

Compelling Educators' Needs: Graduate Studies Pursuits

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Abstract:- This study utilized descriptive survey design to explore several factors influencing teachers' decisions to pursue graduate studies that includes professional development, personal fulfillment, career advancement, family and peer influence, and educational attainment. All gathered data were analyzed using ANOVA as the researcher's statistical tool. One hundred secondary school teachers from Apyao National High School and Kiburiao National High School in Quezon, Bukidnon were surveyed. The research aims to pinpoint if there are significant differences on their motivation to pursue graduate studies based on demographic variables of teachers such as age, civil status, gender, school last attended, years of service as a teacher, current position, and monthly income. Findings revealed that teachers were highly motivated to continue postgraduate studies, but their civil status affected their decision. Singles were motivated to pursue and finish graduate studies and prioritize career stability over the heavy responsibility of having a family compared to married teachers who prioritize responsibility to their family.

Keywords:- *Motivating Factors, Graduate Studies, Professional Development.*

I. INTRODUCTION

The Philippine education realm has significantly undergone reforms in recent years with the implementation of K-12. To address the short- and long-term problems that include unequal educational opportunities across different regions, poor infrastructure, and low teachers' compensation, the budget for education was raised by the government (Fitch Solutions Country Industry Reports, 2023).

The COVID-19 pandemic brought several problems and challenges, including restrictions on face-to-face classroom setups and the suspension of classes due to health risks. In response, the Department of Education (DepEd) implemented the Basic Education Learning Continuity Plan (BE-LCP). While BE-LCP offered certain advantages, it also presented challenges that needed to be addressed. These included limited access to the internet, which hindered online learning; limited knowledge among some teachers regarding the use of technology; the need for parents to assist their children, especially in early grade levels, as they navigated online classes; and the requirement for senior high school track students to have face-to-face or hands-on sessions to learn

practical skills.

According to Bazil T. Sabacajan in her research on the BE-LCP Implementation: Challenges and Opportunities, the extensive roles and responsibilities of teachers provided them with significant opportunities to influence the delivery of educational services to learners.

The challenge of elevating teachers' quality, essential for achieving sustainable national development. In DepEd Order #42, Series of 2017, the National Adoption and Implementation of the Philippine Professional Standards for Teachers is the new professional standard for teachers, and it has been stated that the quality of learning is dependent on the quality of teaching.

The demanding qualifications that applicants in DepEd must possess to be hired. In DepEd Order No. 007, Series of 2017, which outlines the new hiring guidelines for teacher applicants, using the pointing and scoring of credentials being stated there, applicants who completed only a bachelor's degree will receive no credited points for their undergraduate education. Only those who have master's and doctor's degrees will be credited with points. Thus, pursuing graduate studies becomes advantageous for gaining points and improving competitiveness among applicants.

With major educational reforms that have been adapted by education here in our country, there is a necessity to encourage teachers to be adequately equipped to achieve the goal of imparting learning to their students. The need for teachers to undergo continuous learning by enrolling in graduate studies is essential to effectively influence students in many aspects. This study explores several factors influencing teachers' decisions to pursue graduate studies including: career advancement, educational attainment, family influence, professional development, and personal fulfillment.

Career advancement, the first factor that a teacher proceeds to graduate studies, is moving up a ladder in your job. It means getting promotions, taking more responsibilities, and climbing higher positions in your career. Career advancement in public and private differs accordingly. In public universities, the analysis found that two factors, namely personality and organizational support, are significant predictors of career advancement. In other words, the career progression of academics in public universities is

notably influenced by their personalities and the support they receive from the organization they work for. On the other hand, in private universities, factors such as personality, social network, and organizational support are indicators that affect career advancement. (Maimunah Ismail et al. , 2012)

Educational attainment is another factor that a teacher considers in pursuing graduate studies. According to Yvonne B. Magsayo in his study about the influence of teacher's quality on student's performance, there has been a significant relationship between the teacher's educational attainment and student's performance. It further stated that those students with a teacher with a completed Bachelor's degree perform well in the National Achievement Test (NAT).

Another factor is family influence. According to the study in Northern Negros Philippines. Family greatly influences their child due to connections with parents and relatives based on the Filipino culture of "close family ties" (Dela Fuente, 2019). A study conducted by (Braza & Guillo Jr., 2015) in St Joseph Academy, San Jose, Batangas, stated that the majority of students thought of their parents as role models in their career path, while some had higher standards despite the chosen career by their parents. Moreover, in Malaysia the study of (Khoo et al., 2015) states that parents are the most influential and important person because parents are their source of finance and seek advice from them because they believe that their parent's experience and education is a credible source of advice. On the other hand, Lower family support can result in greater financial stress. (Tran et al., 2018).

Professional development is an ongoing learning and training journey that provides opportunities to enhance knowledge, skills, competencies, and effectiveness in your career. This can involve various forms such as training sessions, seminars, or short-term courses. Its main purpose is to develop the performance of teachers in the classroom and develop student achievement. It is to acquire more knowledge, skills, and attitudes centered on the local context and, particularly, classroom practice. Educators should indulge themselves actively in the learning process, work with their associates, and recognize their specific needs, programs, training, and activities, formal and informal, that will improve their practice and the practice of others. (Sangalang et al., 2017)

Personal fulfillment means feeling happy and satisfied with achieving goals or finding meaning in life. It's accomplishing things and being content by following what you care about. Everyone's fulfillment is different because it's connected to what each person wants and believes in. It can include things like relationships, work, being creative, and growing personally. It can be self-esteem, life, and workplace satisfaction. Those three are connected that affect motivation. Self-esteem and pride in the institution foster intrinsic motivation. Maintaining a positive outlook on oneself, life, and the workplace can cultivate the right mindset for

employees to confront the demands and challenges of their work. Organizations can take these factors into account and establish a suitable work environment to sustain or improve motivation, ultimately resulting in enhanced work performance. (Melissa Basa Lamug ,2005)

Conducting a study about factors influencing educators in pursuing graduate studies is crucial to the decision to enroll in a graduate program, allocating resources effectively, preparing teachers for employment, and improving overall education quality. This study addresses the realization and satisfaction of educators' needs that will benefit not only the teachers but also the nation, community, educational institutions, and students.

II. METHODOLOGY

A. Research Context

The study utilized descriptive survey design. Employing ANOVA as statistical tools to address the research problems. It was conducted at Apyao National High School and Kiburiao National High School, located in the Municipality of Quezon, Province of Bukidnon.

B. Participants

The study participants consisted of one hundred teachers from Apyao National High School and Kiburiao National High School who were randomly selected.

C. Survey Instrument

The primary data-gathering tool for this study was a survey questionnaire developed by the researchers. Using Cronbach's α , the questionnaire has undergone validation and reliability tests with a score index of 0.95, which means it has a very high level of internal consistency.

III. RESULT AND DISCUSSION

This section presents the findings, analyses, and conclusions derived from the data collected from respondents.

The demographic profile of the respondents was analyzed to understand the characteristics of teachers pursuing graduate studies. The data revealed a diverse group in terms of age, civil status, gender, and years of service. This diversity is crucial as it allows for a comprehensive understanding of the motivations across different demographics.

Table 1: Age Distribution of Respondents

Age_Group			
		Frequency	Percent
Valid	24-30	26	26.0
	31-37	25	25.0
	38-44	25	25.0
	45-51	16	16.0
	52-58	8	8.0
	Total	100	100.0

Table 1 presents the age distribution of 100 secondary school teachers surveyed in Quezon, Maramag, Bukidnon. The data reveals a concentration of teachers within the younger age brackets of 24-30, 31-37, and 38-44, each comprising 25% of the sample. A concentration of teachers

in younger age groups might indicate a recent influx of new educators. This could be attributed to factors such as increased enrollment rates or government initiatives to address teacher shortages (Ingersoll, R. M., & Smith, T. B. (2003).

Table 2: Civil Status Distribution of Respondents

Civil_Status			
		Frequency	Percent
Valid	Single	17	17.0
	Married	79	79.0
	Widow/Widower	4	4.0
	Total	100	100.0

Table 2 presents the frequency and percentage distribution of respondents based on their civil status. The

majority of participants (79%) are married, followed by single individuals (17%) and widowed/widowers (4%).

Table 3: Gender Distribution of Respondents

Gender			
		Frequency	Percent
Valid	Male	21	21.0
	Female	79	79.0
	Total	100	100.0

Table 3 shows that 79% of the respondents are female, while 21% are male. This implies the trends in the teaching profession, where women have historically dominated the

workforce. Several studies have explored the implications of gender imbalance in education. (UNESCO Institute for Statistics (UIS), 2023)

Table 4: Teacher Year of Service Distribution

Year_of_Service_Group			
		Frequency	Percent
Valid	1 - 9 years	63	63.0
	10 - 18 years	27	27.0
	19 - 27 years	5	5.0
	28 - 36 years	5	5.0
	Total	100	100.0

Table 4 presents the distribution of teachers based on their years of service. It shows that the majority of teachers (63%) have 1-9 years of experience, followed by 10-18 years

(27%), with a smaller proportion having 19-27 years (5%) or 28-36 years (5%) of experience.

Table 5: Current Position of Respondents

Current_Position			
		Frequency	Percent
Valid	Teacher I	82	82.0
	Teacher II	7	7.0
	Teacher III	7	7.0
	Sub Teacher	2	2.0

	Master Teacher	1	1.0
	Administrative Officer	1	1.0

The table presents the distribution of respondents based on their current positions within the educational institution. The majority (82%) are Teacher I, followed by Teacher II and

Teacher III (7% each). A small percentage hold positions such as Master Teacher, Administrative Officer, and Sub Teachers.

Table 6: Monthly Income Distribution of Respondents

Monthly Income			
Valid		Frequency	Percent
	Php 20,000 to Php 30,000	79	79.0
	Php 30,001 to Php 40,000	6	6.0
	Php 40,001 to Php 50,000	14	14.0
	Above Php 50,000	1	1.0
	Total	100	100.0

The table presents the frequency and percentage distribution of respondents based on their monthly income. The majority (79%) of respondents earn between Php 20,000

and Php 30,000 per month. A smaller proportion earns between Php 30,001 and Php 40,000 (6%), Php 40,001 and Php 50,000 (14%), and above Php 50,000 (1%).

Table 7: Career Advancement Motivation Scale

Career Advancement			
	Mean	Std. Deviation	Interpretation
Continuing a graduate program will increase my chances for job opportunities.	4.61	0.72	Highly Agree
Graduate studies will help me secure an item in government agencies.	4.47	0.80	Highly Agree
I have an edge over other applicants if I earn a master's or doctoral unit.	4.55	0.74	Highly Agree
In my current career, continuing my postgraduate studies will give me additional points for promotion.	4.60	0.71	Highly Agree
Many of my colleagues who have advanced in their careers hold graduate degrees, which motivates me.	4.57	0.72	Highly Agree
OVERALL	4.56	0.74	Highly Agree

Table 7 presents the mean scores and standard deviations for items related to career advancement as a motivation for pursuing graduate studies. The high mean scores (ranging from 4.47 to 4.61) and low standard deviations indicate a strong agreement among respondents that career advancement is a significant motivation. The data suggests that career advancement is a highly valued motivation for pursuing graduate studies among the surveyed teachers. The items consistently indicate a strong belief that graduate studies will enhance job opportunities, lead to promotions, and provide a competitive edge in the job market. According to a study "STEM Teachers' Motivation and

Engagement in Teacher Professional Development and Career Advancement: A Case Study of Lithuania", career is one of key factors that influence teachers' motivation and engagement. Specifically, the "Career" component focuses on providing comprehensive career counseling and guidance for STEM educators, covering both vertical and horizontal career paths. The study highlights that offering thorough career development support and opportunities for advancement can be a significant motivating factor for teachers to pursue graduate studies and professional development. (Anita J., et al. 2024)

Table 8: Educational Attainment Motivation Scale

Educational Attainment			
	Mean	Std. Deviation	Interpretation
For me, it's important to obtain an advanced degree in education to receive a postgraduate diploma.	4.66	0.68	Highly Agree
Having a graduate degree reflected in my Transcript of Records (TOR) is satisfying.	4.62	0.63	Highly Agree
Attending graduation with a master's or doctoral degree as my highest educational attainment is an honor.	4.66	0.61	Highly Agree
Finishing graduate studies means that I submitted and published a thesis or dissertation, an achievement.	4.70	0.58	Highly Agree
Obtaining postgraduate studies is a significant milestone in my academic journey.	4.63	0.68	Highly Agree
OVERALL	4.65	0.63	Highly Agree

Table 8 presents the mean scores and standard deviations for items related to educational attainment as a motivation for pursuing graduate studies. The high mean scores (ranging from 4.62 to 4.70) and low standard deviations indicate a strong agreement among respondents that educational attainment is a significant motivation. The findings of this table align with existing research, indicating that educational attainment is a strong motivator for teachers

seeking graduate studies. These results highlight the importance of providing opportunities for teachers to advance their education and achieve higher qualifications. A study examined academic motivation among graduate nursing students in Egypt and found that intrinsic motivation, including a strong desire for personal growth and knowledge acquisition, was a primary driver for pursuing advanced education. (Mona et al., 2024)

Table 9: Family Influence Motivation Scale

Family Influence			
	Mean	Std. Deviation	Interpretation
My family or close relatives push me to enroll in a graduate studies program.	4.27	0.83	Highly Agree
I get support and encouragement from my parents and siblings in pursuing graduate studies.	4.29	0.81	Highly Agree
Coming from a family of educators who finished graduate studies, I will strive hard to become one of them.	4.24	0.94	Highly Agree
It motivates me to see my siblings or relatives excel through postgraduate studies.	4.42	0.71	Highly Agree
I appreciate the importance of pursuing it by witnessing my family and relatives finish graduate studies.	4.52	0.75	Highly Agree
OVERALL	4.35	0.82	Highly Agree

Table 9 presents the mean scores and standard deviations for items related to family influence as a motivation for pursuing graduate studies. The high mean scores (ranging from 4.24 to 4.52) and relatively low standard deviations indicate a strong influence of family on the decision to pursue graduate studies. The data suggests that family plays a significant role in motivating teachers to

pursue graduate studies. Respondents reported strong support, encouragement, and inspiration from family members. This indicates that family expectations and values regarding education have a considerable impact on teachers' career aspirations. A study of Dan Liu (2015) shows that families have guided the important decision-making stage of students about post graduate education.

Table 10: Professional Development Motivation Scale

Professional Development			
	Mean	Std. Deviation	Interpretation
I will experience continuous learning as I pursue graduate studies.	4.64	0.63	Highly Agree
I will gain advanced skills and knowledge from a graduate program.	4.62	0.62	Highly Agree
I am updated with my field's current trends and I evolve as a professional.	4.49	0.73	Highly Agree
Graduate studies will expose me to my field's latest research and developments	4.56	0.70	Highly Agree
Critical thinking, problem-solving, and leadership skills were developed with the help of graduate studies.	4.66	0.62	Highly Agree
OVERALL	4.59	0.66	Highly Agree

Table 10 presents the mean scores and standard deviations for items related to professional development as a motivation for pursuing graduate studies. The high mean scores (ranging from 4.49 to 4.66) and relatively low standard deviations indicate a strong agreement among respondents that professional development is a significant motivation. The data suggests that professional development is a highly

valued motivation for pursuing graduate studies among the surveyed teachers. Respondents strongly believe that graduate studies will provide opportunities for continuous learning, skill enhancement, and exposure to the latest trends and research in their field. A study of Rose Arceño (2018) , states that advanced education will enhance professional development thus improving quality of profession.

Table 11: Personal Fulfillment Motivation Scale

Personal Fulfillment			
	Mean	Std. Deviation	Interpretation
I will be satisfied if I finish my graduate studies.	4.56	0.70	Highly Agree
I feel fulfilled to graduate soon as a master's or doctor.	4.54	0.77	Highly Agree
I find joy in the process of learning and intellectual growth that graduate studies offer.	4.59	0.70	Highly Agree
I am proud of myself because I am continuing my graduate	4.45	0.85	Highly Agree

studies.			
I feel a sense of accomplishment if I complete my graduate studies.	4.57	0.73	Highly Agree
OVERALL	4.54	0.75	Highly Agree

Table 11 presents the mean scores and standard deviations for items related to personal fulfillment as a motivation for pursuing graduate studies. The high mean scores (ranging from 4.45 to 4.59) and relatively low standard deviations indicate a strong agreement among respondents that personal fulfillment is a significant motivation. The data suggests that personal fulfillment is a highly valued

motivation for pursuing graduate studies among the surveyed teachers. Respondents strongly associate graduate studies with feelings of satisfaction, accomplishment, and intellectual growth. Templeton (2016) noted that intrinsic motivation, like personal fulfillment is considered a dominant factor in the stimulation of adult students continuing postgraduate education

Table 12: ANOVA Results for Motivational Factors

ANOVA (Age)						
		Sum of Squares	df	Mean Square	F	Sig.
Educational Attainment	Between Groups	21.41	4	5.35	0.73	0.57
	Within Groups	694.30	95	7.31		
	Total	715.71	99			
Career Advancement	Between Groups	29.64	4	7.42	0.70	0.59
	Within Groups	1000.95	95	10.54		
	Total	1030.59	99			
Family Influence	Between Groups	22.19	4	5.55	0.48	0.75
	Within Groups	1107.06	95	11.65		
	Total	1129.24	99			
Professional Development	Between Groups	4.77	4	1.19	0.13	0.97
	Within Groups	856.14	95	9.01		
	Total	860.91	99			
Personal Fulfillment	Between Groups	16.27	4	4.07	0.36	0.84
	Within Groups	1086.32	95	11.44		
	Total	1102.59	99			

Table 12 presents the results of a one-way ANOVA conducted to determine if there are significant differences in motivation levels for pursuing graduate studies based on age.

Findings revealed that the motivation level of teachers in pursuing graduate studies based on their age has no significant differences. The F-values for all motivational factors (Educational Attainment, Career Advancement, Family Influence, Professional Development, and Personal Fulfillment) are less than the critical F-value (indicated by the p-values greater than 0.05), suggesting that there are no significant differences in motivation levels across age groups. The results indicate that age is not a significant factor

influencing teachers' motivation to pursue graduate studies based on the examined factors. This suggests that teachers across different age groups have similar priorities and aspirations regarding advanced education.

The research results indicate that teachers, regardless of their age, have similar motivations for pursuing graduate studies. A study by Templeton (2016) examined the motivation levels of teachers in pursuing graduate studies based on their age. The findings revealed that the motivation level of teachers in pursuing graduate studies based on their age has no significant differences

Table 13: ANOVA Results for Motivational Factors by Civil Status

ANOVA (Civil Status)						
		Sum of Squares	df	Mean Square	F	Sig.
Educational Attainment	Between Groups	52.82	2	26.41	3.86	0.02
	Within Groups	662.89	97	6.83		
	Total	715.71	99			
Career Advancement	Between Groups	63.19	2	31.60	3.17	0.05
	Within Groups	967.40	97	9.97		
	Total	1030.59	99			
Family Influence	Between Groups	40.54	2	20.27	1.81	0.17
	Within Groups	1088.70	97	11.22		
	Total	1129.24	99			
Professional Development	Between Groups	60.98	2	30.49	3.70	0.03

	Within Groups	799.93	97	8.25		
	Total	860.91	99			
Personal Fulfillment	Between Groups	93.57	2	46.79	4.50	0.01
	Within Groups	1009.02	97	10.40		
	Total	1102.59	99			

Table13 presents the results of a one-way ANOVA conducted to determine if there are significant differences in motivation levels for pursuing graduate studies based on civil status.

There are significant differences in motivation related to educational attainment ($p = 0.024$), career advancement ($p = 0.046$), professional development ($p = 0.028$), and personal fulfillment ($p = 0.014$) between different civil status groups, but no significant difference in family influence motivation ($p = 0.170$).

The results indicate that civil status is significantly related to motivation for pursuing graduate studies in terms of educational attainment, career advancement, professional development, and personal fulfillment. This suggests that different civil status groups have varying priorities and

aspirations regarding advanced education. The study shows that teachers' motivations for pursuing graduate studies differ based on their civil status. For example, single individuals might prioritize personal fulfillment and career advancement, while married individuals may focus more on educational attainment to support their families.

A study titled “Understanding Graduate Student Parents: Influence of Parental Status, Gender, and Major on Graduate Students’ Motivation, Stress, and Satisfaction” that was conducted with set of factorial ANOVAs revealed significant variations in motivation between graduate students who are parents and those who are not. These results underscore the critical need for tailored support and resources for graduate students based on their parental status. (Jean Yoo et al., 2022)

Table 14: Independent Samples t-test for Gender Differences in Motivational Factors

Independent Samples Test (Gender)							
	Levene's Test for Equality of Variances			Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Educational Attainment	Equal variances assumed	0.10	0.75	-0.29	0.69	-1.67	1.09
	Equal variances not assumed			-0.29	0.65	-1.64	1.06
Career Advancement	Equal variances assumed	0.08	0.78	-1.33	0.84	-3.01	0.35
	Equal variances not assumed			-1.33	0.85	-3.09	0.43
Family Influence	Equal variances assumed	1.49	0.23	-1.03	0.90	-2.82	0.77
	Equal variances not assumed			-1.03	0.81	-2.69	0.64
Professional Development	Equal variances assumed	2.35	0.13	-1.12	0.78	-2.67	0.41
	Equal variances not assumed			-1.13	0.96	-3.13	0.88
Personal Fulfillment	Equal variances assumed	0.12	0.73	-0.87	0.87	-2.61	0.86
	Equal variances not assumed			-0.87	0.88	-2.70	0.96

Table 14 presents the results of independent samples t-tests comparing the mean scores of motivational factors (Educational Attainment, Career Advancement, Family Influence, Professional Development, and Personal Fulfillment) between male and female teachers.

Findings revealed that gender differences have no significance. The t-values for all motivational factors are relatively small, and the corresponding p-values are greater than the significance level of 0.05. This indicates that there are no significant differences in motivation levels for pursuing graduate studies between male and female teachers.

A study of Hermundur (2020) suggests that gender does not significantly influence the levels of various motivational factors, such as those related to educational attainment, career advancement, and personal fulfillment.

Table 15. ANOVA Results for Motivational Factors by Years of Service

ANOVA (Years of Service)						
		Sum of Squares	df	Mean Square	F	Sig.
Educational Attainment	Between Groups	23.23	3	7.74	1.07	0.36
	Within Groups	692.48	96	7.21		
	Total	715.71	99			
Career Advancement	Between Groups	13.56	3	4.52	0.43	0.73
	Within Groups	1017.03	96	10.59		
	Total	1030.59	99			
Family Influence	Between Groups	35.89	3	11.97	1.05	0.37
	Within Groups	1093.35	96	11.39		
	Total	1129.24	99			
Professional Development	Between Groups	29.44	3	9.81	1.13	0.34
	Within Groups	831.47	96	8.66		
	Total	860.91	99			
Personal Fulfillment	Between Groups	34.77	3	11.59	1.04	0.38
	Within Groups	1067.82	96	11.12		
	Total	1102.59	99			

Table 15 presents the results of a one-way ANOVA conducted to determine if there are significant differences in motivation levels for pursuing graduate studies based on years of service.

Findings revealed that there is no significance when it comes to the number of services the teacher has already rendered. The F-values for all motivational factors (Educational Attainment, Career Advancement, Family Influence, Professional Development, and Personal Fulfillment) are less than the critical F-value (indicated by the p-values greater than 0.05), suggesting that there are no significant differences in motivation levels across different years of service groups.

The results indicate that years of service do not appear to be a significant factor influencing teachers' motivation to pursue graduate studies based on the examined factors. This suggests that teachers with varying levels of experience have similar priorities and aspirations regarding advanced education. A meta-synthesis reviewed 118 studies on doctoral student attrition and persistence. The authors found that factors such as financial support, advisor relationships, and personal/family circumstances were more influential on doctoral student motivation and persistence than demographic characteristics like age or years of work experience and the number of years in service is not included. (Bair, C., & Haworth, J., 2004)

Table 16: ANOVA Results for Motivational Factors by Current Position

ANOVA (Current Position)						
		Sum of Squares	df	Mean Square	F	Sig.
Educational Attainment	Between Groups	32.56	6	5.43	0.74	0.62
	Within Groups	683.16	93	7.35		
	Total	715.71	99			
Career Advancement	Between Groups	40.81	6	6.80	0.64	0.70
	Within Groups	989.78	93	10.64		
	Total	1030.59	99			
Family Influence	Between Groups	52.82	6	8.80	0.76	0.60
	Within Groups	1076.42	93	11.57		
	Total	1129.24	99			
Professional Development	Between Groups	30.32	6	5.05	0.57	0.76
	Within Groups	830.59	93	8.93		
	Total	860.91	99			
Personal Fulfillment	Between Groups	60.11	6	10.02	0.89	0.50
	Within Groups	1042.48	93	11.21		
	Total	1102.59	99			

Table 16 presents the results of a one-way ANOVA conducted to determine if there are significant differences in motivation levels for pursuing graduate studies based on current position.

Findings revealed that there are no significant differences based on the teachers' current job. The F-values for all motivational factors (Educational Attainment, Career Advancement, Family Influence, Professional Development, and Personal Fulfillment) are less than the critical F-value (indicated by the p-values greater than 0.05), suggesting that

there are no significant differences in motivation levels across different current positions.

The results indicate that current position does not appear to be a significant factor influencing teachers' motivation to pursue graduate studies based on the examined factors. This

suggests that teachers in different positions have similar priorities and aspirations regarding advanced education. Bair and Haworth (2004) noted in their study that employment status, whether the student was employed full-time, part-time, or not at all, did not appear to be a significant factor in degree completion.

Table 17: ANOVA Results for Motivational Factors by Monthly Income

ANOVA (Monthly Income)						
		Sum of Squares	df	Mean Square	F	Sig.
Educational Attainment	Between Groups	47.29	3	15.76	2.26	0.09
	Within Groups	668.42	96	6.96		
	Total	715.71	99			
Career Advancement	Between Groups	57.50	3	19.17	1.89	0.14
	Within Groups	973.90	96	10.14		
	Total	1030.59	99			
Family Influence	Between Groups	14.59	3	4.87	0.42	0.74
	Within Groups	1114.64	96	11.61		
	Total	1129.24	99			
Professional Development	Between Groups	28.06	3	9.36	1.08	0.36
	Within Groups	832.85	96	8.68		
	Total	860.91	99			
Personal Fulfillment	Between Groups	14.43	3	4.81	0.42	0.74
	Within Groups	1088.16	96	11.33		
	Total	1102.59	99			

Table 17 presents the results of a one-way ANOVA conducted to determine if there are significant differences in motivation levels for pursuing graduate studies based on monthly income.

Findings revealed that there are no significant differences when it comes to the teacher's monthly income. The F-values for all motivational factors (Educational Attainment, Career Advancement, Family Influence, Professional Development, and Personal Fulfillment) are less than the critical F-value (indicated by the p-values greater than 0.05), suggesting that there are no significant differences in motivation levels across different income groups.

The results indicate that monthly income does not appear to be a significant factor influencing teachers' motivation to pursue graduate studies based on the examined factors. This suggests that teachers with different income levels have similar priorities and aspirations regarding advanced education. The researchers of a study titled "Improving community college completion rates by addressing structural and motivational barriers" determined that there was no statistically significant correlation between monthly income and the motivation of students to continue their studies towards a graduate degree (Levesque 2018).

IV. RECOMMENDATION

Based on the findings of this study, the following recommendations are proposed to support teachers in pursuing graduate studies. First, it is crucial for educational institutions and policymakers to provide financial assistance and incentives, such as scholarships, grants, tuition

reimbursement programs, and salary increases or bonuses upon completing a graduate degree. This support is particularly important for teachers who face financial constraints, such as those who are married. Additionally, access to graduate programs should be improved by establishing satellite campuses, offering online or distance learning options, and scheduling classes during evenings, weekends, or summers. These strategies can significantly increase participation and create a supportive environment that empowers teachers to further their education, ultimately enhancing the quality of education for students.

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