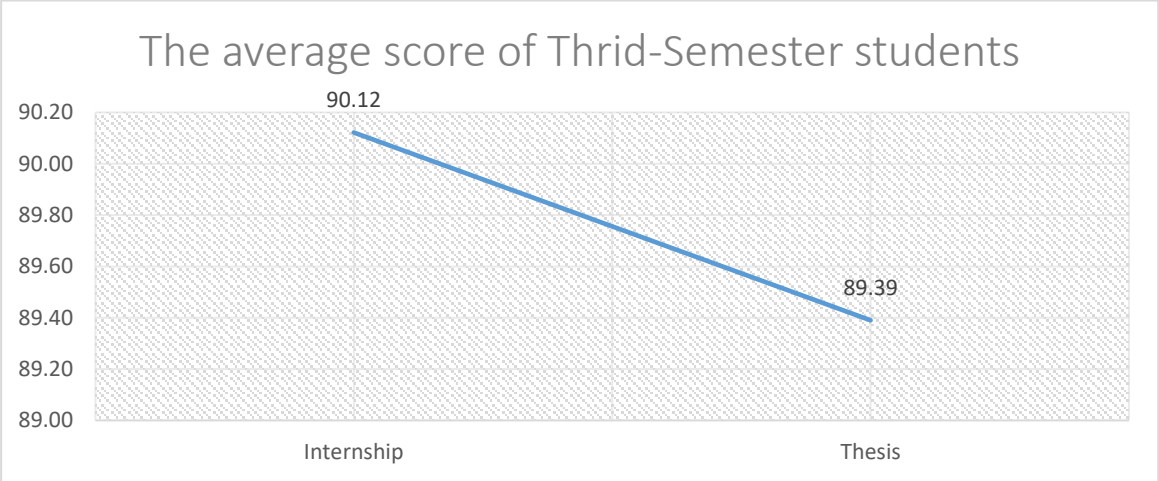


**Fig. 3 The Average Score Of Third-Semester Students**

Figure 3 explains the average scores obtained by students in each course of 3rd Semester, indicating that the lowest average score is in Thesis with a score of 89.39, and the highest average score is in Intership with a score of 90.12.

The internship aims to analyze vocational Education in industry or vocational Education critically. The program applies the knowledge gained to collaborate in solving workplace problems (Hussain et al., 2021). On the other hand, the thesis focuses on conducting research in the vocational education master program. The stages, in general, are planning, implementing, discussing results, making conclusions, and making research articles. The following is the average score of students from semester 1st to semester 3rd in the vocational education program.

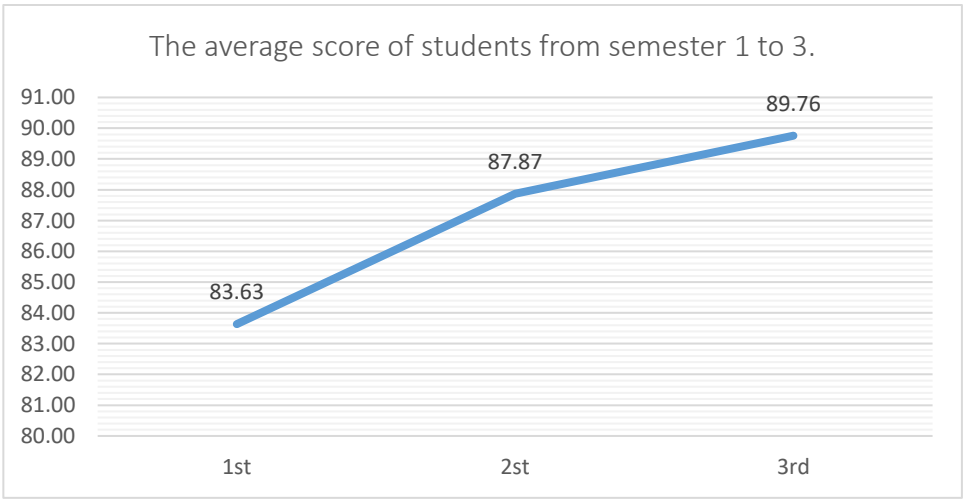

**Fig. 4 The average score of students from semester 1st to 3rd.**

Figure 3 explains that the average score of students in each semester has experienced a significant increase. The increase began from semester 1st, which obtained a score of 83.63, semester 2st with 87.87, and semester 3rd with a score of 89.76. The increase in students' scores in every semester is due to: (1) students have adapted, (2) students have become familiar with the campus, (3) students are able to adjust learning resources, (4) students understand the characteristics of their lecturers, and (5) students have understood study techniques. The factors for a student's success in college are very subjective and depend on each individual person, his depends on the environment, commitment, and seriousness in pursuing education (Ingarianti et al., 2022).

3.2 After Program Observation

Table 5 shows the result of after program observation. Based on the finding, most teachers are promoted one year after graduation. The number of promoted female teachers is higher than the of male ones. More man has better leadership position than women (De Nmark, 1993). Women continue to outnumber males in the education sector. There is even proof that they are becoming more open to leadership roles (Pounder & Coleman, 2002). In the U.S., women rule better than men. However, people prefer male bosses, and women struggle to lead in male-dominated areas. Women leaders' evident advantages and disadvantages demonstrate gender equality's progress (Eagly, 2007). According to Table 5, the general findings tendency seems that it is easier for women to achieve careers than men.

The head of school (HS) is one of the man-dominated areas. Some schools have a gendered expectation of leadership and are increasingly conducted like businesses, which influences barriers to women assuming the head of school leadership (Gallagher & Fisher, 2017). A leader in Islam is usually a man(Abuznaid, 2006), which may also apply to the Islamic school principal. The HS is responsible for developing academic and non-academic programs to improve school performance (Devi & Subiyantoro, 2021). HS is an example of elite-level leaders making significant and far-reaching societal decisions. Therefore, women hold a disproportionate share of these influential positions (Hoyt, 2010). Even though the percentage of the headmaster is not more than 10% of the research population, it can be concluded that the male teacher is preferable for the headmaster position.

The vice principal should help the school principal in at least for aspects: public relations, curriculum, infrastructure, and students (Ugur & Koç, 2019). The principal appoints the vice principal after discussions. As the school grows and the number of workers and

criteria rises, picking a deputy principal becomes challenging and time-consuming since decision-makers are unfamiliar with each. Current workers make appointing a new vice principal difficult. The personal connection was used to choose vice principals, which was inefficient and subjective. On the other hand, the master's degree program will help bring greater objectivity to select vice principals. The applicants' academic backgrounds will be taken into consideration heavily.

Treasury, program coordinators, curriculum staff, and professional certification are middle management positions for teachers. If one is so inclined, this post may serve as a stepping stone to higher roles, such as the principal or the deputy principal. A teacher's performance will increase with experience, particularly in terms of their track record of leadership within the context of the school environment. The number of men and women who have graduated from the institution and gone on to assume positions in middle management is about equal, demonstrating that there is no predominance of one gender over the other in the role. Because they are still relatively young when they serve as middle managers, they have many opportunities to advance their careers and take on higher responsibilities.

**Table 6. Distribution Of Vocational Education Graduates**

| Job Position | Male | Female | Total | Persentase |
|---|---|---|---|---|
| Head of School (HS) | 2 | 1 | 3 | 7% |
| Vice HS of Public Relations | - | 1 | 1 | 2% |
| Vice HS of Students | 1 | 1 | 2 | 5% |
| Vice HS of Curricula | 1 | 2 | 3 | 7% |
| Vice HS of Infrastructure | 2 | - | 2 | 5% |
| Treasurer | - | 2 | 2 | 5% |
| Head of Study Program | 3 | 2 | 5 | 12% |
| Head of Lab / Workshop | 1 | 5 | 6 | 15% |
| Curriculum Staff | 1 | 2 | 3 | 7% |
| LSP | 1 | 1 | 2 | 5% |
| Teacher | 5 | 7 | 13 | 32% |
| Total | 17 | 24 | 41 | 100% |

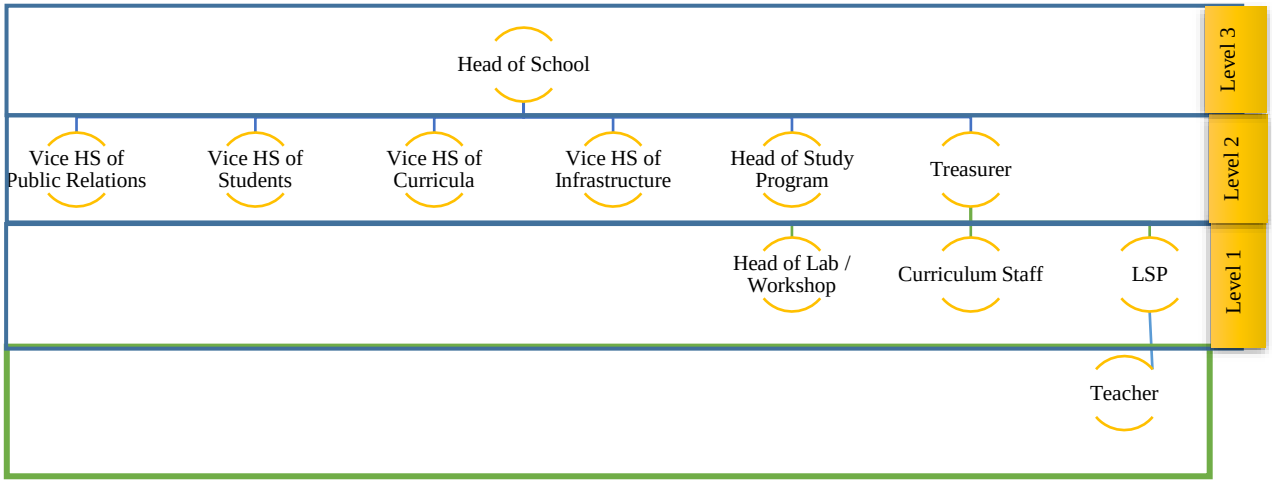


**Fig.5 Climbing Careers Via Master Degree**

Based on the results of observations, documents, and interviews with the research object teachers, it was found that the courses practical to support their positions are Projects in the Field of Vocational Education, Theoretical Foundations and Practices of Vocational Education, Organizational Behavior in Vocational Education, and internships.

They can immediately begin a job based on the level of the school, the possibilities available to them, and their needs thanks to the accelerated study time of three semesters. According to the findings of the interviews, all of the PKJ Masters graduates who were teaching aspired to continue their education and get their PhD. Because there are now no scholarships available for those studying for their doctorate at PKJ, so enrolling in the doctoral program is challenging. The government does not provide students with study assignments or scholarships; instead, they only provide study permits and the opportunity to continue teaching in exchange for a wage. Even though this program has been quite successful, the students still have high hopes that there will be specialized classes for the career development of vocational teachers, such as preparation for internships and vocational education administration. A further glimmer of hope comes from research grants or doctorate scholarships made available by the government.

## 4. Conclusion

It should be emphasized that undertaking a Master's degree in Education necessitates commitment and diligence. The coursework at the graduate level can be exacting and arduous, necessitating students to involve themselves in the discerning evaluation of educational theories as well as practices. Additionally, an advanced degree in Education enables educators to concentrate on specific areas such as creating curriculum, studying educational psychology, or assuming leadership roles. Therefore, pursuing a Master's degree

in Education entails numerous benefits and opportunities for educators to enhance their professional skills and knowledge. Moreover, a Master's degree in Education is becoming increasingly necessary as Education becomes a superfluous competitive sector. Employers seek individuals with advanced knowledge and skills in Education, and a Master's degree in Education can provide an edge in the job market. In conclusion, a Master's degree in Education is an ideal choice for individuals who are passionate about teaching and aspire to enhance their skills and knowledge in the field of Education. Through this degree, individuals can gain specialized knowledge and skills to improve student learning outcomes, pursue research in Education, and advance their careers.

Obtaining a Master's degree in Education is an excellent way for individuals working in the education sector to enhance their teaching skills and advance their careers. A Master's degree in Education allows teachers to gain specialized knowledge and skills that can be used to improve student learning outcomes. Additionally, a Master's degree in Education is highly valued by educational institutions and can lead to increased job opportunities and higher salaries. Furthermore, pursuing a Master's degree in Education also allows individuals to engage in educational research and contribute to the field through publications, presentations, and other scholarly activities. Overall, a Master's degree in Education is a valuable investment for individuals seeking to further their career in Education and make positive contributions to the field.

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