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MOTIVATIONS AND EXPECTATIONS OF GRADUATE STUDENTS OF THE COLLEGE OF ADVANCED EDUCATION (CAEd)

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Abstract

This study aimed to determine the demographic information, motivations, and expectations of graduate students in the service area of Palompon Institute of Technology (PIT) and their level of motivations for pursuing higher education, and expectations. The descriptive survey design was used. There were 90 graduate student respondents involved. The majority of the respondents were female. The findings revealed that the intrinsic factor - personal growth, and extrinsic factor - salary augmentation were the prevailing motivational factors of the respondents. Likewise, on expectations, they believed that it provided them advancements in academic in the field enrolled in. Further, on professional development, it improved the quality of profession, and on social development, it was on improved communication skill that served as an inciting cause for advanced education studies. Therefore, a focus on human resource development through graduate studies engagement be included in the priority programs of academic institutions and other agencies in order to improve the service delivery of the key and support personnel of the respective organizations.

Keywords

Expectation, Intrinsic and Extrinsic Motivation, Graduate Education, Philippines

1. Introduction

In a world of competition, people work hard to accelerate their condition economically, socially, and educationally. With multiple roles in life, professionals did not set aside the value to further or advance their education.

As mentioned by Audrey and Young (2000) employee career, has been an important notion in the twentieth century. This is supported by Cappellen and Janssens (2005) that we need to have continuous actions to acquire a career.

A study of Demirkiran, & Gençer, (2017) revealed that human and social capital are very much interrelated when it comes to career development.

An empirical study supports that there is a connection between human capital and success in the career (Wenchen, G., Xiao H., Yang, X.,2012).

Related to the aforementioned statements, coaching, and support for teachers at points of implementation should be encouraged, professional development programs should be for a longer period of time more than what is obtainable presently, proper monitoring and evaluation of training received and its implementation among others is a must (Sodan, 2017).

In the Philippines, working professionals are attending classes during weekends to complete their masters and thereafter their doctorate degrees. They are aware that advancing their education to a higher level will provide them opportunities for economic success, hence, they struggle to maximize their time to be productive during weekends. Although they are faced with multiple challenges, the desire to finish an advanced degree is high considering multiple effects in the life of the family in particular and the community in general.

In order to reinforce the context discussed in this study, an Expectancy-Value Theory of Achievement Motivation (Jacquelyne Eccles, et al. 2014) was identified to strengthen the concept claimed. This theory explains that the actions of people are directed toward the expectations one has on a particular activity. If an activity warrants a good result, then an individual will maximize to achieve it, setting aside all destructing stuff behind. The goal that offers a great potential for success and reward is the one that is given due attention. This theory poses a strong significance in the conduct of this research.

1.1 Statement of the Problem

The study intends to determine the demographic information, motivations, and expectations of graduate students in the service area of Palompon Institute of Technology (PIT) with the purpose of determining the impact of advanced education for effective delivery of mandated services in the company/agency the graduates are connected with.

Specifically, it sought answers to the following questions:

1. What is the profile of graduate students of PIT in terms of:
 - 1.1 sex,
 - 1.2 occupation,
 - 1.3 degree program enrolled,
 - 1.4 office/agency connected,
 - 1.5 training attended, and
 - 1.6 eligibility?
2. What are the prevailing motivating factors of the respondents on:
 - 2.1 intrinsic factors:
 - 2.1.1 achievement,
 - 2.1.2 advancement,
 - 2.1.3 personal growth, and
 - 2.1.4 recognition.
 - 2.2 extrinsic factors:
 - 2.2.1 agency policy and administration,
 - 2.2.2 technical supervision,
 - 2.2.3 interpersonal relationship with supervisors and peers,
 - 2.2.4 salary,
 - 2.2.5 job security, and
 - 2.2.6 work conditions?
3. What are the expectations of the respondents after completing advanced education on:
 - 3.1 academic,
 - 3.2 professional, and
 - 3.3 social factors?

2. Review of Related Literature

The ideas from different authors and experts were considered to substantiate the contents of this study.

Teowkul et al. (2009) focused on the factors that motivate graduate students in pursuing a Master's degree. They found out that male and female have the same motivation.

According to Marks, et al., (2006) "Men and women are pushed by similar motivators—career enhancement, career switching, and personal development for job success. Both women and men express their intention to increase their long-term income and financial stability as their primary motivation to pursue a graduate management degree. The findings also reveal that women and men perceive many similar challenges to pursuing the MBA degree—preparedness, financial resources, and commitment. However, beyond this, there are significant differences in what appear to be the primary motivators for women as compared to those for men in their pursuit of a graduate management degree. Women, more than men, appear to be motivated by the desire to enhance their careers. To a greater extent than men, women consider a graduate management degree contributory to obtain professional credentials for advancement, to remain marketable (competitive), to provide an opportunity for more challenging/interesting work in the future, and to improve their long-term income and financial security—all factors correlated with career enhancement. Men, on the other hand, appear to be motivated more by the desire to switch careers. And men, significantly more than women, consider a graduate management degree in order to help them achieve the goal of starting their own business."(www.gmac.com).

Rakich, et al., (1999) conveyed a strong correlation between both males and females and married persons that "to learn a specific task", and "enjoy learning new things", are the purposes of graduate education.

Their study relates to the present study inasmuch as sex profile was also included.

A group of researchers explained that graduate education was motivated by two themes; internal motivations and external motivations. The former also included two sub-themes that were science-related internal motivations and social-related internal motivations. Internal motivation theme was stressed more than the external one. Their findings support also to the present study that internal motivation aspect was emphasized more than the external motivation aspect (Lutfi Incikabi, et al., 2013).

Hegarty (2011) concluded that graduate students are interested to participate in a professional endeavor to advance their knowledge and learning.

Bergman, et al. (2014) shared that educational aspirations, institutional responsiveness, and familial encouragement play significant and positive roles in helping adult students remain enrolled and graduate.

Bowl, (2011) found out that mature students transcend to higher education despite financial and institutional barriers. The study reveals that non-traditional students are the frustrated participants in an unresponsive institutional context. This means that those mature students will succeed in their studies if they are given flexible access to higher education.

Spitzer (2000) found out that decisions related to career choices are backed-up by self-efficacy and group support.

Furthermore, Hegarty, et al., (2012) claimed that there is a relationship between career-related goals and the pursuit of a graduate studies degree.

Another author, Bain, et al., (2016) considered the variables of academics and self-advocacy as the most important to the success of graduate students. Furthermore, they emphasized that strong connection had a higher association between faculty perceptions of the importance of social support along with family influence on the graduate student's success. These findings are specifically consistent with the idea that family encouragement contributed to the student's ability to succeed academically, yet connectedness rated lower than the factors of academics and communication for professors (Concordia University, 2016).

The aforementioned related studies bore semblance to the present study on motivation and expectation variables which were classified by authors in the related literature as contributory to career success in advanced studies.

3. Methodology

The study utilized the descriptive survey method. The questionnaire was the main instrument used in the data gathering process. The questionnaire was composed of three parts. Part I was designed for the personal profile of graduate students which include the sex, occupation, degree program enrolled, work experience, office/agency connected, training attended, and eligibility. Part II was designed to gather information on the level of motivation categorized as intrinsic and extrinsic factors. Most of the items in Part II under intrinsic factors

were taken from a standardized Opinion Questionnaire for motivation (Everard, K. B. et al. 1985). There were thirteen items entered in Part II with the following distribution. On the intrinsic factors items, number seven (7) to thirteen (13) were entered. Item number seven (7) was for achievement, item number eight (8) for advancement; item numbers nine (9) to twelve (12) for personal growth and item number thirteen (13) for recognition.

On the extrinsic factors item number one (1) is for agency policy and administration; item number two (2) for technical supervision; item number three (3) for interpersonal relation with supervisors and peers; item number four (4) for salary; item number five (5) for job security; and item number six (6) for work conditions.

Part III was designed to determine the expectations of the respondents based on academic, professional, and social factors (Lutfi Incikabi, et. al 2013).

Before the researcher administered the questionnaire to the respondents, the subject professors were informed on the purpose of the study, then the researcher noted the classes scheduled during the first, second, third and fourth Saturday sessions and the corresponding professors through the Dean of the College of Advanced Education. With this information, she personally asked permission from the professors. When permission was granted, the researcher personally administered the questionnaire. A time slot was further requested so that the respondents will be given enough time to answer the questionnaire. The retrieval of the answered questionnaire was done in the same session. A due consideration was given by the respective professors.

All the students who were present during the class session were given questionnaires and those who were absent were given questionnaires during the next meeting. In filling out the questionnaires, graduate students were requested not to leave any applicable item unanswered.

All the data gathered from the survey questionnaires were arranged by degree programs tallied accurately, summed in frequency, computed carefully, entered in tables, analyzed and were interpreted accordingly.

3.1 Statistical Treatment of Data

The data gathered from the respondents through the use of questionnaires were carefully tabulated, analyzed and interpreted. These data were expressed and presented qualitatively and quantitatively. The statistical measures used were the frequency count, percentage, and weighted mean.

Frequency Count. This was used to determine the number of respondents who contributed information to their profile, each motivation variable on intrinsic and extrinsic factors and expectations.

Percentage. This was employed in order to determine how many of the respondents signified on the varied items of the questionnaire on motivational factors and their expectations.

Weighted Mean. This was used to determine the level of respondents' perception of motivational factors and expectations with a five-point scale. The range of mean, quantitative and qualitative descriptions and meaning of each scale on motivation aspect is shown in Table 1.

Table 1: Range of Weighted Mean Values and Its Description of Motivation Aspect

Range of Mean	Quantitative Description	Qualitative Description	Meaning
4.21 to 5.00	5	Extremely Helpful	The respondent is fully motivated on the given aspect.
3.41 to 4.20	4	Very Helpful	The respondent is motivated most of the time on the given aspect.
2.61 to 3.40	3	Fairly Helpful	The respondent is simply motivated on the given aspect.
1.81 to 2.60	2	Not Very Helpful	The respondent is less motivated on the given aspect.
1 to 1.80	1	Not At All	The respondent has never experienced motivation on the given aspect.

The range of mean, quantitative and qualitative descriptions and meaning of each scale on expectation aspect is shown in Table 2.

Table 2: Range of Weighted Mean Values and Its Description on Expectation Aspect

Range of Mean	Quantitative Description	Qualitative Description	Meaning
4.21 to 5.00	5	Extremely Expecting	The respondent has extreme expectation on the given aspect.
3.41 to 4.20	4	Very Much Expecting	The respondent has very high expectation on the given aspect.
2.61 to 3.40	3	Fairly Expecting	The respondent is simply expecting on the given aspect.
1.81 to 2.60	2	Expecting at a lower level	The respondent is expecting less on the given aspect.
1 to 1.80	1	Not At All	The respondent did not expect at all on the given aspect.

4. Results and Discussion

4.1 Profile of the Graduate Students of PIT

Table 3: Sex Profile of the Respondents

Sex Profile	Frequency	Percentage
Male	25	28.00
Female	65	72.00
Total	90	100.00

It was found out in the present study that there were a great number of females (72%) compared to males 28% who are pursuing advanced education.

Occupation. The graduate students enrolled in the College of Advanced Education have varied occupations. Public school teaching obtains the highest frequency followed by respondents working in the engineering works. This is shown in Table 4.

Table 4: Occupations of the Respondents

Occupation	Frequency
Accountant	1
Higher Education Program Assistant	2
Insurance Coordinator	2
National Statistics Office (NSO) Team Supervisor	1
Office Clerk	10
Engineering Works	12
Piping Industry Maintenance Crew	1
Nurse	1
Pastoral Counselor	2
Physical Therapist	1
Private Employee	1
Police Officer	3
Elementary School Teacher	45
State Universities and Colleges (SUCs) Faculty Member	6
Unemployed	2
Total	90

Degree Programs Enrolled. Table 5 reflects the degree program enrolled by the respondents. It was recorded that the most number came from Master in Technology Education (MTE – HE) major in Home Economics and Master of Arts in Education (MAEd – English)

major in English. This is followed by students enrolled in the Master of Management (MM) program which is non-thesis.

Table 5: *Degree Programs Enrolled by the Respondents*

Degree Programs Enrolled	Frequency
Doctor of Philosophy	
Technology Management	1
Educational Management	3
Doctor of Management	1
Master in Technology Education	
General Program	1
Home Economics	18
Industrial Education	4
Master of Arts in Education	
English	18
Filipino	5
Marine Engineering and Nautical Studies	6
Mathematics	9
Physical Education	2
Science	7
Master of Management	15
Total	90

Office/Agency Connected. Table 6 displays the office/agency where the respondents are connected with. Most of them are working in the Department of Education and Palompon Institute of Technology. Academic institutions were focused on the improvement of educational qualifications of their employees as manifested by the number of respondents who were motivated in pursuing advanced education.

Table 6: Office/Agency the Respondents are Connected With

Office/Agency Connected	Frequency
Ace Learning Center	1
Bureau of Fire Protection	1
Cooperatives	1
Colegio De San Francisco Javier	4
Department of Education	42
Department of Labor and Employment	1
JAN Emission Testing Center	1
Local Government Unit	2
Northern Leyte College	1
Philippine National Police	2
RTR Medical Foundation	2
Total	90

Training Attended. The title of training attended, sponsoring agency, and a number of respondents involved are shown in Table 7. The Department of Education (DepEd) offered the most number of training to their teachers. This is in relation to the implementation of the K – 12 programs. This is followed by PIT on its upgrading program, and Technical Education and Skills Development Authority (TESDA) for the specialized skills training courses.

Table 7: Training Attended by the Respondents

Title of Training	Sponsoring Agency	No. of Respondents Involved	Percentage
Administrators' Training Assessment on K-12 Implementation	Fund for Assistance to Private Education	1	1.11
Basic Research/Basic Statistics	Philippine Association of Graduate Education (PAGE) 8	2	2.22
Fire Basic Training Course	Fire National Training Institute	1	1.11
Upgrading Courses	Palompon Institute of Technology	26	28.88
K-12 Implementation	Department of Education	46	51.11
Workshop How To Make a Resolution	National Economic Development Authority	1	1.11
UACS New Codes in Budget	Department of Budget and Management	1	1.11
Skills Upgrading for Banana Processing	Department of Trade and Industry	1	1.11
Specialized Skills Training Courses	Technical Education and Skills Development Authority	11	12.22
	Total	90	100.00

Eligibility. The respondents possess eligibilities shown in Table 8. The majority are eligible teachers who are composed of 40 respondents. Twelve (12) were career service professionals and ten (10) were passers in the career service sub-professional examination. This is followed by Presidential Decree (P.D.) 907 eligibility, granted to honor graduates composed of 7 (seven) respondents.

Table 8: *Eligibility of the Respondents*

Eligibilities / Board Examination Passed	No. of Respondents	Percentage
Licensure Examination for Teachers (LET)	40	44.44
Career Service Professional	12	13.33
Career Service Sub-Professional	10	11.11
PD 907	7	7.77
Nurse Licensure Examination	3	3.33
Police Officer Examination	3	3.33
Officer-in-Charge (OIC) of a Navigational Watch	2	2.22
Civil Service Data Encoder	2	2.22
Certified Public Accountant Examination	1	1.11
Building Wiring Electrician Examination	1	1.11
No eligibility yet	9	10.00
Total	90	100.00

4.2 Level of Motivation of the Respondents

Intrinsic Factors. The intrinsic motivation of the respondents is shown in Table 9. Among the aspects listed, personal growth with a weighted mean of 4.42 was considered by the respondents as the strongest driving force why they decided to pursue advanced education. This is followed by advancement with a weighted mean of 4.43 which indicates that they want to stay away from status quo. One of the most important factors when considering a new career is the opportunity for advancement. Earning a graduate school degree can greatly increase the chances of advancing within a company once an employee is hired. Obtaining a master's/doctorate degree before landing a job can open doors for the employee within the company later. Earning an advanced education degree while working for the company will show a person's high level of motivation and make him/her eligible for advancement opportunities which may only be open to employees holding master's/doctorate degrees.

Moreover, earning an advanced education degree can be about personal growth. Time spent earning a bachelor's or associate's degree is often in our late teens or early twenties and

focused on learning several subjects rather than focusing ultimately on one. Graduate school will offer the challenge of deeply understanding one subject of interest. The courses are more difficult and schooling is more strenuous but the reward of mastering a subject someone cares about can be extraordinary. Earning a master's/doctorate degree can bring focus and clarity and steer the enrollee in the direction to follow their dreams.

Table 9: *Intrinsic Motivation of the Respondents*

Intrinsic Motivation Factors	Mean	Rank	Interpretation
Achievement	4.31	3	Extremely Helpful - The respondent is fully motivated on the given aspect.
Advancement	4.43	2	
Personal growth	4.52	1	
Recognition	4.27	4	
Overall weighted mean	4.38		Extremely Helpful - The respondent is fully motivated on the given aspect.

Extrinsic Factors. The data on extrinsic factors is shown in Table 10. The researcher is very much interested to note that salary with a weighted mean of 4.47 pushes the respondents to exert efforts in further studies. There is no doubt that once they are done with their advanced degree program promotion is at hand. It is a proven fact that the higher the degree level, the higher the salary. This is followed by the interpersonal relationship with supervisors and peers with a weighted mean value of 4.3. The respondents are positive that once they are professionally affluent by gaining advanced education degree, they will improve their working relationship with their supervisors. They will apply the theories they learned while studying, thereby improving the way they deal with their superiors, narrowing the gap on working relationship problems.

Table 10: *Extrinsic Motivation of the Respondents*

Extrinsic Motivation Factors	Mean	Rank	Interpretation
Agency policy and administration	4.23	3	The respondent is fully motivated on the given aspect.
Technical supervision	4.17	4	Very Helpful - The respondent is motivated most of the time on the given aspect.
Interpersonal relationship with supervisors and peers	4.30	2	Extremely Helpful - The respondent is fully motivated on the given aspect.
Salary	4.47	1	
Overall weighted mean	4.29		Extremely Helpful - The respondent is fully motivated on the given aspect.

4.3 Expectations of the Respondents

Academic Improvement. The academic expectation of the respondents is shown in Table 11. The prevailing item is providing advancements in the field enrolled in with a weighted mean of 4.49. This explains that the respondents want to hone their skills in the program they enrolled in order to become competitive in doing their task assignments. Earning an advanced education degree can be advantageous and adequately prepares someone on the chosen field. Henceforth, they will become competitive in performing the tasks assigned to them. As a result, they will become more productive and is able to submit the required reports on time.

Table 11: *Expectations of the Respondents on Academic Development*

Items	Weighted Mean	Interpretation
revealing own potential	4.31	Extremely expecting - The respondent has extreme expectation on the given aspect.
improving/providing the skill of conducting scientific research	4.36	
providing advancements in the field enrolled in	4.49	
improving one's worldview	3.96	
Overall weighted mean	4.28	Extremely expecting - The respondent has extreme expectation on the given aspect.

Professional Development. The expectations of the respondents on professional development are shown in Table 12. Improving the quality of profession with the highest weighted mean value of 4.6 attracts the attention of the respondents. Consequently, they are after of working with a high level of competence in performing their job as manifested by their responses to this item.

Table 12: *Expectations of the Respondents on Professional Development*

Items	Weighted Mean	Interpretation
improving the quality of profession	4.60	Extremely expecting - The respondent has extreme expectation on the given aspect.
providing more opportunities for career selection	4.44	
following the advancements required in the field	4.47	
Overall weighted mean	4.50	Extremely expecting - The respondent has extreme expectation on the given aspect.

When graduate students attend advanced education, exposure to different people like professors, classmates from different disciplines happened. They socialize with one another. They share their motivations how to cope with the academic requirements so that they can submit the academic requirements on time. This endeavor provides the challenges to survive in a multi-faceted environment. Despite all these, it will broaden their knowledge through shared experiences in a formal classroom setting. Once they become well-equipped, soaring in their respective field of discipline is a bit easier.

The preceding information supports to the Hidden curriculum, (2014) that professional development programs in education are a wide range of specialized training or professional learning purposefully designed to help teachers improve their professional knowledge. Professional development programs are supposed to be continuous, focused, daily learning for teachers individually and collectively (Fullan, Hill, & Crevola, 2006:21).

The results of professional development for teachers are reported in the literature to have positive impacts, e.g (Darling- Hammond, Wei, Andree, Richardson & Orphanos, 2009).

Social Development. The expectations of the respondents on social development are shown in Table13.

Table 13: *Expectations of the Respondents on Social Development*

Items	Weighted Mean	Interpretation
contributing to social development	4.38	Extremely expecting - The respondent has extreme expectation on the given aspect.
improving communication skill	4.60	
responding to expectations of society	4.27	
Overall weighted mean	4.42	Extremely expecting - The respondent has extreme expectation on the given aspect.

Improving communication skill with a weighted mean value of 4.6 was the highest scored item. This means that they have extreme expectations that once they will graduate in the field enrolled in, there is a good chance for them to become good communicators as they deal with others. Their interaction with others will improve and consequently, they will become a well-adjusted person. With this in mind, they are prompted to enroll in advanced education. The

educational aspirations and familial encouragement play major roles in helping adult students stay enrolled and finish education.

5. Summary

Graduate students pursue their studies due to intrinsic and extrinsic factors with corresponding expectations. Intrinsic factor categorized as personal growth was the main attraction why the graduate students pursue advanced education. The extrinsic factor identified by them as the highest motivator was salary. The motivation level is 4.34 which fall on extremely helpful which means that the respondents were fully motivated on the given aspect. On the other hand, professional development with the highest weighted mean value was the main driving force in pursuing advanced studies and the overall expectation level is 4.4 which fall on extremely expecting which indicates that the respondents had the extreme expectation on the given aspect. Both motivation and expectation aspects belong to the extreme categories. It is safe to say that when people are highly motivated they are also expecting high results that their endeavor will become very fruitful.

6. Conclusion

Academic learning institutions contribute to the pursuit of career goals of adult students. Multiple roles do not prevent them to take higher level professional advancements. Their motivations hold them on to finish their career with some future expectations. This deduction validates the theoretical underpinning of the study, Expectancy-Value Theory of Achievement Motivation. People pursue goals in life that led to success and positive transition. This is achieved through a supportive climate as discussed in the literature. This research will provide a better result if a substantial number of respondents will be involved.

7. Recommendation

Similar studies should be conducted as a follow-through which involves the promotion experienced by the graduates after completing their advanced education.

8. Impact of the Study

The result of the study is a good input for school administrators to support the Faculty Development Programs – to build a strong foundation of an educational institution to ensure quality education. In this way, they can invest in creating a pool of experts in academic institutions. The faculty members will then be capable of training and equipping the students for significant and promising careers in the global market. Moreover, the employees who are pursuing advanced education can extend excellent services to the clients they dealt with.

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