

## Influencing Factors in Pursuing Graduate Degree Program toward Teachers' Quality of Life



Ergel O. Teves<sup>1</sup>, Roie M. Ubayubay<sup>2</sup>

<sup>1,2</sup>PHINMA Cagayan de Oro College, Cagayan de Oro City, Philippines

**ABSTRACT:** Teachers' pursuit of a master's degree is influenced by many factors, which can considerably affect their quality of life. This study examines these factors focusing on age, education, marital status, family income, job security, self-motivation, financial stability, and recognition, with a significant relationship between these factors and teachers' quality of life. Public elementary and secondary school teachers in Opol District of School Year 2023-2024 are the respondents of the study. A study involved two hundred (200) teacher-respondents, comprising one hundred seventeen (117) elementary and eighty-three (83) Junior and Senior High School teachers. It used Slovin's Formula to determine sample size; and statistical tools such as Pearson r correlation, mean scores, frequency and percentage, and standard deviation. The study found that self-motivation significantly impacts the quality of life of teachers, resulting in increased job security, financial stability, and job dedication. A master's degree empowers educators to become leaders, and mentors, thus influencing education. Empowerment strategies include professional development, praise, recognition, and collaborative decision-making. Further, the study recommends motivating teachers to go on professional development, praising their efforts, giving them recognition and respect, and encouraging collaborative decision-making processes. Moreover, the Department may provide leadership development programs that foster cooperative decision-making processes, incorporating professional growth and development for teachers.

**KEYWORDS:** Pursuing graduate degree program, teachers' quality of life

### I. INTRODUCTION

Pursuing a graduate degree program has gained prominence to enhance one's qualifications and career prospects leading to a better quality of teachers living. As evidence, there are influencing factors in pursuing graduate degree programs that affect teachers' quality of life as society becomes increasingly knowledge-driven and industries demand specialized expertise. This study seeks to delve into the influencing factors in pursuing a graduate degree program and teachers' quality of life through an exploration of teachers' viewpoints. This research aims to contribute to a comprehensive understanding of the multifaceted effects of graduate studies on individuals and the educational landscape at large.

In a real scenario of a teacher's life in the pursuit of graduate studies, time management, financial strain, loneliness, and stress are the main problems. The solitary nature can exacerbate these issues, while coursework and research demands can heighten stress levels. These challenges make the journey to an advanced degree challenging. Moreover, teachers in the Opol East and West districts opted less to enroll in master's degree programs in education. Although continuing education is crucial for professional development, teachers frequently decide to delay or forego earning a master's degree in education due to these concerns. The substantial time commitment required to get a master's degree is one widespread aspect. It might be difficult for teachers to juggle their full-time teaching obligations with the courses and assignments needed for a master's degree because teaching is already a demanding job. The expense of tuition and the risk of incurring additional teacher loans already practice cautious money management. Additionally, some teachers might believe that the advantages of additional formal education are outweighed by the practical experience obtained by teaching in the classroom. Some teachers want to make the most of their weekends and spend them stress-free with their families and loved ones. Few female teachers who opt to participate in master's degree programs have young children and can't balance their time.

The Republic Act 10533, also known as the Enhanced Basic Education Act of 2013, is a key piece of legislation that has an impact on how teachers in the Philippines develop professionally. The Department of Education (DepEd) is required by law to offer teachers chances to advance their knowledge and abilities through graduate-level coursework, workshops, and in-service training.

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Teachers can further their professional growth and comply with this rule by pursuing a master's degree in education. Additionally, the legislation creates the Enhanced Basic Education Program, which strives to provide every student with the chance to acquire a quality education that is internationally competitive and is built on a pedagogically sound curriculum that meets international standards. An improved basic education curriculum will assist in implementing the initiative.

The Enhanced Basic Education Act of 2013 has multiple implications for teacher professional development. At its core, the legislation highlights the need for teacher training in the new curriculum and pedagogies. Teachers are required to participate in continuous professional growth, which can be accomplished through graduate programs in education. Second, the legislation emphasizes the meaning of teachers' abilities in providing mother-tongue-based multilingual education, which necessitates proficiency in many languages. This may be accomplished through master's degree programs in language and pedagogy.

Republic Act No. 7784, Section 2. Declaration of Policy "and for teachers and school leaders pursuing graduate degree programs and providing a dynamic, modern, and equitable education system through the national leadership of the Teacher Education Council, from now on referred to as the Council, which is mandated to carry out this vision through the development of teachers and school leaders who are of unquestionable integrity and competence, and who are committed to the pursuit of their continuing professional growth and obligation to help learners grow as responsible, competent and productive individuals and citizens of the Philippines and the world.

In conclusion, the reason for conducting this study is to give significant insights into the variables that influence teachers' decisions to pursue graduate degree programs, as well as the impact of these programs on their quality of life. Understanding the respondents' profiles may help to identify methods for supporting teachers' professional growth and enhancing their general quality of life, eventually benefiting education in the Philippines. Moreover, teachers and school leaders are encouraged to proceed to graduate programs that provide the knowledge and leadership skills necessary to navigate the complexities of educational administration and contribute to the continuous improvement of their institutions. In essence, these graduate degree pursuits symbolize a dedication to the betterment of education and the development of a brighter future for students.

## II. METHODOLOGY

This research utilized the descriptive research design and initially a quantitative description. The primary objectives and goals of this research are to investigate the influencing factors in pursuing a graduate degree program and to identify the level of teachers' quality of life and the results in the pursuits of graduate studies as they emerge at the time of the researchers' study.

This study used a descriptive correlational research design because the researcher wanted to determine the respondents' level of influence used to pursue graduate degree program education in terms of advanced knowledge, professional development, increased salary, and leadership opportunities.

The survey questionnaire involved collecting data from the two hundred (200) public school teachers, both elementary and secondary, in the East and West districts of Opol, Division of Misamis Oriental, for School Year 2023-2024. It determined the factors in pursuing a graduate degree program and teachers' quality of life.

Teachers employed survey data to shape institutional support structures and policy options, potentially resulting in more productive professional development opportunities. This approach encourages self-reflection and gives educators the capacity to actively influence education procedures and standards, resulting in an important tool in their career development.

In summary, the study offers insightful information about the variables affecting teachers' quality of life and their decision to pursue a graduate degree. The findings may influence policy choices and institutional support systems, which could lead to more fruitful professional development opportunities for educators. The study emphasizes the value of respect and recognition, financial stability, self-motivation, and job security, and these factors in fostering teachers' graduate school aspirations and their overall quality of life.

The research employed both descriptive statistics and inferential statistics in its statistical analysis of the data. The information gathered from the survey and interviews was summarized and described using the two statistical tools. Problem 1, frequency and percentage were utilized. The Problems 2 and 3, mean and standard deviation were applied. The standard deviation describes how widely the values are scattered around the mean, while the mean is the arithmetic average of all values inside the variable. For Problems 4 and 5, Pearson  $r$  was used to assess the significance of the relationship between teacher respondents' criteria influencing factors in pursuing a graduate degree program toward teachers' quality of life.

## III. RESULTS AND DISCUSSION

**Problem 1.** What are the respondents' profiles in terms of age, sex, highest educational attainment, marital status, number of family members, and family monthly income?

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Table 1 shows the overall respondents' profile. According to the results, most of the respondents are female, between the ages of 31 and 40, and have a Master's degree as their highest level of education. They are also married, have four to six family members, and make ₱10,000.00 as the family's monthly income. This means that the respondents are in the age range where they are most likely to have started families and jobs. This further means that the large proportion of female responders implies that teaching is still mostly a female-dominated field. This implies that a high percentage of respondents who listed a Master's degree unit as their greatest level of schooling suggests that these individuals have made significant educational investments to advance in their employment. This further implies that the high percentage of married respondents and those with 4-6 family members shows that the respondents have family responsibilities that may hinder their pursuit of a graduate degree program.

**Table 1: Summary Distribution of Respondent's Profile**

Respondents' Profile	Frequency	Percentage
Age		
31-40 years old	84	42.00
51 years old and above	4	2.00
Sex		
Female	153	76.50
Male	47	23.50
Highest Educational Attainment		
Master's Degree Unit	118	59.00
Full-fledged Doctorate Degree	3	1.50
Marital Status		
Married	156	78.00
Widow/Widower	1	0.50
Number of Family Members		
4-6 members	129	64.50
11 and above members	2	1.00
Family Monthly Income		
10,000.00	77	38.50
31,000 and above	19	9.50

Moreover, the respondents' ₱10,000.00 monthly family income suggests that they might be facing financial difficulties, which could potentially hinder the pursuit of graduate degrees but they still pursue a master's degree to obtain their goal to have the quality of life as schooling has to offer. In conclusion, based on their profiles, the respondents appear to be in a stage of life where they have started families and careers and made investments in their education. However, their pursuit of a graduate degree program may be hampered by their obligations to their families and their finances. To make sure that graduate programs are responsive to the needs and conditions of the responders, these elements should be taken into account during the design and implementation phases. This shows that to assist their professional development, respondents value the chance to interact with others and have access to pertinent information that can be influenced by their family background (Eleni et al., 2023).

On the other hand, the low frequency of respondents 51 years of age and above, means that seeking graduate degrees points to a possible lack of interest in or obstacles to older teachers, for this age range is the retiring age. This further means that respondents anticipate that going to graduate school is a waste of time considering the high expense which cannot compensate for their moneterial problems in the future. The low percentage of respondents holding full-fledged doctorgree suggests that there may be a gap in the acquisition of professional development. This implies that respondents are content with the current highest educational level and PhD courses are for those who aim for the complexity of workload and unending stress which can be thought that quality of life is very low. The low proportion of respondents with 11 or more family members and higher monthly incomes pursuing graduate degrees may indicate that family obligations or socioeconomic limitations prevent teacher respondents from advancing their education.

**Problem 2:** What is the level of teachers' quality of life in terms of job security, self-motivation, financial stability, and respect and recognition?

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Table 2 shows the respondents' level of teachers' quality of life with an overall mean of 3.09 (SD=0.42) described as **Most of the Time**. This means that a teacher's **High** level of self-motivation is evaluated, which raises engagement, output, and job satisfaction. This further means that teachers are comfortable in their jobs, which is important for fostering a stable workplace culture and lowering stress levels somewhat solid financial situation enables teachers to concentrate on their instructional duties. This implies that respondents gained respect and recognition, however, it still needs to be improved because they can raise spirits, inspire motivation, and increase job satisfaction. This further implies that teachers' perceived overall quality of life is good, with a mean value of 3.09, notwithstanding these favorable features.

The study posited by Akhtar et al., (2019) job security has a substantial effect on teachers' happiness with their jobs. Teachers who have secure jobs have higher levels of satisfaction. Furthermore, contentment with financial and compensation. Researchers believe addressing these aspects is critical to increasing job satisfaction, recognition, and keeping great teachers, resulting in a more motivated and fulfilled personnel.

**Table 2: Summary Distribution in the Level of Teachers' Quality of Life**

Variables	Mean	SD	Interpretation
Job Security	3.08	0.37	High
Self-Motivation	3.20	0.42	High
Financial Stability	3.10	0.39	High
Respect and Recognition	2.97	0.52	High
<b>Overall</b>	<b>3.09</b>	<b>0.42</b>	<b>High</b>

**Legend:** 3.26 – 4.00 At all Time Very High  
2.51 – 3.25 Most of the Time/High  
1.76 – 2.50 Sometimes/Low  
1.00 – 1.75 Never/Very Low

The variable **Self-Motivation** obtained the highest mean rating of 3.20 (SD=0.42), interpreted as **High**. This means that self-motivated teachers may find high job satisfaction, better performance, and opportunities for professional growth. This further means that internal motivation creates a healthy work atmosphere and comes from things like a passion for teaching or personal fulfillment. This implies that better teaching efficacy, improved student outcomes, and a lively learning atmosphere are all results of self-motivated teachers' increased engagement, commitment, and dedication to their jobs. This further implies that they have higher resilience, which lowers stress and enhances mental health.

Moreover, teachers who are driven by their passions provide a good example for their pupils, encouraging them to achieve both personally and academically. Teachers have a strong inner drive which indicates eagerness and determination that can result in higher commitment, improved performance, and favorable student outcomes (Tolentino et al., 2023).

On the other hand, the variable **Respect and Recognition** got the lowest overall mean rating of 2.97 (SD=0.52), interpreted as **High**. This means that even while respondents experienced high respect and recognition, the lower mean rating emphasizes the continued difficulties in the teaching profession concerning gratitude, respect, and recognition, underscoring the importance of a supporting environment. This further means that less respect acknowledgment can have a detrimental effect on teacher morale and retention, which can result in lower morale and increased turnover rates. This implies that given the strong correlation between teacher morale and student achievement, this is especially worrisome. Moreover, teachers are highly motivated when they receive recognition, which also enhances their general well-being, job happiness, and work environment. Teachers may experience less motivation, job fulfillment, and morale which might have an impact on their overall state of mind and performance (Refugio et al., 2020).

**Problem 3.** How the following factors do: advanced knowledge, professional development, increased salary, and leadership opportunities influence the respondents to pursue graduate degree programs?

**Table 3: Summary of Respondents' Level of Influence to Pursue a Graduate Degree Program Education**

Variables	Mean	SD	Interpretation
Advanced Knowledge	3.15	0.41	High
Professional Development	3.17	0.46	High
Increased Salary	3.33	0.56	Very High

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Leadership Opportunities	3.17	0.41	High
<b>Overall</b>	<b>3.20</b>	<b>0.46</b>	<b>High</b>

**Legend:** 3.26 – 4.00 Strongly Agree/ Very High    1.76 – 2.50 Disagree/Low  
 2.51 – 3.25 Agree/High    1.00 – 1.75 Strongly Disagree/Very Low

Table 3 shows the respondents' level of influence to pursue a graduate degree program education with an overall mean of 3.20 (SD=0.460), interpreted as **High**. This means that there is a high chance to stay competitive and expand their areas of knowledge, as well as the financial advantages of graduate studies, such as greater pay. This further means that the majority of respondents believe that getting a graduate degree helps with advanced knowledge, professional development, salary increase, and leadership opportunities. This implies that to advance in their careers and assume leadership roles in the future. They also place a high emphasis on investing in personal development. It further implies that the respondents' general agreement on the advantages of higher education—which can have wider ramifications for the workforce, such as enhanced competitiveness, creativity, and knowledge in numerous industries—is indicated by their overall positive perception of taking a graduate degree program. Teachers are highly motivated to seek graduate education to enhance their leadership abilities and career opportunities. This might result in a workforce in education that is more informed and talented, which could improve teaching quality and student outcomes (Refugio et al., 2020).

Meanwhile, the variable **Increased Salary** obtained the highest mean rating of 3.33 (SD=0.56), interpreted as **Very High**. This means that the very high agreement in obtaining a graduate degree is motivated by the desire for a higher salary, showing that respondents are aware of the potential financial benefits of pursuing a master's degree and have a high regard for money. This further means a clear relationship between the expected financial returns and the investment made in education, highlighting the need to consider remuneration while selecting a career. This implies that salary transparency affects the competitive educational setting as well since education entities use it to entice prepared educators. This further implies that even the rising cost of tuition in a graduate program sheds light on how wage transparency, the trend on education, and educators' preferences are changing in the labor market. Higher incomes are an important factor in increasing teacher satisfaction, and most Filipino educators firmly feel that financial incentives greatly inspire educators (Alonzo, 2021).

However, the variable **Advanced Knowledge** got the lowest mean rating of 3.15 (SD=0.41), interpreted as **High**. This means that even though advanced knowledge is important and valued as high it is the least motivator for pursuing a graduate degree program. This further means a potential shift towards valuing practical skills, hands-on experience, or other factors over theoretical knowledge in career advancement decisions. This implies that respondents may prioritize acquiring practical skills or specialized expertise over broad theoretical knowledge typically associated with advanced degrees. This further implies that perceived advanced knowledge acquired through graduate degree programs to actual job performance and career success plays a significant role. Furthermore, respondents may place more value on skills directly applicable to their roles rather than abstract or general knowledge gained through formal education. The lower rating may also indicate that respondents view professional development opportunities, leadership prospects, or increased salary as more immediate and tangible benefits of pursuing a graduate degree compared to the acquisition of advanced knowledge. According to Tolentino et al. (2023), teachers may seek a balance between theoretical understanding and practical skills when considering higher education. The results also suggest that there is room for teachers to improve in the breadth and depth of their knowledge, indicating the necessity for continuing education and training to improve the proficiency of educators in the classroom.

**Problem 4.** Is there a significant effect of the influencing factors to pursue a graduate degree program and teachers' quality of life?

**Table 4: Relationship between Levels of Teacher's Quality of Life and the Influencing Factors to Pursue a Graduate Degree Program**

Influencing Factors to Pursue A Graduate Degree Program	Teacher's Quality of Life Indicators				OVERALL <i>r-value</i> <i>p-value</i>
	Job Security	Self-Motivation	Financial Stability	Respect and Recognition	
	<i>r-value</i>	<i>r-value</i>	<i>r-value</i>	<i>r-value</i>	
	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>	
Advanced Knowledge	0.606 (MPR)	0.701 (SPR)	0.507 (MPR)	0.489 (WPR)	0.769 (SPR)

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	0.000*	0.001*	0.001*	0.001*	0.001*
	S	S	S	S	<b>S</b>
Professional Development	0.457 (WPR)	0.536 (MPR)	0.458 (WPR)	0.565 (MPR)	0.684 (MPR)
	0.001*	0.001*	0.001*	0.001*	0.001*
	S	S	S	S	<b>S</b>
Increased Salary	0.112 (WPR)	0.350 (WPR)	0.361 (WPR)	0.219 (WPR)	0.341 (WPR)
	0.114 NS	0.001* S	0.001* S	0.001* S	0.001* <b>S</b>
Leadership Opportunities	0.514 (MPR)	0.582 (MPR)	0.478 (WPR)	0.381 (WPR)	0.647 (MPR)
	0.001* S	0.001* S	0.001* S	0.001* S	0.001* <b>S</b>

**Legend:** \*significant at  $p < 0.05$  alpha level      S – significant      NS – not significant

Table 4 shows the relationship between the levels of influencing factors to pursue a graduate degree program and teacher's quality of life. Overall, the relationship between the levels of influencing factors to pursue a graduate degree program and a teacher's quality of life was shown to have a significant relationship as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This means a **significant** relationship between teachers' quality of life, and the influencing factors to pursue a graduate degree program. This further means that professional development was equally important and that teachers who pursued graduate studies had better job satisfaction. This implies that while professional development and advanced knowledge had a greater influence on well-being, financial stability was still important. This further implies that teachers' quality of life is strongly correlated with respect and recognition, underscoring the significance of feeling respected and recognized in one's line of work.

Moreover, to determine whether graduates of Teacher Education Institutions in the Philippines are prepared for the teaching profession and adhere to academic norms, the study assesses the credentials and qualifications of these graduates. To ascertain their influence on teaching efficacy and student engagement in the Philippines it also looks at their characteristics, pedagogical techniques, and instructional strategies. The study also explores the relationship between instructors' subject-matter expertise and the quality of their instruction, with a focus on high school settings (David et al. 2024).

With an R-value of 0.769 and a p-value of 0.001, results show the highest significance between teachers obtaining advanced knowledge and desiring respect and recognition in their professional lives. This means that there is a substantial correlation between teachers who desire respect and recognition and those who pursue advanced knowledge. This further means that investing in graduate degree programs to further one's professional development can increase one's sense of value and recognition in the teaching profession. This implies how crucial lifelong learning is to developing one's competence and winning the respect of peers and organizations. This further implies that when teachers feel valued and appreciated for their work, they actively seek out advanced knowledge and are more driven and content in their positions. This creates a healthy work environment, it is imperative to foster an organizational culture that promotes continual learning and recognizes the efforts of educators. The possibility of investing in graduate degree programs is further highlighted by the possibility of improved career growth and leadership opportunities for educators who enroll in them. Choosing to pursue a master's degree is a complex one, impacted by a variety of a person, societal, and institutional factors that varies between student profiles and university situations. Zhou et al., (2024) understanding these complex dynamics helps schools build more tailored ways to support and encourage graduate education.

Meanwhile, the p-value of 0.114 and the r-value of 0.112, both of which are above the significance level of 0.05, received the lowest overall R-value suggesting a **Significant** value that the data presented indicates that "Increased Salary" has the least significant relationship. This means that perceived as the lowest but still significant determinant that the respondents' decision is still contributory to pursue graduate studies. This implies how crucial professional development, chances for career advancement, and ongoing education are to raising teacher happiness and well-being. This further implies that, nevertheless, teachers' opinions

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of their quality of life may not be as much influenced by monetary incentives alone. It further implies the need for funding options for professional progression and continuing education, emphasizing the significance of establishing a nurturing atmosphere that encourages ongoing development and values the contributions of educators.

As posited by David et al. (2018) the function of graduate studies in Philippine teacher education programs, emphasizing its significance in equipping educators for the dynamic nature of the education landscape. By examining the relationship between graduate education and the caliber of teacher preparation programs, it advances student education quality, educational standards, and teacher professionalism.

On top of that, the findings look at the factors that influence teachers' decisions to seek graduate degrees and how they affect their quality of life. The survey focuses on key issues: job security, self-motivation, financial stability, and respect and recognition. The findings show that these variables have a strong positive relationship with teachers' quality of life, implying that they play a vital part in influencing teachers' decisions to seek graduate degrees. Specifically, the findings discovered that these four indicators are all important determinants in teachers' pursuit of graduate degree programs. These criteria are general markers of teachers' quality of life and are directly related to their overall well-being, professional satisfaction, and quality of life.

**Problem 5.** Is there a significant relationship between the influencing factors to pursue a graduate degree program and teachers' quality of life and each of the respondents' profiles?

Table 5 shows the relationship between the levels of influencing factors to pursue a graduate degree program and the profile of the respondents. Overall, the profile of the respondents in terms of highest educational attainment, marital status, number of family members, and family monthly income showed a **Significant** relationship to the respondents' levels of influencing factors to pursue a graduate degree program as indicated by the correlation *r*-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This means that the respondents' highest educational attainment, marital status, number of family members and family monthly income, and their levels of influencing factors to pursue a graduate degree program are associated with each other. This further means that the highest educational level attained by respondents and their desire to enroll in graduate school were found to be positively correlated in the study. This implies that pursuing graduate degrees places more value on things like leadership opportunities, increased salary, professional development, and advanced knowledge.

However, their decision was not substantially influenced by their marital status. The result also discovered a significant correlation between the number of family members and the monthly income of the family, indicating that financial restrictions and family size are important factors in respondents' decisions to continue their education. Increased family responsibilities or budgetary restraints may cause people to place a larger priority on professional advancement and pay than on further education. Entirely, the size of one's family and academic accomplishments are major factors in determining whether someone wants to go to graduate school.

**Table 5: Relationship between Respondents' Profile and Influencing Factors to Pursue a Graduate Degree Program**

Profile of the Respondents	Influencing Factors to Pursue a Graduate Degree Program Indicators				OVERALL <i>r</i> -value <i>p</i> -value
	Advanced Knowledge <i>r</i> -value <i>p</i> -value	Professional Development <i>r</i> -value <i>p</i> -value	Increased Salary <i>r</i> -value <i>p</i> -value	Leadership Opportunities <i>r</i> -value <i>p</i> -value	
Age	0.127 (WPR)	0.111 (WPR)	<b>0.169</b> <b>(WPR)</b>	0.072 (NLR)	0.037 (NLR)
	0.073 NS	0.118 NS	<b>0.017*</b> <b>S</b>	0.311 NS	0.602 NS
Sex	0.041 (NLR)	0.074 (NLR)	0.023 (NLR)	0.047 (NLR)	0.032 (NLR)
	0.569 NS	0.299 NS	0.750 NS	0.507 NS	0.656 NS

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Highest Educational Attainment	0.129 (WPR)	<b>0.154</b> (WPR)	<b>0.201</b> (WPR)	<b>0.205</b> (WPR)	<b>0.216</b> (WPR)
	0.070 NS	<b>0.030*</b> S	<b>0.004*</b> S	<b>0.004*</b> S	<b>0.002*</b> S
Marital Status	0.112 (WPR)	0.093 (NLR)	0.072 (NLR)	<b>0.217</b> (WPR)	<b>0.141</b> (WPR)
	0.114 NS	0.192 NS	0.314 NS	<b>0.002*</b> S	<b>0.047*</b> S
Number of Family Members	<b>0.181</b> (WPR)	0.020 (NLR)	<b>0.325</b> (WPR)	<b>0.220</b> (WPR)	<b>0.227</b> (WPR)
	<b>0.010*</b> S	0.782 NS	<b>0.001*</b> S	<b>0.002*</b> S	<b>0.001*</b> S
Family Monthly Income	<b>0.181</b> (WPR)	0.020 (NLR)	<b>0.325</b> (WPR)	<b>0.220</b> (WPR)	<b>0.227</b> (WPR)
	<b>0.010*</b> S	0.782 NS	<b>0.001*</b> S	<b>0.002*</b> S	<b>0.001*</b> S

**Legend:** \*significant at  $p < 0.05$  alpha level    S – significant    NS – not significant

The study by Genelao et al. (2024) offers a comprehensive examination of the situation of teacher education in the Philippines at the moment. The study thoroughly explores the subtleties of programs for preparing teachers, focusing on evaluating how well they generate qualified educators who can meet the constantly evolving needs of the educational sector.

With an R-value of 0.041 and a p-value of 0.569, the factors that influence the decision to pursue a graduate degree program revealed that "Sex" had the lowest value, suggesting a **Not Significant**. This means that in comparison to other characteristics, the study shows that sex has little bearing on the decision to undertake a graduate degree program. A person's family size, leadership opportunities, advanced knowledge, and professional development are all likely to have an impact on both men and women equally.

However, other considerations like professional advancement and higher pay may have a greater influence on the decision therefore, sex may not be a major deciding factor. This implies that people are driven to pursue graduate study for job growth and financial gain, regardless of their gender. This further implies that to investigate potential societal or gender-specific factors influencing educational decisions, more research is required. According to the survey, Statistics Canada. (2021). The study shows that, when it comes to determining opportunities and results for those in STEM disciplines, gender has no bearing on whether or not they choose to pursue graduate education.

Particularly, the data indicate a **significant** relationship between respondents aged 31-40 years old on the indicator "increased salary as an influencing factor to pursue a graduate degree program. This means that mature respondents are more likely to enroll in graduate programs to increase their pay due to promotion. This further means that upon pursuing graduate studies, it is anticipated to have opportunities resulting in higher compared to those who did not enroll master's degree. This implies that respondents consider the drawbacks of graduate school financially before deciding on a plan of action that will maximize their value.

Furthermore, the respondents' highest educational attainment has a **significant** relationship with professional development but **Not Significant** with advanced knowledge suggests that pursuing a graduate degree program will lead to the potential for earnings, career options, and growth as a high chance for promotion and leadership opportunities in the landscape of education. Respondents can gain advanced knowledge without enrolling in a master's degree. This means they can advance their knowledge in many ways, such as attending seminars, trainings, workshops, and the like, but promotion, leadership, and opportunities are not likely to happen.

Abun et al., (2021) study reveals a significant relationship between the highest educational attainment and self-efficacy, which is crucial for professional development. Higher education levels increase confidence in one's abilities, leading to high self-efficacy and ultimately contributing to professional development. At the same time, advanced knowledge can be gained through independent study, classes, conferences, or extracurricular activities. Graduate studies may not indicate advanced knowledge.



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Graduate programs frequently emphasize professional growth above pure intellectual progress, resulting in improved skills and employment opportunities.

In conclusion, while the highest educational attainment is a significant component in professional growth and career success, it may not be the major predictor of advanced knowledge. Individuals can acquire advanced knowledge in a variety of ways, and the connection between educational attainment and advanced knowledge is impacted by individual, contextual, and program-specific factors.

Table 6 shows the relationship between teacher-respondents' quality of life and their profile. Overall, the profile of the respondents in terms of highest educational attainment and marital status showed a **Significant** relationship to the respondents' quality of life as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This means that teacher respondents who seek higher education such as a master's degree, may see an improvement in their quality of life as a result of gaining greater expertise, knowledge, and respect in their field. This further means that the study also emphasizes the significance of marital status and how it may impact teachers' personal and professional lives, as well as their security in their jobs and financial situation. This implies that results offer more proof of the connection between teachers' quality of life and their level of education. This further implies that teachers who hold graduate degrees earn more money and have better working circumstances than those who merely hold bachelors.

As opined by Assaf et al., (2024) evaluated educators' job satisfaction and general well-being in several areas of their work lives in their educator quality of worklife survey. This study underlines the importance of job happiness for teachers' well-being and the quality of education they serve their students. To understand the opportunities and challenges affecting educators in their positions, the study examined elements that affect educators' work-life quality, such as overall well-being, work environment, support systems, and job satisfaction.

In particular, the profile of the respondents in terms of age showed a **Significant** relationship to the respondents' quality of life in terms of job security and self-motivation as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This means that the respondents' age is related to their quality of life in terms of job security and self-motivation. This further means that teachers with the highest educational attainment typically lead happier lives, indicating that funding their education and professional growth can enhance their well-being. Teachers' marital status also affects their quality of life; those in committed partnerships exhibit a higher connection with a higher quality of life.

Overall, according to the research of Hasanati et al., (2024) older teachers and those with more experience are more satisfied with their professions due to their experience and maturity. This shows that mature educators can better deal with problems and feel more fulfilled in their jobs, stressing the need of taking age into account when enhancing teacher well-being and work satisfaction.

Meanwhile, with no significance, the results concluded that the family monthly income was **Not a Significant** predictor of teacher-respondents' quality of life. This means a weak association. This further means that other characteristics, such as job security, self-motivation, financial stability, and respect and recognition, are more important in determining teachers' quality of life than family size. This implies that supporting educators requires a comprehensive strategy that takes into account all facets of their lives, including opportunities for professional growth, financial wellness initiatives, mental health assistance, and recognition programs.

**Table 6: Relationship between Teacher-Respondents' Quality of Life and Profile**

Profile of the Respondents	Teacher's Quality of Life					
	Job Security	Self-Motivation	Financial Stability	Respect and Recognition	OVERALL	
	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>	
Age	<b>0.143</b> <b>(WPR)</b>	<b>0.168</b> <b>(WPR)</b>	0.124 (WPR)	0.068 (NLR)	0.133 (WPR)	
	<b>0.044*</b> <b>S</b>	<b>0.017*</b> <b>S</b>	0.079 NS	0.339 NS	0.060 NS	

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Sex		0.056 (NLR)	0.003 (NLR)	0.050 (NLR)	0.009 (NLR)	0.036 (NLR)
		0.430 NS	0.962 NS	0.485 NS	0.894 NS	0.616 NS
Highest Educational Attainment		0.128 (WPR)	<b>0.210</b> <b>(WPR)</b>	0.100 (WPR)	0.017 (NLR)	<b>0.167</b> <b>(WPR)</b>
		0.072 NS	<b>0.003*</b> <b>S</b>	0.159 NS	0.813 NS	<b>0.018*</b> <b>S</b>
Marital Status		0.025 (NLR)	<b>0.238</b> <b>(WPR)</b>	0.044 (NLR)	0.068 (NLR)	<b>0.149</b> <b>(WPR)</b>
		0.730 NS	<b>0.001*</b> <b>S</b>	0.540 NS	0.339 NS	<b>0.035*</b> <b>S</b>
Number of Family Members		0.088 (NLR)	0.131 (WPR)	0.024 (NLR)	0.001 (NLR)	0.074 (NLR)
		0.215 NS	0.065 NS	0.733 NS	0.994 NS	0.297 NS
Family Monthly Income		0.088 (NLR)	0.131 (WPR)	0.024 (NLR)	0.001 (NLR)	0.074 (NLR)
		0.215 NS	0.065 NS	0.733 NS	0.994 NS	0.297 NS

**Legend:** \*significant at  $p < 0.05$  alpha level      S – significant      NS – not significant

Notably, this further implies that the study's overall findings emphasize the necessity of an all-encompassing strategy to assist educators by highlighting the significance of comprehending and advancing the well-being of educators, with a particular emphasis on aspects such as job security, satisfaction, work-life balance, and professional growth. It also delves into the obstacles that educators encounter and possible approaches to enhance their quality of life (Benevene et al., 2020).

The respondents' profiles employ a variety of effects on teachers' well-being. Teachers' age and marital status, for instance, might have an impact on their work-life balance, whereas their highest educational attainment can influence job security and professional development. The number of family members and their monthly income can both affect their financial stability and quality of life.

The study reveals that the majority of teachers are mature, indicating that they are in the middle stage of their careers. The sex distribution is skewed towards females, for teaching is a female-dominated profession. The majority of the respondents have already taken master's degree units, and married, indicating stable relationships with their families, contributing to their overall well-being. Most of them have small family members, and a large proportion of teacher respondents have low family monthly income, which can impact their financial stability and their living.

Also, it revealed that respondents' quality of life, particularly job security, self-motivation, financial stability, and respect and recognition, self-motivation got the highest mean and standard deviation. This means that self-motivated teachers are more engaged, have a feeling of purpose, and are dedicated to their jobs. This further means that they are motivated by their personal goals and values rather than earning benefits or recognition. This implies that teachers acquire meaning and purpose from their profession, which is critical for general well-being. The high mean for self-motivation shows that teachers are internally motivated and determined.

Further, it was also observed that salary increase is the most significant factor in teachers taking a master's degree program, which supports the human capital theory, which posits that investing in education and training boosts productivity and generates economic advantages. Teachers' profiles give information on demographic aspects that impact their decision to seek graduate degrees. Teachers with low family incomes may be more motivated by higher pay and financial security. Assessing teacher quality of life can help identify areas where graduate studies could have the most impact. Teachers who are uneasy about their work may be more motivated to pursue schooling to enhance job security and to be respected and recognized, to acquire

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leadership positions, and to have their salary increased. Teachers who are self-motivated and have a high regard for their colleagues and the community may be more concerned with advanced knowledge and professional growth. Understanding these advantages allows us to build targeted measures to assist and encourage teachers to continue graduate degrees, hence boosting educational quality.

Finally, respondents' profiles, the level of teachers' quality of life, and the influencing factors to pursue graduate degree programs are interrelated and give a thorough knowledge of the reasons that motivate educators to pursue graduate degrees. Teachers may gain a more nuanced knowledge of the multifaceted reasons and experiences of teachers pursuing graduate courses by investigating respondents' characteristics, teachers' quality of life, and influencing factors. These findings have important implications for educators, politicians, and administrators seeking to improve teachers' quality of life. It emphasizes the need to take into account a variety of elements while creating graduate programs for educators. Understanding these aspects enables institutions to build focused marketing tactics, relevant techniques, and interesting courses, and provide support services that address their students' unique requirements.

### IV. CONCLUSIONS

Based on the findings of the study, the following were the conclusions.

Pursuing a graduate degree program significantly impacts teachers' quality of life, with advanced knowledge, professional development, increased salary, and leadership opportunities enhancing job security, self-motivation, financial stability, and respect and recognition. Participating in professional development can enhance teachers' job security, self-motivation, financial stability, and respect and recognition. Increased salary and leadership opportunities also positively impact these indicators. Obtaining a graduate degree program impacts teachers' quality of life.

Hence, high educational attainment and marital status significantly impact teacher-respondents' quality of life, with teachers with higher education achieving job security, self-motivation, financial stability, and respect. Marital status significantly impacts job security, self-motivation, financial stability, and respect among married teachers, highlighting the importance of high educational attainment and marital status in enhancing their quality of life.

### V. RECOMMENDATIONS

Based on the findings and conclusions generated from this study, the researcher has formulated the following recommendations:

1. Considering that the study is on teachers' quality of life, it is recommended that the respondents should be encouraged to acquire continuous professional development despite of age, educational attainment, marital status, number of family members, and family monthly income.

2. It is good to see that teachers have a high degree of job security, self-motivation, financial stability, respect, and recognition for their quality of life. However, the result shows that there is a need to give respect to teachers who emphasize quality of life. Thus, school leaders shall recognize and give respect to the teacher's achievements.

3. Teachers' quality of life is good if the advanced knowledge of teachers is being recognized. Sending teachers to acquire knowledge, having been sponsored that the tuition and other payment should be sponsored by the agency.

4. The relationship between the level of teachers' quality of life and the influencing factors to pursue a graduate degree program plays a significant impact on the teachers of Opol District. Advanced knowledge, professional development, increased salary, and leadership opportunities play a pivotal role in teachers' quality of life.

5. There is a significant relationship between the influencing factors to pursue a graduate degree program and teachers' quality of life. Thus, it is recommended that the highest educational attainment, marital status, number of family members, and family monthly income shall be the priority among teachers. Further, it is recommended that the teacher prioritize their quality of life and better service in the department.

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