

Motivation, Satisfaction and Difficulty Encountered by Higher Education Institution in Manila Graduate Students in Pursuing Graduate Studies

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Abstract- This study aimed to determine the motivation, satisfaction and difficulty encountered by HEI in Manila graduate students in pursuing graduate studies. The study revealed that most of the respondents were female, single, belong to the 20 – 29 age brackets with only about 1-5 in the teaching / non-teaching profession. Many are still on the process of completing their master's and their doctorate degree. Most of the respondents are in the teaching profession. Moreover, upgrade qualifications and increase of self-esteem were perceived extremely influential by the respondents. Working and studying, pressure from additional work / assignments and too many were very difficult. And as to the level of satisfaction, they perceived improved professional competence as very satisfactory. The researchers recommend that NBC #461 final print out should be known to all concern in the shortest time and position reclassification/promotion be provided accordingly, likewise, those employed at either private / public institutions must be promoted too. The Institutions should allocate larger budget for the teaching and non- teaching staff for developments. The University should provide a program that will lessen faculty work load while attending on a graduate school.

Index Terms- Difficulties Encountered, Graduate Studies, Motivation, Satisfaction Level

I. INTRODUCTION

One of the basic considerations in granting accreditation of specific program or university status is having faculty members with masters' and doctoral status, the reason why faculty development is really one of the major programs of different academic institutions, whether private or public. Aside from the budgetary allocations of the colleges and universities for the scholarships, there are other government agencies like DOST and CHED that provide support for further studies of teachers. Some of the graduate students cite their passion for their field as the main reason for attending graduate school. When you love a subject, the idea of contributing something worthwhile to it is very exciting. What could be more rewarding than making even a small discovery in the sciences, for example, that leads to larger discoveries and facilitates the research of others? And even without great breakthroughs, achieving mastery of a subject or discipline can be a great pleasure in and of itself. But the benefits of a graduate school education are not limited to personal growth. Some of the more tangible benefits may include: a raise in salary; a promotion; an entry into a new field that requires an advanced degree (e.g. college professor); more openings in the job market. Obtaining masters and/or doctorate degrees guaranteed us to be promoted. But, is it still practical? Or, it is only for those who have high career path interests? It is rightfully say that it is our way of life as educators.

However, because of the time and effort that goes into getting a graduate degree, there are still other faculty members who are hesitant and think twice on enrolling in the graduate school despite the perks of earning a master's/doctoral degree, and if ever started, they fail to finish it.

It is in this premise that this study will be conducted. The researchers would like to come up with the results which will provide broader understanding of the purpose in obtaining such degrees. With a better understanding of the motivations, difficulties and satisfaction of graduate students which can be useful as a reminder for completing their courses, as well as for keeping themselves driven in taking the difficult studies and research. The result of the research will enable university administrators to gain a better understanding of graduate students so that they can improve their marketing techniques to more effectively recruit and retain goal-oriented students who can successfully achieve their degrees.

Each one of us has our own stories to tell about graduate studies. "Okay na ako sa ganitong posisyon", "Kayo nalang na may ambisyon ang magtapos", "Gusto ko man, di naman kaya ng budget", "Ang tagal naman bago mo pakinabangan yang tinapos mo", "Mas maigi naman yung tapos, may assurance, malay mo" are just few words commonly heard. But what really are the reasons why some are truly motivated finishing masters/doctorates? What hinders those who struggling so hard to finish what they have started? Questions that the researchers also wanted to know the answers. The very reason they will attempt to enlighten the stakeholders by conducting this study The researchers, as graduate students themselves, would like to know if their motivations, level of satisfactions and difficulties encountered in the graduate school is also like that of the rest of the graduate students of Higher Education Institution in Manila Graduate School.

Teacher Education is a program offering different area of concentrations needed to deliver cognitive learning, develop skills and desirable values as required to learners to become a productive member of the society. It also pertains to training grounds for teachers in the preschool, elementary and secondary levels and even in the tertiary level. Consequently and as a matter of policies on verticalization of CHED, teacher education is a training arena in establishing a more qualified and competent teachers through obtaining masters'/doctorate degrees.

Graduate studies are programs that provide teachers, instructors, professors and even non-teaching personnel an opportunity to upgrade or acquire qualifications and enhance professional development. Wherein, the main purpose is the acquisition of expertise, authority and competency.

There are numerous reasons why an instructor, professor or even non-teaching personnel wanted to ascend high up in the educational ladder.

Newby regarded seeking a higher level of learning substantial to satisfy specific goals and objectives. According to him, motivations play important role that leads people to choose in entering certain careers influenced by some internal or external factors [1]. Moreover, Artino emphasized in his study the application of social-cognitive view of self-regulated learning to examine how several personal factors relate to academic success in an outline course. Service Academy undergraduates completed a survey that assessed their motivational beliefs, negative achievement emotions and several outcomes that included their use of self-regulated learning strategies, course satisfaction, and continuing motivation to enroll in future online courses. Results from several multiple regressions revealed that task value beliefs were strongest and most consistent positive predictors of elaboration, meta cognition, satisfaction and continuing motivations [2]. The present study has the same intention of providing facts and evidences on how motivation influences be of importance to CIT faculty to pursue graduate studies.

According to Stepich, the most prevalent factor that expedites employee's productivity is his level of satisfaction towards work condition, suitability of work place, benefits, salaries and wages. He also stressed that the proper management of human, financial and material resources that would satisfy the individual needs in a production line should be provided. However, high level of satisfaction may be achieved through an effective human relation [3].

Sum, et.al. further stated in their study that majority of the students were either satisfied or extremely satisfied with their department's master's degree considering many factors affecting their levels of satisfaction like increased competition, dynamic educational environment, high costs of obtaining graduate education, changing demographics in the population and the general physical for accountability[4].

The cited literatures are related to the present study because all uses level of satisfaction as factor in determining productivity. The researchers believed that conflicts in a workplace are unproductive but if the administrators are very much satisfied on how employee's work and the employee are satisfied working with the company, productivity is assured.

Oloya in his study "Difficulties Encountered by Working Students in PaLuMar" aimed to determine personal-related, family-related and school-related factors problems usually experienced by working students. He emphasized that financing his/her studies and managing the time are the prevailing reasons that made their studies difficult to cope up with [5].

According to Solano, high salary rate, job opportunities and fringe benefits are extremely influential in the selection of college courses by senior high school students in Mariano Ponce National High School. She expressed that students' choice were externally influenced rather than their interests and vocational/professional aptitude. Moreover, most of them were motivated by their parents, relatives, friends and teachers. Extensive and comprehensive career guidance was not made available [6].

The researchers used motivation influences and difficulties encountered as aspects in pursuing graduate studies and somewhat similar to the above mentioned studies.

II. OBJECTIVES OF THE STUDY

The purpose of the study is to determine the motivation, level of satisfaction and difficulties encountered by graduate students of Higher Education Institution in Manila Graduate School.

Specifically, the study sought answers to the following problems:

1. What is the demographic profile of the respondents in terms of:
 - a. gender,
 - b. civil status,
 - c. age,
 - d. length of service,
 - e. nature of work;
 - f. program?
2. What are the factors that motivate HEI in Manila graduate students to undergo further studies?
3. What is the extent of difficulty of HEI in Manila graduate students in pursuing graduate studies?

4. What is the level of satisfaction of HEI in Manila graduate students from the benefits derived from pursuing graduate studies?
5. Is there a significant difference the respondents' demographic profile and their responses in terms of motivation influences, difficulties encountered and levels of satisfaction?

Hypothesis:

There is no significant difference between profile variables and motivation influence, difficulties encountered and levels of satisfaction of respondents.

III. METHODOLOGY

This study used the descriptive method of research in analyzing the data gathered which will lead to realize the objectives. As stated by Best and Khan "Descriptive research simply seeks to describe particular phenomena which also include hypothesis of their relationship and testing. Also relevant variables for an independent analysis of their relationship and differences were selected"[7].

This study focused mainly on the assessment of motivation, level of satisfaction and difficulties encountered by the graduate students of Higher Education Institution in Manila during the second semester of school year 2013 – 2014.

The respondents involved in the study were graduate students who are currently enrolled in both master's and doctorate degree getting different specialization. One hundred percent of the total population was considered as respondents but only 85 questionnaire – checklists were retrieved after giving them more than enough time to respond and efforts were exerted. According to the formula as extracted from the statistician in authority the number of total respondents is workable for the research study.

A questionnaire – checklist was used as instrument in gathering the needed data. This is an exploratory study and qualitative method (in-depth interviews) was used to generate additional items to an adapted questionnaire-checklist of Naval in her study Satisfaction Level of PUP Graduate School Students[8]. The modified questionnaire was content validated by eight (8) professors who are all full pledge doctors. The questionnaire was pretested to thirty (30) professors/instructors from other colleges/universities who were instructed to provide additional comments.

The respondents were asked to evaluate using the given scales:

Scale	Motivation Influences	Difficulties Encountered	Level of Satisfaction
1	Not at All Influential	Not at All Difficult	Not at All Satisfied
2	Fairly Influential	Fairly Difficult	Fairly Satisfied
3	Influential	Difficult	Satisfied
4	Very Influential	Very Difficult	Very Satisfied
5	Extremely Influential	Extremely Difficult	Extremely Satisfied

The following statistical tools were utilized in the interpretation of gathered data: the frequency, percentage and rank distribution were used to determine the profile of the respondents; to determine the factors that motivate the HEI in Manila graduate students to undergo graduate studies, weighted mean was used; to determine the extent of difficulty encountered by HEI in Manila graduate students in pursuing graduate studies, weighted mean was used; weighted mean was likewise used to determine the levels of satisfaction of the HEI in Manila graduate students from the benefits derived from pursuing graduate studies; and, to find out the difference between the respondents' demographic profile and their responses in terms of motivation influences, difficulties encountered and levels of satisfaction, one-way analysis of variance (ANOVA) was used.

IV. RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1 presents the frequency, percentage and rank distribution of the HEI in Manila graduate students.

There were about 503 graduate students comprising the respondents and 85 responded to the questionnaire. The breakdown of the gender, civil status, age, nature of work, program, and length of service. can be found in Table 1.

As shown in the table in terms of gender out of 85 respondents, 56 or 65.88 percent are female and 29 or 34.12 percent are males. In terms of civil status, single got 44 or 51.76 percent, widow/widower have 2 or 2.35 percent and 38 or 44.71 percent are married. With regards to age, 32 or 37.65 percent are 20 – 29 years old, 28 or 32.94 percent have ages 30 – 39, 15 or 17.65 percent

Table 1. Demographic Profile of the Respondents

Demographics		Frequency	Percentage (%)	Rank
Gender:	Male	29	34.12	2
	Female	56	65.88	1
Civil status:	Single	44	51.76	1
	Married	38	44.71	2
	Widow/er	2	2.35	3
	others	1	1.18	4
Age:	20 – 29	32	37.65	1
	30 – 39	28	32.94	2
	40 – 49	15	17.65	3
	50 – Above	10	11.76	4
Length of Service:	1 – 5	38	44.71	1
	6 – 10	20	23.53	2
	11 – 15	10	11.76	3
	16 – 20	6	7.06	5
	21 – 25	3	3.53	6
	26 – Above	8	9.41	4
Nature of Work:				
	Teaching	66	77.65	1
	Non - teaching	19	22.35	2
Program :				
	Non-Science	37	43.53	2
	Science	48	56.47	1
Total no. of respondents		85		

40 – 49 and ages 50 and above have 10 or 11.76 percent of the total respondents. The data denote that majority of the respondents belong to the younger age of the middle aged graduate schools students.

In terms of length of service, of the total respondents, 38 or 44.71 percent is 1-5 years, 6-10 years has 20 or 23.53 percent, followed by 11- 15 years has 10 or 11.76 percent, next in rank is that belonging to 26 and above with 8 or 9.41 percent. The second to the last rank is 16-20 years in the service with 6 or 7.06 percent and 21 – 25 years in the last rank having 3 or 3.53 percent. It can be observed that the respondents mostly came from new members of the teaching and non-teaching whose services last for at least five years.

As revealed in the table, in terms of the nature of work, teaching with 66 or 77.65 percent got the first rank while non-teaching having 19 or 22.35 ranked second respectively. This implies that the highest percentage of the respondents as to the nature of work is the teaching personnel & thus this connotes that teachers are obliged to do so for them to be more competent enough in facing their students.

In terms of program, out of 85 respondents 48 or 56.47 percent is indulged in different sciences while 37 or 43.53 percent of the respondents is non- science programs. This may be due to the curricular offerings of the university. Since sciences at the Centro Escolar University are popular and the most pioneer among other programs.

The Factors that Motivates Graduate Students of HEI in Manila to Undergo Graduate Studies

Table 2 presents the computed weighted mean on the factors that motivates faculty to undergo graduate studies.

Table 2. Computed Weighted Mean on the Factors that Motivates Graduate Students of HEI in Manila to Undergo Graduate Studies

	Motivation Items	W x	R	Verbal Interpretation
1.	Scholarship Grants	3.73	16	Very Influential
2.	Professional Competence	4.41	6	Extremely Influential
3.	Obtain Qualification	4.49	4.5	Extremely Influential
4.	Promotion	4.39	7.5	Extremely Influential
5.	Influenced by Friends	3.48	17	Very Influential
6.	Status Consideration	4.29	10	Extremely Influential
7.	Use of Special Talents	4.02	15	Very Influential
8.	Job Security	4.39	7.5	Extremely Influential
9.	Apply Theory to work	4.25	12	Extremely Influential
10.	Proven Abilities	4.13	14	Very Influential
11.	Better Income	4.28	11	Extremely Influential
12.	Changes in Work Place	4.20	13	Extremely Influential
13.	Enjoy learning New Things	4.49	4.5	Extremely Influential
14.	Upgrade Qualifications	4.60	1	Extremely Influential
15.	Intellectual Stimulation	4.54	3	Extremely Influential
16.	Increase job Opportunities	4.35	9	Extremely Influential
17.	Increase of Self- Esteem	4.56	2	Extremely Influential
	Average Weighted Mean	4.27		Extremely Influential

The table depicts that item “Upgrade Qualifications” is the top rank with a weighted mean of 4.60 and verbally interpreted as “Extremely Influential”. Next in rank is “Increase of Self Esteem” with a weighted mean of 4.56 and interpreted as “Extremely Influential”. “Intellectual Stimulation” is the item in the third rank with a weighted mean of 4.54, verbally interpreted as “Extremely Influential”. Items 3 and 13 shared at 4.5 rank having both 4.49 weighted mean respectively and interpreted as “Extremely Influential.” Professional Competence” is in the 6th rank with a weighted mean of 4.41 and interpreted as “Extremely Influential”. Items, “Promotion “ and “Job Security “ joined at 7.5 rank with 4.39 weighted mean having verbal interpretation of “Extremely Influential “. While items, 16, 6, 11, 9, 12, 10, 7, 1 and 5 followed with computed weighted mean of 4.35, 4.29, 4.28, 4.25, 4.20, 4.13, 4.02, 3.73 and 3.48 respectively, having “Extremely Influential” and “Very Influential”, verbal interpretation correspondingly.

As a whole, respondents agree that various influential factors that stimulates the respondents to go through graduate studies with respect to motivation items.

The findings imply that graduate students despite of some concerns in pursuing graduate studies can still respond to the needs of the employer and the university for professional advancements.

The Extent of Difficulty the Graduate Students of HEI in Manila Encountered in Pursuing Graduate Studies

Table 3 presents the computed weighted mean on the extent of difficulty of respondents encountered on the specified difficulty items.

As gleaned from the table, with respect to the difficulty items encountered by the respondents in pursuing graduate studies, first in rank is “Working and studying “. With a weighted mean of 3.94 verbally interpreted as “Very Difficult”. “Pressure from additional work / assignments” ranked second with computed weighted mean of 3.90 and interpreted as “Very Difficult”, next in rank is “Too many school requirements.” Verbally interpreted as “Very Difficult” and obtained weighted mean of 3.89. Items 16, 13, 2 and 6 ranked 4th, 5th, 6th and 7th, all are interpreted as “very Difficult” with computed weighted mean of 3.84 and 3.51, 3.49 and 3.47 respectively. Last in rank is “Pressure from peers/supervisors” with weighted average of 3.0 and interpreted as “Difficult”.

Generally, as revealed by the average weighted mean of 3.43. the respondents are truly having difficulty attending graduate schools. This confirms the study of Naval and Narvaez that some of the problems encountered by the graduate students are financing their studies that leads to family concerns and voluminous requirements including thesis writing[8][9]. This means that various difficulty items are hindrance in pursuing/finishing graduate studies.

The result further implies that difficulties not resolved may lead to graduate students of becoming dormant and opportunities in different programs may also stagnate.

Table 3. Computed Weighted Mean on the Extent of Difficulty of the Respondents on the Specified Difficulty Items

	Difficulty Items	W x	R	VI
1.	Insufficient books and Instructional Materials.	3.35	9.5	D
2.	Study and family commitment.	3.49	6	VD
3.	Too many school requirements.	3.89	3	VD
4.	Anxieties related to studying at the graduate level.	3.46	8	VD
5.	Working and studying.	3.94	1	VD
6.	Social life and study.	3.47	7	VD
7.	Pressure from additional work/assignments.	3.90	2	VD
8.	Overcoming fear of failure.	3.34	11.5	D
9.	Developing study habits.	3.34	11.5	D
10.	Understanding concepts.	3.24	13.5	D
11.	Very slow of return of investment.	3.16	15	D
12.	Support of people from work place.	3.15	16	D
13.	Financing the studies.	3.51	5	VD
14.	Use of modern technology in education.	3.14	17	D
15.	Type and standard of graduate school enrolled in.	3.35	9.5	D
16.	Thesis/dissertation requirements.	3.84	4	VD
17.	Location of graduate school.	3.24	13.5	D
18.	Pressure from peers/superiors.	3.00	18	D
	Average Weighted Mean	3.43		VD

D – Difficult, VD – Very Difficult

The Levels of Satisfaction of the HEI in Manila Graduate Students from the Benefits Derived from Pursuing Graduate Studies

Table 4 presents the computed weighted mean on the level of satisfaction of the respondents derived from the benefits of graduate school works.

Table 4. Computed Weighted Mean on the Level of Satisfaction of the Respondents Derived from the Benefits of Graduate School Works

	Satisfaction Levels	W x	R	VI
1.	Obtained better employment.	4.27	13.5	ES
2.	Improved income / financial status.	4.20	16.5	ES
3.	Secured employment.	4.28	11.5	ES
4.	Developed one's talents.	4.20	11.5	ES
5.	Gained new friends.	3.84	16.5	ES
6.	Improved professional competence.	4.47	2	ES
7.	Fulfilled academic aspirations.	4.35	3.5	ES
8.	Enhanced career opportunities	3.96	6.5	ES
9.	Professional prospects.	4.32	10	ES
10.	Earned recognition.	4.18	18	VS
11.	Developed capacity for critical and creative thinking.	4.27	13.5	ES
12.	Extended help and support to others and society.	4.24	15	ES
13.	Applied of knowledge and skills acquired in job situation.	4.28	11.5	ES
14.	Enhanced growth and responsibility.	4.44	3.5	ES
15.	Professional advancement.	4.48	1	ES
16.	Feeling of achievement.	4.44	3.5	ES
17.	Improved leadership capabilities.	4.35	6.5	ES
18.	Inculcated initiative, discipline and adaptabilities.	4.35	6.5	ES
	Average Weighted Mean	4.32		ES

VS – Very Satisfied, ES- Extremely Satisfied

As reflected from the table, “Professional Advancement.” ranked first with a computed weighted mean of 4.48 followed by “Improved professional competence.” with weighted average of 4.47. Next in rank is shared by items 7, 14 and 16 which obtained 4.44 weighted mean each. “Improved income/financial status” and “Gained new friends” acquired the last rank with computed weighted mean of 4.20. All 17 items with their given weighted means are verbally interpreted as “Extremely Satisfied” except for item no.10 which was verbally interpreted as “very satisfied”.

The findings imply that all of the respondents have high level of satisfaction and are very satisfied from the benefits that they may derived from pursuing and earning a degree in a graduate school. It also implies that many of the graduate student respondents are positively looking forward that until such time all can graduate in their program with their selected field of specialization.

The Significant Difference Between the Respondents’ Demographic Profile and Their Responses in Terms of Motivation Influences, Difficulties Encountered and Levels of Satisfaction

Table 5 presents the computed F – value of the perceptions of the respondents in pursuing graduate studies with respect to gender.

Table 5. Computed F-values on the Difference Between the Perceptions of the Respondents in Pursuing Graduate Studies with Respect to Gender

	SS	df	MS	F-value	Ho	Interpretation
a.Between Groups	0.8511	3	0.2837	0.38	A	Not Significant
Within Groups	60.3855	81	0.7455			
Total	61.2366	84				
b.Between Groups	1.3335	3	0.4445	0.49	A	Not Significant
Within Groups	73.2726	81	0.9046			
Total	74.6061	84				
c.Between Groups	2.4525	3	0.8175	2.48	A	Not Significant
Within Groups	26.6976	81	0.3296			
Total	29.1501	84				

The table reflects that the gender is not significant on the motivation and difficulty items and level of satisfaction of faculty in pursuing graduate studies as perceived by the respondents since the computed F-values of 2.83, 1.49 and .234 respectively is less than the tabular value of 2.49 at 0.5 level of significance. Thus, rejected the null hypothesis. It implies that both male and female faculty could have the same motivational level and experiencing similar difficulties and level of satisfaction in pursuing graduate studies.

Table 6 presents the computed F – value of the perceptions of the respondents in pursuing graduate studies with respect to civil status.

Table 6. Computed F-values on the Difference Between the Perceptions of the Respondents in Pursuing Graduate Studies with Respect to Civil Status

	SS	df	MS	F-value	Ho	Interpretation
a.Between Groups	0.581723	3	0.193908	5.212564	R	Significant
Within Groups	25.944820	81	0.320306			
Total	26.526543	84				
b.Between Groups	2.253818	3	0.751273	0.911910	A	Not Significant
Within Groups	66.731470	81	0.823845			
Total	68.985288	84				
c.Between Groups	0.065591	3	0.021864	0.047594	A	Not Significant
Within Groups	37.209970	81	0.459882			
Total	37.275561	84				

The table reflects that the civil status is not significant on the difficulty items and level of satisfaction in pursuing graduate studies as perceived by the respondents since the computed F-values of 0.911910, and 0.047594 respectively is less than the tabular value of 2.49 at 0.5 level of significance. While responses of the HEI in Manila graduate students differ significantly in motivation items.

This implies that regardless of the present status of the respondents whether single, married or widow/er, they have the same satisfaction level and experienced difficulties but very much motivated in pursuing graduate studies.

According to Lorenzo she disclosed that civil status had no significant relation with performance ratings, but has significant relation with some variable[10]. Obviously, being single or married, widow or separated has nothing to do with higher performance rating.

Table 7 presents the computed F – value of the perceptions of the respondents in pursuing graduate studies with respect to age.

Table 7. Computed F-values on the Difference Between the Perceptions of the Respondents in Pursuing Graduate Studies with Respect to Age

	SS	df	MS	F-value	Ho	Interpretation
a. Between Groups	2.540368	3	0.846789	2.859561	R	Significant
Within Groups	23.986170	81	0.296126			
Total	23.526538	84				
b. Between Groups	1.129306	3	0.376435	0.449353	A	Not Significant
Within Groups	67.855980	81	0.837728			
Total	68.985286	84				
c. Between Groups	6.031847	3	2.010616	5.212564	R	Significant
Within Groups	31.243720	81	0.385725			
Total	37.275567	84				

The table reflects that the age is significant on the motivation and level of satisfaction of the HEI in Manila graduate students in pursuing graduate studies, but it is not significant in relations to difficulties encountered as perceived by the respondents since the computed F-values of 2.8595 and 5.2125, respectively are greater than the tabular value of 2.49 at 0.5 level of significance while the difficulties encountered by the graduate students is 0.4493 which is less than the tabular value at the same degrees of freedom.

The results imply that respondents with different age brackets do not have different perceptions in pursuing graduate studies maybe because striving for higher educational degree beyond baccalaureate course may possible secured at any particular time in one’s life. Hence, age is not a determining factor in pursuing graduate studies.

Table 8 presents the computed F – value of the perceptions of the respondents in pursuing graduate studies with respect to length of service.

Table 8. Computed F-values on the Difference Between the Perceptions of the Respondents in Pursuing Graduate Studies with Respect to Length of Service

	SS	df	MS	F-value	Ho	Interpretation
a. Between Groups	3.233054	3	0.646610	2.192961	A	Not Significant
Within Groups	23.293490	81	0.294854			
Total	26.526544	84				
b. Between Groups	1.915925	3	0.383185	2.192984	A	Not Significant
Within Groups	67.069360	81	0.848979			
Total	68.985285	84				
c. Between Groups	5.152674	3	1.030535	2.5344	R	Significant
Within Groups	32.122890	81	0.406619			
Total	37.275564	84				

The table reflects that the length of service is not significant on the motivation and difficulty items in pursuing graduate studies as perceived by the respondents since the computed F-values of 2.192961 and 2.192984 respectively is less than the tabular value of 2.49 at 0.5 level of significance. While the length of service is significant on the level of satisfaction, thus rejecting the null hypothesis.

The results imply that the perceptions of the respondents who are new in the service and those who have served in the institution for a couple of decades are motivated to attend and experienced difficulties at the same time but their satisfaction level differ. This may be due to the fact that respondents who are new in the service are more ambitious, assertive and goal oriented.

Table 9 presents the computed F – value of the perceptions of the respondents in pursuing graduate studies with respect to nature of work.

Table 9. Computed F-values on the Difference Between the Perceptions of the Respondents in Pursuing Graduate Studies with Respect to Nature of Work

	SS	df	MS	F-value	Ho	Interpretation
a. Between Groups	1.086	3	0.362	0.44	A	Not Significant
Within Groups	66.582	81	0.822			
Total	67.668	84				
b. Between Groups	0.0705	3	0.0235	0.05	A	Not Significant
Within Groups	37.3815	81	0.4615			
Total	37.4520	84				
c. Between Groups	0.216	3	0.072	0.10	A	Not Significant
Within Groups	57.996	81	0.716			
Total	58.212	84				

The table reflects that the nature of work is not significant on the motivation, difficulty items and level of satisfaction of faculty in pursuing graduate studies as perceived by the respondents since the computed F-values of 0.44, 0.05 and 0.10 respectively are less than the tabular value of 2.49 at 0.5 level of significance. Thus, rejected the null hypothesis. It implies that both teaching and non-teaching could have the same motivational level and experiencing similar difficulties and level of satisfaction in pursuing graduate studies.

Table 10 presents the computed F – value of the perceptions of the respondents in pursuing graduate studies with respect to program.

Table 10. Computed F-values on the Difference Between the Perceptions of the Respondents in Pursuing Graduate Studies with Respect to Program

	SS	df	MS	F-value	Ho	Interpretation
a. Between Groups	0.065592	3	0.021864	0.047542	A	Not Significant
Within Groups	37.250442	81	0.459882			
Total	37.316034	84				
b. Between Groups	0.000162	3	0.000554	0.002409	A	Not Significant
Within Groups	18.625221	81	0.229941			
Total	18.625383	84				
c. Between Groups	5.190	3	1.730	2.04	R	Significant
Within Groups	68.688	81	0.848			
Total	73.878	84				

The table reflects that the program is not significant on the motivation and difficulty items in pursuing graduate studies as perceived by the respondents since the computed F-values of 0.047542 and 0.002409 respectively is less than the tabular value of 2.49 at 0.5 level of significance. While the length of service is significant on the level of satisfaction, thus rejecting the null hypothesis.

The results imply that the perceptions of the respondents who are in the science program and those who are in the other programs other than Sciences are both motivated to attend and experienced difficulties at the same time in pursuing graduate studies but their satisfaction level differ.

V. CONCLUSION

Based on the summary of findings, the following conclusions were drawn: promotion and upgrading of qualifications are strong motivations for respondents to undergo graduate studies and opportunities to teach in the Higher Education Institution Programs or be employed on a company with high recognition; sustaining the studies and family financially and too much paperwork both in work and study hinder the respondents to pursue graduate studies; the respondent is satisfied from the benefits derived from graduate school works; the perceptions of the respondents in pursuing graduate studies are not dependent upon the aspects being perceived; and, the Higher Education Institution programs sustainability of delivering quality graduates require qualified faculty / employee equipped with appropriate educational qualifications of at least MA degree holders more so with doctorates.

VI. RECOMMENDATIONS

Based on the foregoing findings and conclusions, the following recommendations are offered: NBC #461 final print out in the case of SUCs should be published or be known to all concern in the shortest possible time so that position reclassification or promotion will be provided accordingly; respective schools/colleges/universities should allocate larger budget for faculty development especially those pursuing graduate studies and motivated faculty to handle regulated courses in general education, professional education and technology as major subjects; respective schools/colleges/universities should provide a program that will lessen faculty work load while attending on a graduate school; respective schools/colleges/universities should provide priorities to the needs of the Science Education and Science Related Programs particularly on faculty development and trainings; and, the result and findings of this study may serve as future reference for further studies in the problem or the same problem using different variables.

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