

---

## **Secondary School Teachers’ Motivations, Experiences and Outcomes on Graduate Education**

**Allan O. de la Cruz\* & Lisa G. Cortes\*\***

*\*Graduate School Faculty, Cagayan State University-Sanchez Mira, Cagayan, Philippines*

*\*\*Teacher III, Flora National High School, Flora, Apayao, Philippines*

### **ABSTRACT**

*The research focused on the motivations, experiences and outcomes of graduate education among the public Secondary School Teachers (SST) in the province of Apayao. The study combined quantitative and qualitative methods of research. Data were analyzed using descriptive statistics, Person’s Product Moment Correlation and Coding. Findings revealed that the SST of Apayao are female dominated, 42 y.o., married with 3 children, Ilocanos and predominantly Catholics. They have been in the teaching profession for 15 years occupying Teacher 1-3 positions, teaching Science/Mathematics, last promoted 10-12 years ago, with a monthly net income from teaching only of less than 10,000 pesos.. They were enrolled in a Graduate School in a State University in Cagayan through classroom-based instruction during regular semesters and summers. Due to finances, most respondents commenced in their MA/MS after 6 years. The PhD respondents also continued their studies after 6 years due to work/job responsibility. The strongest motivators in the pursuit of a graduate studies are for Professional Growth and Enhancement, and Prospect for Career Advancement and Promotion. It was found out that ethnicity, employment status and present rank/position were significant on the motivation of the SST in the pursuit of graduate studies. Problems and not so good experiences were along the way, but the Secondary School Teachers were motivated to finish graduate studies, and their earning master’s and doctorate degrees developed them professionally.*

**KEYWORDS:** *Secondary School Teachers, Graduate Education, Motivations, Experiences, Outcomes, Apayao Province*

### **1. INTRODUCTION**

High-quality education is fundamental for the nation’s future, and one of the means to achieve this aim is not only to improve the educational system but also to improve the quality of teachers.

Teachers are believed to be the most important factor in the educational arena. They are the central agent of constructive change in society, and the best hope for reform in education. Thus, they have to be equipped with proper training and undergo professional growth and development. This is so for old information and skills become antiquated and obsolete with the advent of new technologies in the changing environment. Professional development through postgraduate studies is a way to increase a teacher’s capacity and value and ultimately to increase students’ performance.

---

Harvey (2005) stated that with the increasing emphasis on teacher accountability, it is important that teachers are not just equipped as they enter teaching but continually develop as life long learners through Continued Professional Learning (CPL). The professional development of teachers should be a critical component of their ongoing effectiveness and satisfaction in teaching (Hughes, 1991; Ingvarson, 1998).

Educational changes require teachers not only to update their acquired skills and gained information, but to totally transform their role as a teacher.

Professional development through postgraduate studies is a key tool that keeps teachers abreast of current issues in education and helps them implement innovations and refines their existing practice. However, some studies have shown that over time workers participate less in professional development (Schambach & Blanton, 2001).

Motivation, on the other hand, plays a very important role in the secondary school teachers' role in the pursuit of a graduate studies. Both internal and external factors for CPL as expressed in the professional development literature may be often dependent on several factors.

A review of professional development and motivational psychology literature identifies a number of potential motivators both intrinsic and extrinsic for educators to participate in postgraduate study. In the study of Harvey (2005), she identified six as having relevance to motivating teachers to engage in post graduate studies. These include: Christian education, pedagogical content, serving and enabling students, educational philosophy, attainment value and family support. The least relevant motivators, on the other hand, include: school support and school expectations, performance avoidance, and performance approach

True enough, education is a continuous process. A teacher must be motivated to grow professionally, and attending graduate studies is a perfect opportunity for a teacher's professional growth.

However, the lack of information on the motivations, the impeding and facilitating factors that lead one to engaging in graduate studies as well as the limited data on the experiences and the productivity outcomes of graduate education among the secondary school teachers in the province of Apayao led to the undertaking of this study.

## **1.2 Statement of the Problem**

Generally, this study aimed to describe the motivations, experiences and outcomes of graduate studies among the secondary school teachers in the Province of Apayao. Specifically, this study sought answers to the following questions:

1. What is the profile of the secondary school teachers in Apayao who are enrolled in a graduate school program in terms of

- 1.1 Personal Profile
- 1.2 Employment Profile
- 1.3 Graduate Education Profile

2. What motivates secondary school teachers in pursuing graduate studies?

3. What are the experiences of the secondary school teachers in their quest for a graduate education degree?

4. What are the educational outcomes of graduate education as experienced by the secondary school teachers?
5. Is there a significant relationship on the motivation as well as the facilitating and impeding factors when grouped according to the profile variables?

## **2. METHODOLOGY**

A descriptive-correlative and qualitative methods of research were adopted in the study. It involved description, correlation, recording, analysis and interpretation of data that exists (Palispis, 1993). This type of research design is applicable since the researcher described the characteristics of the respondents as to their personal, employment and graduate education profile, as well as their motivations in the pursuit of graduate education. The respondents' graduate school experiences and outcomes as a product of their enrolment in graduate school we also looked into. It also established the relationship between the motivations of the graduate education students in the pursuit of graduate studies as well as the motivating factors in pursuing a masters or doctorate degrees with the profile of the secondary school teachers.

The study was conducted in the secondary schools in the province of Apayao. The province of Apayao has seven towns –to include Flora, Pudtol, Sta. Marcela, Luna, Calanasan, Kabugao and Conner. The public secondary schools in these towns are where the study was conducted.

The study made use of purposive convenient sampling. Only the public secondary school teachers in the province of Apayao who are currently enrolled, have enrolled before but stopped schooling or have graduated in a graduate education program in any state university/college or private university/college and who at that time were present when the researcher visited their workplaces and distributed the questionnaire were taken as sample in the study. There were 74 tenured and non-tenured public secondary school teachers who have completely answered the structured questionnaire, open-ended questions, and have participated in the interview as to the experiences and the productivity outcomes of their enrolment in graduate studies.

Questionnaire was the main instrument used to gather information that were needed in the study. A questionnaire as defined by Brown, (2001) is a self-report instrument useful for economically and speedily obtaining data from a large number of respondents. Questionnaire can be used to obtain both qualitative and quantitative data. The questionnaire used in the study targeted both, as it contained closed-ended sections that require respondents to respond to statements on a 5-point likert scale, as well as open ended questions that invite respondents to describe, narrate or comment on their experiences and outcomes of their engagement in Graduate Studies.

The questionnaire is composed of four parts. Part 1 dealt on the profile of the respondents along personal, employment and graduate education. Part 2 was designed to elicit responses on the motivations of the secondary school teachers in the pursuit of graduate studies. In the motivations in engaging in postgraduate studies, there were 15 factors from where the respondents decided how strong the motivational factors are to them by indicating their responses in the questionnaire. These indicators which were lifted from the Graduate School tracer study of the Cagayan State University were used by the respondents in identifying their motivation in pursuing Graduate studies using the following codes:

---

1- very weak motivating factor; 2- weak motivating factor; 3- uncertain; 4- strong motivating factor; 5- very strong motivating factor

Parts 3 and 4 aimed to obtain Graduate Students' Experiences while on their graduate studies and the Productivity Outcomes of their enrolment or earning a degree in their Masters of Doctorate. In these parts, a structured survey questionnaire form and open –ended questions were given for the respondents to answer. Parts of the questionnaire used were lifted but modified from the studies of Potgieter, E. and Richards, Lydia, (2010) and from the Graduate School Tracer Survey form of Cagayan State University.

Permission to conduct the study was sought from the School's Division Superintendent of Apayao. Also, a letter of permission to conduct the study among secondary school teachers was sought from the school heads of the different secondary schools in the seven towns of Apayao. Upon approval, the questionnaire was personally floated by the researcher and retrieved the same after the respondents have answered all the items in the questionnaire. Informal interview was also conducted to gather more information relative to the subject under study. The data gathered from the respondents through the use of questionnaire were recorded, summarized, tabulated, analyzed and interpreted through the use of descriptive statistical tools. The responses in the open-ended questions, on the other hand, were analyzed using coding.

Coding has been defined as the process of assigning low-inference descriptive tags to units of information. The process is carried out as a way of reducing data into easily locatable segments. 'Incidents' according to Guba and Lincoln (1994) are the smallest units of information in a text that can stand by themselves. Such incidents were first identified and then assigned codes. Once they were assigned codes, they were analyzed to discover patterns or categories between the codes. In the same manner, the responses on the respondents in the interview were transcribed, analyzed and also coded for further analysis and interpretation.

### **3. RESULTS and DISCUSSION**

#### **3.1 Personal Characteristics of the Secondary School Teachers of Apayao**

It can be gleaned from table 1 that more than one third of the respondents (39.19%) belong to the age bracket 36-45. The mean age is 41.99. This could mean the secondary school teachers in the province of Apayao, Philippines who are in graduate education are in their middle adulthood/mid-career phase of their teaching career. This stage according to Mueller (2017) marks the period wherein individuals have greater responsibilities and their focus is on the growth of their career. Females outnumbered males. Almost one fourth of the total number of population are males and 75.68% of which are female respondents. This is not surprising for teaching as pointed out by Rich (2014) is an overwhelmingly female profession. A great number of the respondents are married which constitutes 83.78% of the population are legally married/live-in while the remaining 16.22% of the total respondents are single/single mom/dad. Most of the respondents (56.76%) have a children of 1-3, while there are 17 or 22.97% of the total number of population have children of 4-6, and 20.27% of the respondents have no child. Majority (59.46%) of the population are Ilocanos. There are only 8 or 10.81% of the total respondents who are Isnag, and the remaining 29.73% of the population belong to other ethnic groups. More than half of the population 55.41% are

Catholics while 44.59% or 33 of them are non-catholics. These non- catholics belong to other religious denominations.

Table 1. Personal Profile of the Respondents

| Profile Variables         | Frequency (N=74) | Percentage |
|---------------------------|------------------|------------|
| <b>Age</b>                |                  |            |
| 26-35                     | 22               | 29.73      |
| 36-45                     | 29               | 39.19      |
| 46-55                     | 13               | 17.57      |
| 56-65                     | 10               | 13.51      |
| Mean age= 41.99           |                  |            |
| <b>Sex</b>                |                  |            |
| Male                      | 18               | 24.32      |
| Female                    | 56               | 75.68      |
| <b>Marital Status</b>     |                  |            |
| Single/Single mom/dad     | 12               | 16.22      |
| Married/Live-in           | 62               | 83.78      |
| <b>Number of Children</b> |                  |            |
| None                      | 15               | 20.27      |
| 1-3                       | 42               | 56.76      |
| 4-6                       | 17               | 22.97      |
| <b>Ethnicity</b>          |                  |            |
| Ilocano                   | 44               | 59.46      |
| Isnag                     | 8                | 10.81      |
| Others                    | 22               | 29.73      |
| <b>Religion</b>           |                  |            |
| Roman Catholic            | 41               | 55.41      |
| Non- Roman Catholic       | 33               | 44.59      |

### 3.2 Employment Characteristics of the Secondary School Teachers of Apayao

Table 2 shows the employment profile of the respondents. Almost one fourth of the total number of respondents, 18 or 24.32% are employed in high schools in the town of Luna, Apayao. Majority of the respondents in the study, 68.92% of the total population are teaching in National High Schools. One fourth of the total population, 19 or 25.68% have been teaching in their present workplace for 0-5 years now. The mean number of years teaching in the present workplace is 12.45 years. They have rendered more than a decade of teaching in their present workplace. Majority of the respondents, 33 or 44.59% are predominantly loaded and teaching Science/Math. For the number of years that the respondents have been in the teaching profession, most of them, (37.84%) have taught for less than a decade. The mean number of years in the teaching profession is 15.37 years. Almost all of the respondents, 93.24% have been permanent teachers, while only 5 or the remaining percentage are non-permanent teachers who are under Provincial School Board (PSB), Local School Board (LSB), temporary or casual employees. As to the present plantilla position of the respondents, most of whom, 85.14% or 63 are occupying Teacher I to



Teacher III positions and only 5 respondents have no plantilla position yet. Regarding the number of years the last time they were promoted, 20 of whom or almost one fourth of the total population had their last promotion 10-12 years ago. About 17 respondents got a promotion 1-3 years ago and another group of 17 respondents had not experienced any promotion at all yet since some have no permanent items yet and based from the informal interviews, and many were newly given permanent teaching positions. About the net income that the respondents receive in a monthly basis, almost half of the total number of respondents (47.30%) are receiving less than 10,000. As to their present plantilla positions, most of them (28) have been in the positions they are presently occupying for 0-3 years. The mean number of years in the present position is 5.77 years.

Table 2. Employment Profile of the Respondents

|  | Frequency (N=74) | Percentage |
|--|------------------|------------|
| <b>Workplace</b>   |                  |            |
| Flora  | 15               | 20.27      |
| Pudtol   | 9                | 12.16      |
| Conner   | 12               | 16.22      |
| Kabugao  | 6                | 8.11       |
| Calanasan  | 5                | 6.76       |
| Luna   | 18               | 24.32      |
| Sta. Marcela   | 9                | 12.16      |
| <b>Classification of High School they are in</b>                     |                  |            |
| National High School   | 51               | 68.92      |
| Science High School  | 5                | 6.76       |
| Rural and Vocational High School                                     | 5                | 6.76       |
| Trade School   | 5                | 6.76       |
| Agro-industrial School   | 8                | 10.81      |
| <b>Number of Years Teaching in the Workplace</b>                     |                  |            |
| 0-5  | 19               | 25.68      |
| 6-10   | 13               | 17.57      |
| 11-15  | 14               | 18.92      |
| 16-20  | 13               | 17.57      |
| 21-25  | 14               | 20.27      |
| Mean=12.45 years   |                  |            |
| <b>Subjects Currently Teaching</b>                                   |                  |            |
| Languages (English/Filipino)   | 23               | 31.08      |
| Science/Math   | 33               | 44.59      |
| Makabayan  | 18               | 24.32      |
| <b>Number of Years in the Profession since they started Teaching</b> |                  |            |
| 0-10   | 28               | 37.84      |
| 11-20  | 25               | 33.78      |
| 21-30  | 15               | 20.27      |
| 31-40  | 6                | 8.11       |
| 41-50  |                  |            |

|   |                   |       |
|---|-------------------|-------|
|   | Mean= 15.37 years |       |
| Status of Employment                    |                   |       |
| Permanent                               | 69                | 93.24 |
| PSB/LSB/Temporary/Casual                | 5                 | 6.76  |
| Present Plantilla Position              |                   |       |
| Teacher 1-3                             | 63                | 85.14 |
| Master Teacher 1-2                      | 2                 | 2.70  |
| Head Teacher                            | 1                 | 1.35  |
| Principal 1-3                           | 3                 | 4.05  |
| No plantilla position                   | 5                 | 6.76  |
| Number of Years in the latest promotion |                   |       |
| 1-3 years ago                           | 17                | 22.97 |
| 4-6                                     | 14                | 18.92 |
| 7-9                                     | 6                 | 8.11  |
| 10-12                                   | 20                | 27.03 |
| Not promoted                            | 17                | 22.97 |
| Monthly income from teaching only       |                   |       |
| Less than 10k                           | 35                | 47.30 |
| 10-19k                                  | 22                | 29.73 |
| 20-29k                                  | 14                | 18.92 |
| More than 30k                           | 3                 | 4.05  |
| Number of Years in the Present Position |                   |       |
| 0-3                                     | 28                | 37.84 |
| 4-8                                     | 16                | 21.62 |
| 7-9                                     | 13                | 17.57 |
| 10-12                                   | 17                | 22.97 |
|   | Mean=5.77 years   |       |

### 3.3 Graduate Education Characteristics of the Secondary School Teachers of Apayao

More than one third of the total number of respondents (29 out of 74 or 39.19%) are currently enrolled in a graduate education program, while the remaining percentage (60.81%) are not currently enrolled for they have already graduated in their MA/MS/MST or they have just started their graduate education and stopped schooling. For those who are presently enrolled, 25 of whom are in their MA/MST/MS while 4 of them are in their Doctorate Degree. In the case of the other 45 respondents who are not currently enrolled, 19 of whom have already graduated in their Masters and did not continue anymore their doctorate degrees, while 23 of whom stopped schooling in their Masters and 3 just tried to enroll in their Doctorate degree but they were not enrolled in the time of the conduct of the study. More than half of the respondents, 51.11% are currently enrolled/have graduated in a State University. Majority of the respondents, 46 or 61.16% of them are enrolled/have graduated in a Graduate School in Cagayan. The other respondents are enrolled/have graduated in a Graduate School in the provinces of Isabela, Apayao and Ilocos.

As to the mode of delivery in the Graduate School where they are enrolled in or where the respondents graduated in their MS/MST/MS, more than one third of the respondents (62 out of 74) were into classroom-based instruction. When it comes to their nature of attendance,

32.43% of the respondents attend graduate school studies during regular semester and summer . As to the Nature of their Graduate Studies, most of the respondents, 68.92% or 51 of them enrolled in a Graduate education program intermittently or with interruption.

Right after graduation in their BS degrees, a total of 83.78% of the respondents did not enroll. The reasons for not enrolment in MS/MST/MS right after graduation as pointed out by 40.32% of the respondents is due to finances or difficulty in paying the tuition fee/cost of graduate studies. Among those who stopped schooling, a total of 21 out of 62 or 28.38% of the respondents only started their MA/MST/MS after 4-6 years. About 22.97% started after 1-3 years, while there are 9 respondents each or 12.16% started their Graduate Studies in the MA/MST/MS after 7-9 years and 10-12. There are also 6 of them who only started after more than 12 years.

In the case of those who are currently in their PhD, 28.57% or 2 out of 7 respondents enrolled in PhD right after graduation in their Masters while 71.43% of the respondents did not enroll in their Doctorate degree right after finishing their MA/MST/MS degrees. The reasons for non-enrollment right after graduation as pointed out by 80% of the respondents is due to work/job responsibilities, and about 20% of them did not enroll simply because of attitude. These respondents who did not enroll in PhD right away had their enrolment after 10-12 years and 1-3 years as experienced by 40% each of the respondents, and the remaining 20% of the respondents had his enrolment in PhD degree after 4-6 years.

Table 3. Graduate Education Profile of the Respondents

|  | Frequency (N=74) | Percentage |
|--|------------------|------------|
| Status of Enrolment                                    |                  |            |
| Currently enrolled                                     | 29               | 39.19      |
| Not currently enrolled                                 | 45               | 60.81      |
| Reason for not Enrolment                               |                  |            |
| Graduated in Masters degree                            | 19               | 42.22      |
| Graduated in Doctorate degree                          | -                | -          |
| Stopped schooling in MA                                | 23               | 51.11      |
| Stopped schooling in PhD                               | 3                | 6.67       |
| Program Enrolled in                                    |                  |            |
| MA/MST/MS  | 25               | 86.21      |
| PhD  | 4                | 13.79      |
| Type of GS Enrolled in/Graduated from                  |                  |            |
| State University                                       | 38               | 51.35      |
| Private University                                     | 20               | 27.03      |
| State College  | 8                | 10.81      |
| Private College  | 8                | 10.81      |
| Location of Graduate School enrolled in/Graduated from |                  |            |
| Apayao Provin66ce                                      | 9                | 12.16      |
| Cagayan Province                                       | 46               | 61.16      |
| Isabela Province                                       | 13               | 17.57      |
| Other Provinces  | 6                | 8.11       |



|   |    |       |
|---|----|-------|
| Mode of Graduate School delivery enrolled in/graduated from |    |       |
| Classroom-based   | 62 | 83.78 |
| Distance Education  | 7  | 9.46  |
| Modular   | 3  | 4.05  |
| Other modes of delivery                                     | 2  | 2.70  |
| Nature of Attendance in GS                                  |    |       |
| Regular semester only                                       | 20 | 27.03 |
| Regular semester and summer                                 | 24 | 32.43 |
| Irregular (As the Need Arises)                              | 13 | 17.57 |
| Summer only   | 17 | 22.97 |
| Nature of GS Studies  |    |       |
| Continuous study(from enrolment to graduation)              | 23 | 31.08 |
| Intermittently (with interruption)                          | 51 | 68.92 |
| Nature of Enrolment in GS                                   |    |       |
| Enrolled right after graduation in BS                       | 12 | 16.22 |
| Did not enroll  | 62 | 83.78 |
| Reason for not enrolment right after BS Graduation          |    |       |
| Work/Job responsibility                                     | 23 | 32.43 |
| Finances  | 30 | 40.54 |
| Family responsibilities                                     | 10 | 13.51 |
| Attitude  | 9  | 12.16 |
| Health Problems   | -  | -     |
| Others  | 2  | 2.20  |
| Number of Years elapsed before enrolment in MA/MST/MS       |    |       |
| 1-3   | 17 | 22.97 |
| 4-6   | 21 | 28.38 |
| 7-9   | 9  | 12.16 |
| 10-12   | 9  | 12.16 |
| More than 12 years  | 6  | 8.11  |
| Nature of Enrolment in GS (PhD Only)                        |    |       |
| Enrolled right after graduation in MA/MST/MS                | 2  | 28.57 |
| Did not enroll  | 5  | 71.43 |
| Reason for not enrolment right after MA/MST/MS Graduation   |    |       |
| Work/Job responsibility                                     | 4  | 80    |
| Finances  | -  | -     |
| Family responsibilities                                     | -  | -     |
| Attitude  | 1  | 20    |
| Health Problems   | -  | -     |
| Others  | -  | -     |

| Number of Years elapsed before enrolment in PhD |   |    |
|---|---|----|
| 1-3   | 2 | 40 |
| 4-6   | 1 | 20 |
| 7-9   | - |    |
| 10-12   | 2 | 40 |
| More than 12 years                              | - |    |

### 3.4 Motivations in Engaging in Graduate Studies

Table 4 shows the motivations of the students in their graduate studies. The indicators Professional growth and enhancement, and Prospect for career advancement/ promotion with weighted means of 4.50 and 4.35 were believed by the respondents as “Very strong motivator” in their quest for graduate education.

On the other hand, the motivators Prospect for Increase in Salary, Prospect for better employment, Demand/ Challenge of the job, Fulfillment of a dream to pursue graduate studies , Pedagogical content and knowledge , and Personal Prestige were rated as “Strong Motivators”. This means that to some extent, these factors influence their pursuit of a Masters/Doctorate degree. The result would affirm the idea of Greene (2001) that what motivates persons in engaging in graduate education is the promotion in title, salary or responsibility (though it may not come automatically) that can be personally and professionally rewarding.

The respondents were “Uncertain” on the indicators Status symbol, Good grades in the Undergraduate Degree, Competition in the Workplace, and Pride of being in Graduate School. This could mean that the respondents can’t think of a theory that would make them agree or disagree on these motivating factors.

The indicators Availability of Scholarship Opportunity, Break from Pressures of Work , and Prospect for a Lifetime Partner with weighted means that range from 1.81-2.60 mean that these are “Weak Motivators.” This could mean that only a few of them or they have not availed of any scholarship to help them finance the activities of graduate studies.

Their disagreement that Graduate Education is a break from the pressures of work supports the idea that having enrolled in a graduate study was not an escape from the pressures of work rather it brings an additional task or pressure on their part because of the readings, researches, reportings, paper works and other requirements that they have to accomplish in the graduate school.

This findings conforms with the article of Martin (2007) in her Philosophy of Continuous Learning which says formal learning opportunities are important because it is where consistency is achieved and standards are established. She added that if one does not want to stagnate, one has to enroll in graduate studies and he gets to read. Also, in the website of Mc Master University, it was made clear that graduate school requires a tremendous amount of work, a genuine interest in research, the ability to cope with lots of pressure, and it costs a lot of money.

The overall weighted mean of 3.47 with a descriptive value of “Strong Motivator” could mean that the identified factors were to some extent influence the graduate students in the pursuit of their graduate studies.

This further implies that their reasons for engaging in graduate studies were for professional growth and career advancement/promotion. The result was in agreement with the findings of Eustace as cited by Richards (2007) that people go for continuing graduate education not entirely for themselves. Also, Kekevan in his article pointed out that whether it's financial boost or prestige, or even less clear opportunities, a graduate education degree is the first step to maximizing potential.

Table 4. Motivations in Engaging in Graduate Studies

| Indicators  | Weighted Mean | Descriptive Value     |
|---|---------------|-----------------------|
| Professional growth and enhancement               | 4.50          | Very Strong Motivator |
| Prospect for career advancement and promotion     | 4.35          | Very Strong Motivator |
| Prospect for Increase in salary                   | 4.14          | Strong Motivator      |
| Prospect for better employment                    | 4.08          | Strong Motivator      |
| Demand/ Challenge of the job                      | 3.96          | Strong Motivator      |
| Fulfillment of a dream to pursue graduate studies | 3.91          | Strong Motivator      |
| Pedagogical content and knowledge                 | 3.81          | Strong Motivator      |
| Personal Prestige                                 | 3.46          | Strong Motivator      |
| Good grades in the undergraduate degree           | 3.28          | Uncertain             |
| Status symbol                                     | 3.27          | Uncertain             |
| Competition in the workplace                      | 3.24          | Uncertain             |
| Pride of being in a graduate school               | 3.12          | Uncertain             |
| Prospect for a lifetime partner                   | 2.35          | Weak Motivator        |
| Availability of scholarship opportunity           | 2.28          | Weak Motivator        |
| Break from pressures of work                      | 2.28          | Weak Motivator        |

### 3.5 Relationship on the motivation when grouped according to personal and employment profile variables

It can be deduced from table 5 that there exists a relationship between ethnicity, employment status and present rank/position with that of their motivations in the pursuit of their graduate studies. These three variables were all higher from the critical value which is 0.232.

This could mean that the motivation of the Ilocanos in the pursuit of graduate education differ from that of the Isnag and the other ethnic groups. It can also be noted from the data that employment status creates a significant relationship on the motivations in the pursuit of graduate studies as indicated by the computed value 0.238 which is higher than the critical value of .232. This further explains that the motivations of the permanent/tenured respondents and that of the PSB/LSB/Temporary/non-tenured vary.

The present rank/position of the respondents is also found to have a relationship with their motivation in pursuing graduate studies. It could be that the motivation of the secondary school teachers who are occupying Teacher 1-3 positions are not the same motivations as that of a Master Teacher, a Headmaster or a Principal. The higher the rank /position of the secondary school teacher, the greater is his/her motivation in engaging in graduate studies.

Table 5. Relationship on the Motivation when grouped according to personal and employment profile variables

| Teachers' Profile Variables                    | Motivation |
|--|------------|
| <b>Personal Profile</b>                        |            |
| Age  | 0.033      |
| Sex  | -0.143     |
| Marital status                                 | -0.087     |
| Children                                       | -0.149     |
| Ethnicity                                      | 0.245*     |
| Religion                                       | 0.092      |
| <b>Employment Profile</b>                      |            |
| Workplace                                      | 0.032      |
| Classification of High School they are in      | 0.003      |
| No. of Years Teaching in the present workplace | -0.027     |
| Subjects Presently Teaching/Specialization     | 0.043      |
| No. of years in the teaching profession        | -0.046     |
| Status of Employment                           | 0.240*     |
| Present Position/rank                          | 0.238*     |
| Last Promotion                                 | 0.045      |
| Monthly Net income from teaching               | 0.020      |
| No. of Years in the Present Position           | 0.131      |

### 3.6 Experiences and Outcomes of Graduate Students

As to their graduate education experience, after taking the admission examination, they enrolled in their chosen field for mastery, but there was interruption in their studies due to finances as well as job/work responsibilities. Those who are currently enrolled in their Master's degree have been studying for 4.56 years now and those enrolled in their Doctorate degree have been in graduate school for 6.12 years now. It is noted that if one takes graduate studies without interruption, for a master's or doctorate degree, one can finish it in 5 semesters of 12 units per semester. Those who have already graduated in their MA/MST/MS finished it in 7.39 years.

Meanwhile, many of the respondents admitted that they have dropped a subject, received an incomplete grade, and got no grade from the professor due to non submission of course requirements and non participation in the final examinations. Also, most have not availed of any scholarship, and had problem on the bulk of research-based requirements given by the subject professors.

As to Graduate Education Outcomes, they were not promoted right away after their enrolment in a graduate school program. But when they graduated in their respective Masters' degrees, most of the respondents got promotion and they attribute this to their earning a Masters' degree. Others were retained in their positions even though they have already earned a Masters' degree due to lack of item/position. After their enrolment/graduation in a Graduate program, the extent of their involvement in school activities as facilitator, lecturer, resource person and coordinator of seminar-workshop and as consultant was improved.

---

## **4. CONCLUSION AND RECOMMENDATIONS**

### **4.1 Conclusion**

While different teachers of Apayao province have different motivations in engaging in graduate studies, their engagement in a graduate program is a mainly for professional enhancement, and prospect for career advancement and promotion-a combination of internal and external factors. This shows commitment to advanced learning, recognition of self-worth and marketability of oneself. While earning a graduate degree does not automatically lead to promotion in title/salary, it was widely and positively viewed that it paid them off. Problems and other not so good experiences were met, but they were determined to finish graduate studies. Their graduate education improved them professionally as secondary school teachers.

### **4.2 Recommendations**

1. Graduate Institutions in the province of Apayao should offer graduate studies or intensify their existing graduate education program so as to meet the demands of the secondary school teachers to pursue a graduate education degree near them. Also, online graduate programs is to be made possible to students for it allows the flexibility needed to manage family commitments, as well as work commitments, while overcoming geographical barriers and rigid schedules of traditional programs.
2. Graduate Students enrolled in a Masters or Doctorate degree have to balance work, family life, and other obligations with the course work. Moreover, they should take the initiative of applying or trying to avail of the scholarship grants offered by the agencies of the government or private agencies so as they can still continue/finish their graduate studies amidst financial difficulties.
3. Government has to offer higher positions and promotion opportunities to graduates of master's and doctorate degrees. Also, a more generous government funding/ scholarship grants be given to both tenured and non-tenured secondary teachers who are willing to pursue graduate studies.

## **REFERENCES**

- i. Allard, A., Bransgrove, E., Cooper, M., Duncan, E., & MacMillan, M.(1995). 'Teaching is still a good job for a woman': The influence of gender on career and life choices. *South Pacific Journal of Teacher Education*, 23(2), 185-194.
- ii. Aquino, A.M. (2009). *Facilitating Human Learning*. Rex Printing Company, Inc. Quezon City
- iii. Baird, L. (1990). The melancholy of anatomy: The personal and professional development of graduate and professional school students. In J. C. Smart (ed.), *Higher education: Handbook of theory and research*. (Vol. 6). New York: Agathon.
- iv. Bester, C.L & Mouton, T. (2006). Differences regarding job satisfaction and job involvement of psychologists with different Dominant career anchors. *Curationis*. 29 (3):50-55, August.



- 
- v. Brookfield, S. D. (1986). *Understanding and Facilitating Adult Learning: a comprehensive analysis of principles and effective practices*, California: Jossey-Boss Inc.
  - vi. Dowson, M., & McInerney, D. M. (2003). What do students say about their motivational goals? Towards a more complex and dynamic perspective on student motivation. *Contemporary Educational Psychology*, 28, 91-113.
  - vii. Eales, C. J. (2001): Lifelong learning. *South African Journal*, 57 (3):2
  - viii. Eustace, L. W. (2001). Mandatory continuing education: Past, present and future trends and issues. *The Journal of Continuing Education*. 32 (3):133-137, May/June.
  - ix. Gary, D. L. (2002). Invest in yourself. The why and wherefore of empowerment: The key to job satisfaction and professional advancement. *Nursing Forum*. 37(3):33-36, July/September.
  - x. Greene, H. et.al. (2001). *Greene's Guides to Educational Planning: Making it into a top*. Graduate School. Collins Reference. New York
  - xi. Haworth, J. G. (1996). *Assessment in Graduate & Professional Education: Present Realities, Future Prospects*. *New Directions for Institutional Research*, 92, 89- 97.
  - xii. Jamali, Muhammad B. et. al. (2011). A Comparison of Motivation Level of Post Graduate Students at University of Sindh Jamshoro. *Australian Journal of Business and Management Research* vol. 1No.6 pp. 167-173
  - xiii. Johnson, S. M., & Birkeland, S. E. (2002). Pursuing a "sense of success": New teachers explain their career decisions. Project on the next generation of teachers. *American Educational Research Journal*, 40(3), 581-617.
  - xiv. Jooste, K. (2005). The career goals of nurses in some health care settings in Gauteng. *Curationnis*. August, 28 (3):47-53.
  - xv. Kluever, R. (1995). *ABD's and Graduates from a College of Education: Responsibility, Barriers and Facilitators*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
  - xvi. Martin, A. (2007). *A Philosophy of Continuous Learning*. [www.accountingtoday.com](http://www.accountingtoday.com)
  - xvii. Mc Clelland, D. C. (1987) *Human Motivation*, Cambridge: Cambridge University Press.
  - xviii. Mc Gregor, D. (1978). *Motivation and Personality*. 5th Edition. New York, CBS College Publishing
  - xix. Modie, M. B & Schloesser, M. (2006). *Preceptorship*, 22(2):96-97, March/April. Lippincott, Williams & Wilkins.
  - xx. Mueller, S. (2017). The four stages of Life. Retrieved from <http://www.planetofsuccess.com/blog/2016/the-four-stages-of-life/>
  - xxi. Nolan, M., Owens, R. G & Nolan, J. (1995). Continuing professional education: Identifying the characteristics of an effective system. *Journal of Advanced Nursing*. 21:551-560.
-

- 
- xxii. Nzimande, P. N. (1987). Professionalism and Continuing Education: An imperative for Nurses. *Nursing RSA Vepleging*,2(11-12):20-22
- xxiii. O'Connor C. Motivations surrounding the pursuit of postgraduate study.
- xxiv. Pinson, C. G. (1997). *Academic Speed Bumps: Time to Completion of the Dissertation*. Blacksburg, Virginia: Virginia Polytechnic Institute and State University.
- xxv. Potgieter, E. & Richards, L. (2010). Perceptions of Registered Nurses in four state health institutions of continuing Formal Education. *Curationis*.41-49,June.
- xxvi. Powell, J. D. & Dean, B. J. (1986). Strategies for completing the doctoral dissertation or master's thesis. Workshop series sponsored by the counseling center at the University of Illinois in Urbana-Champaign.
- xxvii. Rich, M. (2014). Why don't more men go into teaching? Retrieved from <https://www.nytimes.com/2014/09/07/Sunday-review/why-don't-more-men-go-into-teaching.html>
- xxviii. Richardson, P.W., & Watt, M.G. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities, *Asia-Pacific Journal of TeacherEducation*,34,(1),27-56.