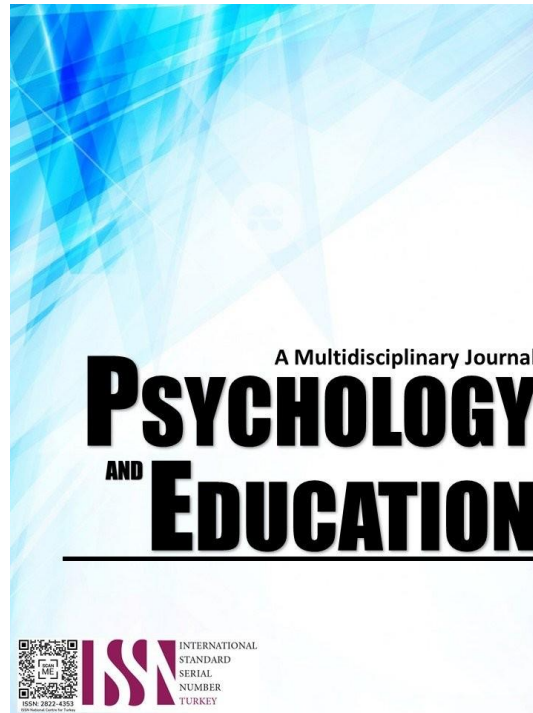


PROMOTION, SPECIALIZATION AND DEVELOPMENT: EXPLORING THE MOTIVATIONS AND ASPIRATIONS OF GRADUATE STUDENTS PURSUING MAED TEACHING FILIPINO



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Promotion, Specialization and Development: Exploring the Motivations and Aspirations of Graduate Students Pursuing MAED Teaching Filipino

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Abstract

This study investigates the motivations and aspirations of Master of Arts in Education (MAEd) students specializing in Teaching Filipino, examining the influence of gender, years of Study, and work experience on aspirations related to Promotion, Specialization, and Development. Findings reveal that male and female students display very high aspirations across all categories, with notable distinctions: male students show a stronger inclination toward promotion. In contrast, female students express higher aspirations for specialization. In terms of years of study, students in the 2-3-year range exhibit the highest aspirations for Promotion and Specialization, likely due to mid-program confidence and goal alignment. The study also identifies a peak in aspirations among educators with 4-6 years of work experience, with a strong focus on specialization and professional development, as they seek to refine their expertise during mid-career. Statistical analyses, including t-tests and ANOVA, confirm significant gender differences in motivations for Promotion and Specialization, while development remains a universal aspiration across demographics. These findings, grounded in the Expectancy-Value and Self-Determination Theory, underscore that intrinsic and extrinsic motivations jointly sustain graduate students' drive for career advancement, specialization, and self-growth. The results suggest that institutions can better support MAEd students by addressing these consistent aspirations and fostering environments that promote professional and personal development goals.

Keywords: *motivations, aspirations, MAEd Teaching Filipino, graduate education*

Introduction

Graduate studies represent a significant advancement in the academic journey following a baccalaureate degree. This educational phase aims to deepen one's knowledge, skills, and competencies within a specialized field. Graduate programs typically consist of two levels: master's and doctoral degrees. Pursuing either level opens up enhanced opportunities for promotion, specialization, and personal development. Understanding the significance of graduate studies can be approached from multiple perspectives.

In a global context, pursuing a graduate degree is recognized as a vital pathway to acquiring specialized skills and establishing expertise through rigorous instruction and research (Riddle, Scott, and Putney., 2022). Enrolling in a graduate program signifies a commitment to enhancing proficiency in a specific discipline by developing high-level skills. Sevim and Akin (2021) highlight that the primary value of graduate studies lies in their contribution to individual development. Their research indicates that pursuing a graduate degree significantly fosters professional and personal growth, equipping individuals with essential skills such as research proficiency, effective communication, scientific reasoning, and increased confidence. Additionally, Mohamed Yusof (2020) identifies several benefits of obtaining a graduate degree: enhanced skill acquisition through specialized knowledge, improved career advancement prospects, increased earning potential, and expanded professional networking opportunities.

In the Philippine context, the significance of graduate studies in human capital development and nation-building is widely acknowledged (David et al., 2020). Graduate studies allow individuals to refine their skills and competencies, ultimately making them more productive contributors to society. Consequently, many higher education institutions incorporate graduate programs across various fields as integral curricula components. Encino, Refozar, and Laguador (2018) emphasize that pursuing graduate studies is a lifelong commitment that can yield numerous opportunities for personal and professional growth. Furthermore, Cruz and Ramirez (2016) found that individuals who enroll in graduate programs often experience increases in self-esteem, enhanced professional competence, and improved qualifications as a result of their educational pursuits.

Despite the recognized importance of graduate degrees, many students choose not to continue their education after earning a baccalaureate degree. Factors contributing to this trend include financial constraints, time limitations, research requirements, lack of motivation, and inadequate advising (Mauliya, Relianisa, and Rokhyati, 2020). Nevertheless, many individuals pursue graduate studies, motivated by the potential for higher compensation, better job opportunities, competitive positioning, and the acquisition of additional credentials (Uka, 2012).

This study specifically examines the motivations and aspirations of graduate students enrolled in the MAED Teaching Filipino program. It aims to determine whether a significant relationship exists between the motivations for pursuing this degree and the aspirations of students upon completion.

The insights gained from this research will be instrumental in generating information to inform the development of programs designed to support graduate students' learning processes. Additionally, the findings will contribute to strategic planning for enhancing graduate programs in various dimensions. Thus, exploring graduate students' motivations and aspirations is paramount in shaping effective

educational strategies.

Research Questions

This paper aims to explore the motivations and aspiration of graduate students in Pursuing MAED in Teaching Filipino. To achieve the set objectives of this study, the following research questions are advanced to guide this study:

1. What is the demographic profile of Graduate Students taking up MAED Teaching Filipino? Specifically, in terms of:
 - 1.1. sex;
 - 1.2. years of study; and
 - 1.3. work experience?
2. What is the level of motivation as per indicators of graduate students, specifically in terms of?
 - 2.1. sex;
 - 2.2. years of study; and
 - 2.3. work experience?
3. What is the level of aspiration as per indicators of graduate students, specifically in terms of?
 - 3.1. sex;
 - 3.2. years of study; and
 - 3.3. work experience?
4. Is there a significant difference in the level of motivation, as per indicators, of the graduate students pursuing MAED Teaching Filipino when compared to the group according to Sex, Years of Study, and Work Experience?
5. Is there a significant difference in the level of aspiration, as per indicators, of the graduate students pursuing MAED Teaching Filipino when grouped according to Sex, Years of Study, and Work Experience?
6. Is there a significant relationship between the level of motivation and aspiration of graduate students in pursuing MAED Teaching Filipino in their graduate studies?

Literature Review

Several studies have been conducted on topics related to this study. This part of the paper explores the literature related to the research and discusses the various variables involved.

Motivation, Aspiration, and Decision Making

Motivation and aspiration significantly impact an individual's decision-making. Whatever the nature of the decision, the primary factors that tend to push individuals to make decisions are anchored on the latter's motivation and aspiration. This is because motivations and aspirations embody the goals and objectives that the individual wishes to achieve, especially if the result of such achievement is a worthwhile serving of one's needs and wants. The more we realize our goals are meaningful, the more we are determined to accomplish our ambitions.

The concept of motivation can be defined in a variety of ways. "drive," "want," "desire," "wish," "aim," and others. From these different perspectives, one can deduce that motivation pertains to an individual's desire or wish to achieve a specific objective. (Dhanaraj, 2014). In its simplistic understanding, motivation is about inducing an individual to act or move toward a purpose.

Furthermore, according to Alkaabi, et. al (2017), motivation is believed to be the driving force behind human behavior, as it is the component that causes individuals to begin and continue engaging in goal-directed activities. Furthermore, Schunk, Pintrich, & Meece, (2012) refers to motivation as the desire of a person to perform or engage in a task or process of activity, and it serves as an explanation for why individuals choose various courses of action. From the provided definition above, one can ascribe that motivation is one of the driving factors that initiates a person's act or to take a particular course of action. Furthermore, motivation is the primary driving factor behind an individual's action and the forces that sustain such action.

In the context of decision-making, motivation plays a very crucial role. Motivation and decision-making are considered to be interdependent and interconnected. They are regarded as mutually influencing (Palmer, 2016). For one, decision-making is always goal-oriented. This means that when an individual makes decisions, they are made with a desire to achieve an end. Motivation plays a crucial role in this process since motivation provides the individual with the drive to achieve such goals. This means that when one makes a decision, it is permanently anchored on one's motivation (Muhammad, Siddique, Jabeen, and Akhtar, 2023)

Another perspective on the interconnectedness of motivation and decision-making is that for individuals to be motivated to act or perform, the outcomes of such actions or performances must be desirable. Once the individual finds that such action is desirable, the individual will consciously decide to act or perform such an act. (Alkaabi, 2017)

Moving further, another factor factor factor factor that influences one's decision-making is decision-making aspiration. Hart (2016) defines aspiration as the concept that embodies what a person perceives as something that a person holds essential. From this initial idea, one can conceptualize that aspiration represents an individual's value. It is something in which the individual is willing to put forward time, energy, or money. Much like motivation, aspiration significantly determines a person's degree of achievement. For

example, in the study of Teravainen-Goff (2020), they were able to ascertain that the aspirations of young people greatly influence their educational attainment.

Furthermore, ambitions are considered a significant component of many career decision models since the former symbolizes a person's commitment to undertake a particular course of action, which in turn can serve as the basis for feelings of achievement, both of which are driving forces behind career decisions, according to Career Research (ND). The degree to which an accomplishment is seen as successful or unsuccessful is directly proportional to whether it exceeds or falls short of an expectation or intended level. The degree of aspiration determines how success and failure are perceived and how success and failure evolve.

All individuals have a degree of aspiration. An individual's aspiration level portrays him at any time and as he wants to be. It measures his deliberate disposition, a crucial aspect of his long-term behavior. By understanding a person's aspiration level, we can discover much about him. So, it is vital to have a comprehensive understanding of an individual's educational and advising aspirations. It enables him to realize his full potential and become a contributing member of society. (Dr. P. Prince Dhanaraj, 2014).

Relating it to the decision making, aspiration represents one's vision of what one wants to be in the future. According to Page et al. (2016), ambition is the course of action one wishes to pursue and keep up; it is a process that continues over one's entire life and requires appropriate judgments of one's ability, potential, and achievements. To aid the realization of this vision, individuals make conscious decisions on the course of action they take to achieve it. Aspiration of persons induces effort and makes the necessary investments to realize a set vision (Mckenzie et al., 2021).

To contextualize the points presented in this research, this paper hypothesizes or assumes that graduate school students' decisions to enroll in and pursue their respective graduate studies are propelled by their respective motivations and aspirations. As such, the decision is anchored on each individual's goal and the vision of what they want to become.

Motivation for Enrolling In Graduate School

As stipulated in the earlier part of this paper, the value of graduate studies in developing the nation's personal and professional capital is extensively recognized (David et al., 2020). This is because, through graduate studies, students are provided with the opportunity for further specialized training in a particular field, giving individuals in-depth knowledge of the field of specialization and, more importantly, providing a chance to contribute to the development and advancement of knowledge in the field (Sevim & Akin, 2021). However, only a few choose to proceed to graduate schools and pursue graduate studies. However, for those who pursue their graduate studies, such motivation is influenced by various factors.

Promotion

One of the primary motivations of individuals in enrolling and pursuing graduate studies is the prospect of promotion or career advancement. In the study of Teowkul et al. (2009), as cited in the paper of Incikabi et al. (2013), he outlines why people aspire to finish a graduate degree. Some of these reasons include fulfilling personal goals, compliance with peer and familial expectations, networking with professionals, and, more importantly, securing promotional opportunities. Uslu and Mavis (2024) further specified that securing promotional opportunities leads to higher income, better benefits, more responsibility, and more opportunities for self-development.

On the other hand, Cruz and Ramirez's study (2016) established that improving one's professional qualifications and self-esteem are two dominant motivations for pursuing and completing a graduate degree. Upgrading qualifications is vital since they are one of the fundamental requirements for promotion and career enhancement opportunities. This is especially true in the context of the teaching profession, as stipulated in the Study.

Finally, the Study of Mhewa, Amani, and Myeya, (2022) established that individuals pursuing graduate and postgraduate studies are motivated by five factors: better career prospects, salary, personal development and prestige, self-actualization, and career progression.

From the abovementioned literature, one can deduce that among the many motivators for individuals to enroll and pursue a graduate degree is to enhance career progression prospects and secure promotional opportunities. In such context, this study advances that one of the motivators and aspirations of students in enrolling and pursuing an MAED Teaching Filipino as a graduate degree is aligned with promotion and career advancement.

Specialization

According to various pieces of literature, another primary reason individuals enroll and pursue graduate studies is to acquire a degree of specialization. In the same study by Amani, Myeya, and Mhewa (2022), learners' commitment to learning is also attributed as one of the fundamental reasons for pursuing and completing a graduate degree. This course, combined with the desire to explore their respective profession and personal potentials, has contributed significantly to making the step towards pursuing and subsequently completing a graduate program.

In the study of Shellhouse, Spratley, and Suarez (2020), they were able to find out that apart from the factors of career development and advancement, as well as funding opportunities, the availability of learning opportunities as well as the availability of expanding

knowledge through research were indicated as the primary reasons for pursuing graduate studies. In the study of Greene, et. al (n,d), it was found that among the indicators of motivation for pursuing a graduate study, scientific motivation or the desire to expand learning occupies the top. According to the latter, this reflects that seeking knowledge and the desire to improve learning and thinking are the primary goals in pursuing graduate studies.

From the provided literature, one can deduce that part of the motivation for people to enroll and pursue a graduate degree is the pursuit of further learning. In such context, this study advances that one of the motivators and aspirations of students in enrolling and pursuing a graduate degree in MAED Teaching Filipino is aligned with specialization, which means furthering one's knowledge in the field of one's study.

Development

Lastly, another major factor that contributes to the decision of an individual to enroll or pursue graduate study is to achieve personal development. In the study of Shellhouse, Spratley, and Suarez (2020), among the many variables included as a possible motivation for pursuing a graduate degree major factors or indicators have emerged as the primary motivation for doing so. This includes improving career prospects, developing intrinsic interest in the discipline, and personal development. This reflects that many of the study's respondents indicate they are pursuing a graduate degree to improve in many aspects of their person and profession and fulfill personal and relational goals.

In the study of Page, et. al (2016), another motivator for enrolling in graduate studies is the so-called psychological indicators. This is reflective of goals that are anchored to both gaining and improving various personal skills as well as developing and gaining appreciation from co-workers and members of the community. Furthermore, in the study of Arceño (2018), intrinsic factors such as personal growth were cited as the primary motivators for pursuing graduate studies. This means that among the study's respondents, the drive for personal growth emerges as the strongest motivator for individuals enrolling and pursuing graduate studies. This includes the indication that for those enrolled in graduate school, the prospect of being able to learn a set of skills that is important in one's field of study, as well as the opportunity to learn more about one's area of learning, is a significant motivator for proceeding to the graduate studies.

Finally, the results of Amani, Myeya, and Mhewa's (2022) study reflect that personal development is also a significant motivator for individuals to pursue a graduate degree. This, coupled with achieving self-actualization and prestige in attaining a graduate degree, are essential motivators to proceed into the latter.

From the provided literature, one can deduce that part of the motivation for people to enroll and pursue a graduate degree is pursuing and achieving personal and professional development. In such context, this study advances that one of the motivators and aspirations of students in MAED Teaching Filipino in enrolling and pursuing a graduate degree is aligned with individuals' pursuit of personal development.

Synthesis

Researchers have indicated and reflected on various motivators for the individual's decision to enroll and pursue a graduate degree. However, amidst these variations, there are reoccurring themes or indicators. First, most individuals pursue graduate studies to increase their promotion and career advancement chances. Second, individuals pursue graduate studies to further knowledge in their field of Study. Finally, individuals pursue graduate studies for personal development and growth. These recurring themes serve as the basis for the variables being investigated in this study.

Methodology

Research Design

The primary objective of this paper was to explore the relationship between the motivations and aspirations of MaEd Teaching Filipino graduate students in undertaking their studies. The study employed a quantitative methodology, specifically a descriptive research design with comparative and correlational approaches, to achieve this. This methodology enabled the analysis of numerical data to identify patterns, generate forecasts, investigate causal relationships, and extend findings to larger populations (Nassaji, 2015).

Descriptive research focuses on accurately characterizing a population, condition, or phenomenon and utilizes diverse research techniques to explore various variables. The study described the variables of interest and employed a comparative approach to assess significant differences in motivation and aspiration among graduate students based on demographic indicators. Finally, correlation and regression analyses were used to determine the existence of significant relationships between student motivation and aspirations in pursuing graduate studies.

Respondents

The researcher employed a Complete Sampling Method, in which all graduate school students enrolled in a Masters in Education major in Teaching Filipino were part of the population to be surveyed. There were 27 respondents for the Study. This is the preferred sampling technique since the number of target respondents is manageable, and the data gathering mode will be an online survey. Furthermore, a

virtual student lounge for graduate school students provides the researcher with a platform to conduct this study.

Instrument

This study utilized a researcher-constructed instrument as the primary tool for data collection, crafted with support from relevant literature to align with the study's objectives. The instrument included five main sections: a letter to respondents providing essential details about the study, a demographic profile section gathering optional information like name, gender, years in Maed Teaching Filipino, and work experience, and two questions measuring respondents' motivation and aspirations for graduate school. Motivation was assessed through Promotion, Specialization, and Development, while aspirations were divided into Desire for Promotion, Professional and Personal Development, and Subject Expertise. The final section included the Data Privacy Provision and a message of gratitude. The instrument's validity and reliability were confirmed through expert validation, pilot testing, and Cronbach's Alpha testing.

For expert validation, the instrument was reviewed by three validators: the first, a Doctor of Education and Principal II in the Department of Education; the second, a graduate school faculty member with a doctorate in Filipino Language Teaching; and the third, holding dual Master's degrees in Engineering and Maritime Education. Following their feedback, necessary adjustments were made to refine the instrument, which was then pilot-tested with 36 individuals outside the target population. The instrument's internal consistency was evaluated using Cronbach's Alpha, yielding the following results: Motivation for Promotion (.967), Motivation for Specialization (.965), Motivation for Development (.921), Aspiration for Promotion (.975), Aspiration for Specialization (.986), and Aspiration for Development (.961). The overall alpha value was .983, indicating high reliability, as supported by Konting et al. (2009).

Procedure

The researchers adhered to a systematic procedure when collecting data for this Study. Initially, they submitted all relevant documents to the Research Ethics Committee for ethical review. Following this review, they complied with any required revisions or corrections. Upon fulfilling the committee's requirements, the researchers obtained a Certificate of Approval, which was subsequently included in a letter addressed to the appropriate authorities requesting permission to conduct the study at the designated research site. This letter contained all necessary documentation, including the Certificate of Approval from the Research Ethics Committee.

Once permission was granted, the researchers coordinated with the relevant office to disseminate the survey link. The survey was administered using Google Forms, with the approved research instrument translated into a Google link shared with targeted respondents via an online platform. The survey was conducted over two weeks, during which the researchers implemented follow-up mechanisms to ensure participation. After the survey closed, they extracted the data using Google Sheets and analyzed it with the assistance of a designated statistician. Following the data analysis, the researchers composed the results and discussion sections of the paper, presenting their findings in a structured and coherent manner.

Data Analysis

The researcher will analyze the demographic profile of respondents using Frequency and Percentile, where Frequency charts reveal the distribution of demographic characteristics, and Percentiles indicate each group's contribution (Manikandan, 2016). To assess respondents' levels of motivation and aspiration (as outlined in Problems 2 and 3), Mean Averaging and Standard Deviation will provide insight, with the mean indicating the central tendency and Standard Deviation showing data dispersion (Lee, In, & Lee, 2015). For Problems 4 and 5, the T-test and ANOVA will assess differences by comparing group means: the T-test will evaluate gender-based differences in motivation and aspiration, while ANOVA will analyze variations across programs and years in school (Kim, 2015; Sawyer, 2009). Lastly, to address Problem 6, Pearson R Correlation and Linear Regression will measure the strength of the relationship between motivation and aspiration levels among graduate students in MaEd Teaching Filipino.

Ethical Considerations

This study upholds ethical standards outlined by the institution, which adhere to the principles set forth by DOST and PHREB. These ethical considerations include social value, informed consent, risk and benefit assessment, privacy and confidentiality, justice, researcher qualifications, facility adequacy, and community involvement. By integrating these principles, this research ensures the protection of respondents' rights and welfare while aiming to contribute to educational knowledge ethically and effectively. The study explores the motivations and aspirations of MAED Teaching Filipino graduate students, providing insights beneficial to educational policymakers, institutions, and future researchers. Results may inform the Commission on Higher Education (CHED) and the Department of Education in their efforts to support graduate programs and shape policies, particularly for teachers' professional growth.

The research instrument incorporates a comprehensive electronic informed consent (EIC) form detailing study objectives, methodologies, participant rights, and data protection measures to ensure informed consent. The survey, administered via Google Forms, includes a clear consent process where participants voluntarily agree to proceed. An incentive is provided to participants for their time and data usage, demonstrating respect for their contributions. The study maintains transparency by sharing the research process with relevant personnel, and it safeguards data privacy in compliance with RA 10173, the Data Privacy Act of 2012. Data is securely stored and disposed of post-study to prevent unauthorized access, ensuring the confidentiality and integrity of respondent information.

Lastly, to ensure compliance with the institution's ethical standards, the study underwent a thorough review by the institution's REC, to which a certificate was issued before its implementation.

Results and Discussion

Demographic Profile of the Respondents

The table below summarizes the study's respondents across various demographic indicators.

Table 1. *Demographic Profile of Respondents*

<i>Demographic Indicators</i>	<i>Frequency Count</i>	<i>Percentage</i>
Gender		
Male	6	22.20
Female	21	77.80
Prefer Not to Say	0	0.00
Total	27	100.00
Years of Study		
0-1 years	14	51.90
2-3 years	7	25.90
4-5 years	4	14.80
6 years and above	2	7.40
Total	27	100.00
Years Working		
3 years and below	10	37.00
4-6m years	13	48.10
7 years and above	4	14.80
Total	27	100.00

A total of 27 respondents participated in the survey, all of whom are students enrolled in the Master of Arts in Teaching Filipino program at the institution. As indicated in the table above, among the 27 respondents the female were considered the majority, representing 77.80%, while males accounted for 22.20%. In terms of their years of study in the program, with 51.90% having been enrolled for at least one year, indicating that a significant portion of respondents were in the early stages of their graduate studies. Additionally, 26% had been in the program for 2-3 years, 15% for 4-5 years, and 7.5% for 6 years or more.

In addition, in the context of the professional backgrounds of the respondents, 46% had been employed at their institutions for 4-6 years, while 37% had worked there for at least 3 years. Only 14.80% had been in their positions for 7 years or more. From the data provided in the table once can infer diversity of respondents in gender, years of study, and professional experience. This enabled the research to gather diverse perspective, thereby enhancing the study's findings. The varied backgrounds of the respondents contribute to a comprehensive understanding of the motivations and aspirations of graduate students in the Master of Arts in Teaching Filipino program, thus providing valuable insights for the study's objectives.

Motivation of Graduate Students for Enrolling in MaED Teaching in Filipino.

This section presents an analysis of the level of motivation of students enrolled in MaEd Filipino to pursue graduate studies when analyzed using various demographic indicators of the survey. The results are as follows:

Table 2. *Level of Motivation of Graduates Students per indicator when analyzed by gender*

<i>Indicator</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Description</i>
Promotion			
Male	4.98	0.040	Very High
Female	4.64	0.404	Very High
Specialization			
Male	4.80	0.309	Very High
Female	4.90	0.151	Very High
Development			
Male	4.83	0.258	Very High
Female	4.84	0.321	Very High

Table 2 explores the motivation levels of graduate students by gender across three key areas: Promotion, Specialization, and Development. Male students reported a higher mean score of 4.98 in promotion than female students at 4.64, suggesting that career advancement opportunities may drive men more through their graduate studies. This aligns with the Expectancy-Value Theory, which posits that motivation is influenced by expectations of success and the perceived value of educational endeavors (Dhanaraj, 2014). In contrast, female students had a slightly higher mean score of 4.90 in specialization, indicating a greater emphasis on gaining specialized knowledge. This is consistent with Amani, Myeya, and Mhewa's (2022) findings that many pursue graduate education to deepen their

expertise.

Regarding development, both genders reported similar mean scores (4.83 for males and 4.84 for females), highlighting a shared motivation for personal and professional growth. This suggests that graduate students value education for its potential to enhance personal development, echoing Bradley's (2023) assertion that intrinsic interest is a powerful motivator. Integrating Self-Determination Theory further emphasizes that intrinsic factors, such as personal fulfillment, alongside extrinsic factors like promotions drive these motivations. Understanding these diverse motivations can help educational programs better cater to the aspirations of both male and female students, fostering greater engagement and success, as highlighted by Hababbeh (2013).

Table 3. *Motivation of Graduates Students per indicator when analyzed by Years of study*

Indicator	Mean	Standard Deviation	Description
Promotion			
0-1 years	4.60	0.425	Very High
2-3 years	4.91	0.069	Very High
4-5 years	4.65	0.519	Very High
6 years and above	5.00	0.000	Very High
Specialization			
0-1 years	4.81	0.244	Very High
2-3 years	4.95	0.786	Very High
4-5 years	5.00	0.000	Very High
6 years and above	4.90	0.141	Very High
Development			
0-1 years	4.78	0.327	Very High
2-3 years	4.95	0.786	Very High
4-5 years	5.00	0.000	Very High
6 years and above	4.50	0.304	Very High

Table 3 examines the motivation levels of graduate students across their years of study, focusing on three key indicators: Promotion, Specialization, and Development. The findings reveal distinct trends reflecting student motivations' evolution throughout their academic journeys. In the Promotion category, students with six or more years of study demonstrated the highest motivation level, achieving a mean score of 5.00, indicating strong agreement on the importance of graduate studies for career advancement.

This aligns with Dhanaraj's (2014) assertion that motivation is crucial in decision-making, as longer-term students likely have more explicit expectations of the rewards associated with their efforts. Conversely, students with 2-3 years of study recorded a high mean score of 4.91, reflecting their desire for upward mobility early in their graduate education, thus supporting Alkaabi, Alkaabi, and Vyver (2017) view that motivation drives goal-directed behavior. Newly enrolled students (0-1 year) had a mean score of 4.60, indicating that they are still exploring their professional aspirations (Arhin, 2018), which can be understood through Self-Determination Theory as they seek to define their intrinsic motivations.

In terms of specialization, students in the 4-5 year category achieved a mean score of 5.00, underscoring the significance of expertise in their fields, consistent with findings by Amani, Myeya, and Mhewa (2012). Meanwhile, students in the 0-1 year and 6-year categories reported scores of 4.81 and 4.90, respectively, reflecting a commitment to specialization as a critical driver of graduate study (Hababbeh, 2014). In the Development indicator, those with 4-5 years of study reported the highest motivation score of 5.00, emphasizing personal and professional growth, which resonates with Brailsford's (2010) assertion that intrinsic interest is vital in graduate studies.

In contrast, longer-serving students (6 years and above) had a lower mean score of 4.50, suggesting a potential shift from further development to applying acquired skills (McKenzie et al., 2021), aligning with Expectancy-Value Theory, which indicates that motivation may shift as students progress through their academic careers. Students in the 0-1 year (4.78) and 2-3 year (4.95) groups reported similarly high motivation levels, indicating that the initial stages of graduate study are crucial for fostering commitment to personal development, as noted by Agbo et al. (2015). Overall, these findings underscore the shifting motivations of graduate students based on their years of study, emphasizing the dynamic nature of motivation in graduate education, as articulated by Pohankova (2010), to inform curriculum development and support services tailored to meet students' evolving needs.

Table 4 examines the motivation levels of graduate students across three key indicators—Promotion, Specialization, and Development—segmented by years of employment. The data reveals generally high motivation levels among graduates, with those employed for 4-6 years displaying the highest motivation for promotion (mean score of 4.83). This group is closely followed by those used for 7 years and below (mean of 4.65) and those with 3 years and below (mean of 4.61).

This trend suggests that mid-career employees possess a unique blend of experience and aspirations for advancement, highlighting the significance of motivation in influencing career decisions, as noted by Dhanaraj (2014). According to the Expectancy-Value Theory, these individuals may see a strong connection between their efforts in graduate studies and the expected rewards of promotions, which fuels their motivation.

Table 4. *Motivation of Graduates Students per indicator when analyzed by Years of Employment*

<i>Indicator</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Description</i>
Promotion			
3 years and below	4.61	0.448	Very High
4-6 years	4.83	0.242	Very High
7 years and below	4.65	0.574	Very High
Specialization			
3 years and below	4.82	0.257	Very High
4-6 years	4.95	0.967	Very High
7 years and below	4.82	0.236	Very High
Development			
3 years and below	4.77	0.336	Very High
4-6 years	4.85	0.323	Very High
7 years and below	4.97	0.050	Very High

Regarding specialization, the highest motivation was also observed among those employed for 4-6 years, with a mean score of 4.95, while the 3 years and below and 7 years and below groups reported a mean score of 4.82. This indicates that mid-career professionals view this period as optimal for refining their expertise and pursuing further training. Regarding development, the highest motivation was recorded among those 7 years and below (mean of 4.97), emphasizing the importance of continuous growth. This aligns with Self-Determination Theory, which posits that the drive for intrinsic motivation—such as personal and professional growth—becomes more pronounced as individuals seek to align their career goals with their educational pursuits. These findings indicate that while all employment groups show high motivation levels, mid-career employees focus more on promotion and specialization while longer-serving employees prioritize ongoing development. Organizations should consider these diverse motivational drivers when designing professional development initiatives to enhance employee engagement and satisfaction throughout their careers, aligning individual aspirations with organizational goals to boost commitment and performance.

Aspiration of Graduate Students to Enroll in MaED Teaching in Filipino.

This section presents the results of an exploration of the level of aspirations of MaED teaching among Filipino teachers pursuing graduate studies.

Table 6. *Aspiration of MaED Teaching Filipino Graduates Students per indicator when analyzed by gender*

<i>Indicator</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Description</i>
Promotion			
Male	4.66	0.516	Very High
Female	4.63	0.492	Very High
Specialization			
Male	4.73	0.301	Very High
Female	4.87	0.319	Very High
Development			
Male	4.86	0.206	Very High
Female	4.91	0.232	Very High

Table 6 explores the aspirations of MAED Teaching Filipino graduate students by gender across three key indicators: Promotion, Specialization, and Development. Both male and female respondents exhibited high levels of aspiration, with male students scoring a mean of 4.66 and female students closely following at 4.63 in the Promotion category, indicating "Very High" aspirations. This trend aligns with research by Hegarty, Brasco, and Lu (2012) emphasizing the importance of career advancement as a motivating factor for graduate studies, irrespective of gender. According to the Expectancy-Value Theory, these high scores suggest that students perceive a strong relationship between their graduate education efforts and the anticipated rewards of promotion, fueling their aspirations.

In the Specialization category, female students demonstrated a slightly higher mean score of 4.87 compared to male students' 4.73, indicating a stronger inclination among females to enhance their expertise in the Filipino language. This observation is supported by Amani, Myeya, and Mhewa (2012), who noted that specialization often drives individuals to pursue higher education. For the Development indicator, both male (4.86) and female (4.91) students showed very high aspirations for personal and professional growth, echoing the findings of Arceño (2018) and Brailsford (2010). This aligns with Self-Determination Theory, which posits that intrinsic motivation is crucial in personal and professional development pursuits. The consistently high scores across all indicators highlight that both genders are equally motivated by aspirations for career progression, specialization, and personal growth, reflecting the intrinsic motivations associated with graduate education (Oclaret, 2021).

Table 7 highlights the aspirations of MAED Teaching Filipino graduate students by years of study, examining their motivations for Promotion, Specialization, and Development. For promotion, students across all year groups reported "Very High" aspirations, with scores ranging from 4.50 to 4.88. The highest score (4.88) appeared in the 2-3 years of study group, indicating an intensified drive for

career advancement at this stage. This trend aligns with Brailsford (2010), which associates rising motivation with mid-program confidence and goal alignment, reinforcing the Expectancy-Value Theory. The student's belief in the value of their graduate education directly correlates with their aspirations for promotions, driving their commitment to academic achievement.

Table 7. *Aspiration of MaED Teaching Filipino Graduates*
Students per indicator when analyzed by Years of Study

Indicator	Mean	Standard Deviation	Description
Promotion			
0-1 years	4.51	0.541	Very High
2-3 years	4.88	0.226	Very High
4-5 years	4.50	0.600	Very High
6 years and above	4.64	0.000	Very High
Specialization			
0-1 years	4.84	0.325	Very High
2-3 years	4.91	0.226	Very High
4-5 years	4.90	0.200	Very High
6 years and above	4.50	0.707	Very High
Development			
0-1 years	4.85	0.287	Very High
2-3 years	4.94	0.151	Very High
4-5 years	5.00	0.000	Very High
6 years and above	4.90	0.141	Very High

In specialization, students maintained high aspirations, with scores ranging from 4.50 to 4.91, peaking in the 2-3 years group (4.91). This reflects Cruz and Ramirez's (2016) observation that mid-stage graduate students seek to deepen their expertise. Interestingly, those with six or more years showed a slight decline in specialization aspirations (4.50), perhaps as their focus shifted toward practical application. Regarding development, aspirations remained uniformly high, ranging from 4.85 to a perfect 5.00, with 4-5-year students achieving the maximum score, underscoring their commitment to personal and professional growth throughout their studies. This consistency in high motivation levels suggests that Self-Determination Theory plays a significant role, as students' intrinsic motivations for personal growth sustain their drive for academic and career progression across all stages. These results indicate that MAED students value promotion, specialization, and development, with intrinsic and extrinsic motivations shaping their educational experiences.

Table 8. *Aspiration of MaED Teaching Filipino Graduates*
Students per indicator when analyzed by Years of Work

Indicator	Mean	Standard Deviation	Description
Promotion			
3 years and below	4.42	0.520	Very High
4-6 years	4.87	0.238	Very High
7 years and below	4.45	0.754	Very High
Specialization			
3 years and below	4.78	0.370	Very High
4-6 years	4.89	0.290	Very High
7 years and below	4.85	0.300	Very High
Development			
3 years and below	4.80	0.326	Very High
4-6 years	4.98	0.554	Very High
7 years and below	4.90	0.200	Very High

Table 8 highlights the aspirations of MAED Teaching Filipino graduate students by years of work experience, examining indicators of Promotion, Specialization, and Development. Across all groups, aspirations were rated as "Very High," with the highest scores observed among educators with 4-6 years of experience. For promotion, this group displayed a peak mean score of 4.87, likely reflecting a phase where confidence in teaching roles bolsters ambitions for career advancement. This finding aligns with the Expectancy-Value Theory, which posits that individuals are motivated to act based on their expectations of success and their value in achieving those goals. In comparison, those with 3 years or less (4.42) and those with over 7 years (4.45) also showed high aspirations but were slightly less focused on promotion, consistent with studies suggesting that early-career educators prioritize experience over upward mobility (Cruz, 2024).

Aspirations for Specialization and Development followed a similar pattern, with the 4-6 years group again scoring highest (4.89 for specialization, 4.98 for development), indicating a strong drive to refine their expertise and grow professionally during mid-career. This trend underscores the Self-Determination Theory, which emphasizes the importance of intrinsic motivation in pursuing personal growth and mastery. Those with less experience (under 3 years) and those with 7 years or more also valued specialization and development, though at slightly lower levels. These results align with findings that mid-career educators emphasize professional mastery and development to enhance teaching effectiveness (Harris and Zhang, 2019). Overall, these high aspirations across all groups

underscore a shared commitment among educators to career growth, with mid-career teachers mainly focused on advancing professionally and specializing in their fields.

TEST of Difference Between and Among Variables of Interest

Table 9. *Analysis of Difference in Level of Motivation When Analyzed by Gender*

	Gender	N	Mean	SD	T	df	P	Decision
Promotion	Male	6	4.983	.040	2.002	25	.004	Significant
	Female	21	4.647	.404				
Specialization	Male	6	4.800	.309	-1.221	25	00.2	Significant
	Female	21	4.909	.151				
Development	Male	6	4.833	.258	-.066	25	.985	Not Significant

The analysis of motivation by gender among Master of Arts in Education (MAEd) Teaching Filipino students reveals distinct trends across three key indicators: Promotion, Specialization, and Development. Male students showed higher motivation for Promotion ($M = 4.983$, $SD = 0.040$) compared to female students ($M = 4.647$, $SD = 0.404$), with a significant t-value of 2.002 and p-value of 0.004. This statistically significant difference suggests that male students may have stronger aspirations for career advancement, aligning with research by Incikabi et al. (2013), which links promotional aspirations as a common motivator for graduate studies. This finding is consistent with the Expectancy-Value Theory, which posits that the perceived value of career advancement influences motivation. Consequently, the null hypothesis proposing no gender difference in motivation for promotion is rejected.

For specialization, female students reported higher mean motivation ($M = 4.909$, $SD = 0.151$) than male students ($M = 4.800$, $SD = 0.309$), with a statistically significant t-value of -1.221 and p-value of 0.002. This aligns with studies by Schunk, Pintrich, and Meece (2008), suggesting that aspirations for mastery and knowledge specialization are critical drivers, particularly for female students. The findings also support Amani et al. (2022), which indicate that a commitment to exploring one's potential often influences the decision to pursue advanced education, reflecting the intrinsic motivation emphasized in Self-Determination Theory. Thus, the null hypothesis for specialization motivation is rejected, acknowledging this gender-based difference.

In the Development category, both male ($M = 4.833$, $SD = 0.258$) and female students ($M = 4.842$, $SD = 0.321$) displayed similar levels of motivation, with a t-value of -0.066 and a p-value of 0.985, indicating no significant difference between genders. This result suggests that both male and female graduate students value personal and professional development equally. Supported by findings from Brailsford (2010) and Hababeh (2014), personal growth remains a significant motivator for all students, regardless of gender. Overall, the study reflects that while gender differences are present in promotion and specialization motivations, both groups share similar aspirations for development, highlighting the complex dynamics that influence motivation within educational settings, informed by the principles of both Expectancy-Value Theory and Self-Determination Theory.

Table 10. *Analysis of Difference in Level of Motivation When Analyzed by Years of Study*

		Sum of Squares	df	Mean Square	F	Sig	Interpretation
Promotion	Between Group	.619	3	.206	1.488	.244	Not Significant
	Within Groups	3.188	23	.139			
	Total	3.807	26				
Specialization	Between Group	.160	3	.053	1.468	.249	Not Significant
	Within Groups	.834	23	.036			
	Total	.994	26				
Development	Between Group	.471	3	.157	1.866	.163	Not Significant
	Within Groups	1.934	23	.084			
	Total	2.405	26				

The analysis in Table 10 examines differences in motivation levels among MAEd Teaching Filipino graduate students by years of study across three indicators: Promotion, Specialization, and Development, using ANOVA results including sum of squares, F-values, and significance levels. For promotion, the between-group analysis revealed a sum of squares of 0.619, an F-value of 1.488, and a p-value of 0.244, indicating no statistically significant differences based on years of study. This finding suggests that students maintain similar motivation levels for career advancement, regardless of time in the program, aligning with Mohamed Yusof (2020) observation that career motivations are often shaped by external factors, like career opportunities rather than study duration. This supports the Expectancy-Value Theory, which posits that the perceived value of career advancement remains constant across different stages of study, as students might prioritize external factors over their time in the program.

Similarly, for specialization, an F-value of 1.468 and a p-value of 0.249 indicate no significant differences in motivation by years of study, suggesting a consistent desire for specialized knowledge throughout the academic journey. This stability in motivation aligns with the principles of Self-Determination Theory, which emphasizes intrinsic motivation for mastery and competence in one's field. Regardless of their program progress, students are committed to deepening their expertise.

The development also shows no substantial variation, with an F-value of 1.866 and a p-value of 0.163, emphasizing that personal and professional growth remains a steady goal for students. This consistency reinforces that intrinsic goals for professional growth and

personal aspirations remain stable throughout graduate studies (Shulman, 2012) The findings highlight that while the academic journey progresses, the underlying motivations tied to career promotion, specialization, and development are sustained by a blend of intrinsic interests and external influences, reflecting the multifaceted nature of motivation in educational contexts.

Table 11. *Analysis of Difference in Level of Motivation When Analyzed by Years of Work*

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig</i>	<i>Interpretation</i>
Promotion	Between Group	.300	2	.150	1.027	.373	Not Significant
	Within Groups	3.507	24	.146			
	Total	3.807	26				
Specialization	Between Group	.118	2	.059	1.620	.219	Not Significant
	Within Groups	.876	24	.036			
	Total	.994	26				
Development	Between Group	.124	2	.062	0.654	.529	Not Significant
	Within Groups	2.281	24	.095			
	Total	2.405	26				

The analysis in Table 11 explores motivation levels among MAEd Teaching Filipino graduate students by years of work experience across Promotion, Specialization, and Development indicators. Results reveal no significant differences between groups across any indicator, with F-values and p-values confirming statistical insignificance. For promotion, an F-value of 1.027 and a p-value of 0.373 suggest uniform motivation levels for advancement among students with varying experience. This aligns with research suggesting that motivation for promotion may be shaped more by personal goals and professional aspirations than by tenure (Incikabi et al., 2013). Specialization, with an F-value of 1.620 and p-value of 0.219, also shows consistent motivation across experience levels, suggesting that the desire for further expertise is a shared aim among students. Similarly, Development results, with an F-value of 0.654 and p-value of 0.529, highlight uniform aspirations for personal and professional growth.

Theoretical insights offer further context for these findings. Expectancy Value Theory (Tonks & Klauda, 2016) suggests that students' expectations of success and perceived educational value likely motivate them toward goals like promotion, specialization, or growth, regardless of work experience. Self-determination theory (Legault, 2017) underscores that both intrinsic motivations (such as personal growth) and extrinsic motivations (such as career advancement) contribute to students' educational pursuits. This analysis highlights the importance of intrinsic factors and suggests that motivations for graduate studies are influenced by a complex blend of aspirations rather than tenure alone. These findings can inform institutions to design support systems that address a spectrum of motivational factors to serve diverse graduate student populations better.

Table 12. *Analysis of Difference on Level of Aspiration When Analyzed by Gender*

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>T</i>	<i>df</i>	<i>P</i>	<i>Decision</i>
Promotion	Male	6	4.66	.516	.124	25	.761	Not Significant
	Female	21	4.63	.492				
Specialization	Male	6	4.73	.301	-.978	25	.583	Not Significant
	Female	21	4.87	.319				
Development	Male	6	4.86	.206	-.451	25	.620	Not Significant

The analysis in Table 12 reveals no statistically significant differences between male and female MAEd Teaching Filipino graduate students in their aspirations for Promotion, Specialization, and Development. For the Promotion dimension, male participants reported a mean score of 4.66 and females 4.63, with no significant difference ($p = 0.761$), suggesting similar motivations for career progression across genders. This finding aligns with research indicating that professional advancement is a common motivator for both men and women in higher education (Pascarella & Terenzini, 2005; Maher et al., 2020). For specialization, both genders demonstrated comparable mean scores with no statistical significance ($p = 0.583$), indicating shared aspirations to acquire specialized knowledge—an outcome consistent with Expectancy-Value Theory, which emphasizes the importance of perceived value in motivating students to seek expertise (Tonks & Klauda, 2016).

The Development dimension also revealed no significant gender differences, with mean scores of 4.86 for males and 4.92 for females ($p = 0.620$), highlighting a common drive for personal and professional growth. This aligns with the Self-Determination Theory, which suggests that intrinsic motivations such as personal development and self-improvement are universally valued by students, regardless of gender (Legault, 2017). Together, these findings reflect that aspirations for career advancement, specialization, and growth are widely shared across genders, consistent with the literature on graduate student motivation.

Grounded in Expectancy-Value Theory and Self-Determination Theory, this analysis underscores that both male and female students are equally motivated by intrinsic and extrinsic factors to pursue advanced education. As a result, institutions may consider fostering environments that address these universal aspirations, ensuring that both genders receive support toward their professional and personal development goals, further reinforcing their commitment to educational achievement.

The analysis of aspirations by years of study, as shown in Table 13, found no statistically significant differences across the dimensions of Promotion, Specialization, and Development. This consistency suggests that graduate students, regardless of how long they have

been enrolled, maintain similar motivations, a finding that Expectancy Value Theory and Self-Determination Theory can explain. For promotion, an F-value of 1.445 and a p-value of 0.256 indicate no significant difference, underscoring the shared aspiration for career advancement among students at all stages of study. Hegarty, Brasco, and Lu (2012) suggest that career progression is a primary motivator in graduate education. Tonks and Klauda (2016) highlight how the perceived value of career benefits sustains students' aspirations throughout their studies.

Table 13. *Analysis of Difference on Level of Aspiration When Analyzed by Years of Study*

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig</i>	<i>Interpretation</i>
Promotion	Between Group	.981	3	.327	1.445	.256	Not Significant
	Within Groups	5.206	23	.227			
	Total	6.187	26				
Specialization	Between Group	.284	3	.095	.945	.435	Not Significant
	Within Groups	2.303	23	.100			
	Total	2.587	26				
Development	Between Group	.078	3	.026	.695	.695	Not Significant
	Within Groups	1.231	23	.054			
	Total	1.310	26				

For specialization, with an F-value of 0.945 and p-value of 0.435, there was similarly no significant difference across years of study. This finding implies that graduate students are consistently driven to acquire specialized knowledge in their field regardless of their academic progress. The research aligns with this observation, as graduate programs inherently foster expertise, and students' motivation for mastery persists through all stages (Kahu & Nelson, 2017). Self-determination theory posits that intrinsic motivations, such as the desire for knowledge and skill acquisition, are stable over time (Legault, 2017), reflecting how students' pursuit of expertise remains steady as they progress in their programs.

The Development dimension also showed no significant variation, with an F-value of 0.695 and p-value of 0.695, suggesting shared professional and personal growth aspirations. Self-determination theory further supports this finding by emphasizing that the drive for self-improvement is intrinsic and enduring, irrespective of academic standing (Legault, 2017). Expectancy Value Theory complements this perspective by explaining that students recognize the value of graduate education for long-term growth, which is a consistent motivator throughout their studies. These insights reveal that students value graduate education as a pathway to career advancement, specialization, and self-growth, maintaining their aspirations across different stages of their academic journey.

Table 14. *Analysis of Difference in Level of Aspiration When Analyzed by Years of Work*

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig</i>	<i>Interpretation</i>
Promotion	Between Group	1.358	2	.679	3.374	.051	Not Significant
	Within Groups	4.829	24	.201			
	Total	6.187	26				
Specialization	Between Group	.071	2	.036	.341	.715	Not Significant
	Within Groups	2.515	24	.105			
	Total	2.587	26				
Development	Between Group	.193	2	.096	2.070	.148	Not Significant
	Within Groups	1.117	24	.047			
	Total	1.310	26				

The analysis of differences in aspiration levels based on years of work experience reveals no statistically significant findings across promotion, specialization, and development dimensions. Although the F-value for promotion is 3.374 with a p-value of 0.051—indicating a marginal lack of significance—the dimensions of specialization and development yielded F-values of 0.341 ($p = 0.715$) and 2.070 ($p = 0.148$), respectively, both of which are not statistically significant. These results suggest that aspirations among graduate students pursuing their Master of Arts in Education Teaching Filipino degrees may not significantly vary with professional experience. This indicates that factors influencing these aspirations likely extend beyond mere years in the workforce.

Theoretical frameworks such as Expectancy-Value and Self-Determination Theory provide further insight into these findings. As articulated by Tonks and Klauda (2016), the Expectancy-Value Theory posits that individuals are motivated by their expectations of success and the perceived value of their endeavors. If students do not see a significant value in correlating their years of work with higher aspirations, this may explain the lack of significant differences observed. Similarly, the Self-Determination Theory (Legault, 2017) highlights that intrinsic and extrinsic motivations shape aspirations. The absence of significant differences may indicate that graduate students' motivations are influenced by more complex internal and external factors, such as personal interests and the satisfaction derived from learning, rather than solely their years of work experience.

These findings align with existing research suggesting that adult learners often pursue education with distinct motivations that do not necessarily correlate with their prior work experience. As Hababbeh (2013) note, adult learners prioritize personal fulfillment and career change over simply accumulating experience. This suggests that while work experience contributes to foundational knowledge, more is needed to translate directly into heightened aspirations for graduate study. The analysis indicates that broader factors beyond

their professional tenure shape graduate students' aspirations. This complexity underscores the need for further research to explore additional influences on graduate student aspirations. It offers valuable insights for educators and policymakers seeking to support adult learners in their academic journeys.

Table 15. *Correlation and Regression Analysis Between Level of Motivations and Aspiration among MaEd Teaching Filipino Students*

Variable	Standardized Coefficients Beta	B	Standard Error	T-Value	P-Value	Alpha Value	Interpretation
Level of Aspiration	.556	.766	.13163	5.954	.000	0.05	Significant
Constant	2.150			4.792			
Multiple R	.766			Strong Positive Correlations			
R ² =	.586						
Adjusted R ²	.570						

The correlation and regression analysis between motivation and aspiration among Master of Arts in Education in Teaching Filipino students reveals a statistically significant positive relationship. The standardized coefficient (Beta) of 0.556, accompanied by a t-value of 5.954 and a p-value of .000 ($p < 0.05$), indicates that higher motivation correlates with increased aspiration levels. This suggests that students exhibiting greater drive and commitment also display more pronounced ambitions for future goals, emphasizing the critical connection between motivation and aspirations in academic and professional contexts.

The analysis yields a Multiple R-value of .766, reflecting a strong relationship between motivation and aspiration. At the same time, the R² value of .586 indicates that approximately 58.6% of the variance in aspiration is explained by motivation. An adjusted R² of .570 further validates the robustness of the model, positioning motivation as a significant predictor of aspiration. This finding aligns with McClelland's (2003) research, highlighting motivation as a key driver for achievement and goal-setting among higher education students, particularly those pursuing graduate studies. Similarly, Page, et. Al (n.d) observes that heightened motivation correlates with increased aspirations in fields requiring long-term commitment, such as teaching.

Integrating the Expectancy Value Theory (Tonks & Klauda, 2016) and Self-Determination Theory (Legault, 2017) enhances the understanding of this relationship. Expectancy Value Theory posits that students' aspirations are influenced by their belief in the value of achieving their goals, positioning their degrees as gateways to career advancement and recognition. Self-determination theory further asserts that both intrinsic and extrinsic factors drive motivation. Findings indicate that external motivators fuel students' ambitions, such as career advancements and intrinsic desires for personal growth. This dual motivation underlines how aspirations shape students' commitments to their graduate studies, fostering their professional and personal development within the field of education.

Conclusions

The findings of this study reveal significant insights into the aspirations of MAEd Teaching Filipino graduate students, emphasizing the influential factors of gender, years of study, and work experience on their motivations for pursuing advanced education. The analysis indicates that both male and female students possess strong aspirations for career promotion, specialization, and personal development, with distinct variations noted between genders. Specifically, the rejection of the null hypotheses (Ho1 and Ho2) confirms that there are significant differences in the level of motivation based on sex, years of study, and work experience, suggesting that while aspirations for career advancement are universally valued, gender-specific differences exist in how these aspirations manifest. Male students exhibited higher motivation for promotion, while female students demonstrated a greater inclination toward specialization. Furthermore, the consistently high levels of aspirations across different years of study and work experience highlight that intrinsic motivations, such as personal growth and mastery, remain stable regardless of external circumstances, leading to the rejection of Ho3, which posited no significant relationship between motivation and aspirations.

In light of these findings, it is evident that the aspirations of MAEd Teaching Filipino graduate students are influenced by a combination of intrinsic and extrinsic factors, with significant implications for educational institutions. The study suggests that programs should emphasize the importance of fostering environments that support both genders equally in their professional and personal development goals, given the notable differences identified. Grounded in Expectancy-Value Theory and Self-Determination Theory, this research underscores the need for targeted support systems that address the diverse motivations of graduate students. By acknowledging and catering to these aspirations, institutions can enhance student engagement, satisfaction, and success, ultimately contributing to a more dynamic and responsive educational landscape. The findings advocate for a proactive approach to developing curricula and support structures that resonate with the varied motivations and aspirations of graduate students pursuing Teaching in Filipino.

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