

## Facets of Teachers' Educational Pursuits to Their Quality of Life



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**ABSTRACT:** Individuals pursue for education to improve their qualifications and professional possibilities to ultimately improve their standard of life. This study aimed to determine the teachers' facets of educational pursuits and its relation to their quality of life. It was conducted to one hundred-five (105) teachers from selected schools in Talakag District II Division of Bukidnon, School Year 2024-2025. Teachers were selected through stratified sampling. The study utilized the descriptive correlational and causal research design and used an adapted and modified research questionnaire. Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient and Multiple Linear Regression were the statistical tools used to interpret and analyze the data. Results showed that teachers' facets for educational pursuits were at High Level which their quality of work was at High Level. Facets for educational pursuits was significantly correlated towards quality of work life. Moreover, exploration and advanced professional development were the highest predictor for teachers' quality of life. It was recommended that teachers and school heads may help and assist each other to maintain the balance on both sides so that great performance and outcomes are achieved for the school and the students.

**KEYWORDS:** educational pursuits, facets, quality of life, teachers

### I. INTRODUCTION

It is becoming quite normal for individuals to pursue additional qualification through the master's, proffering the best that has been learned, and translating the virtues to better professional opportunities, which ultimately leads to the improvement of one's quality of life among the teachers. Elements that contribute to the quality of life for graduate programs are there. Such because the value of knowledge has been expanding among the societies, and industries have begun demanding specialized skills. The study attempted to investigate quality of life elements that influence teachers' decisions to pursue a graduate program. These will be through investigating the perspectives of instructors. The purpose of this study was to make a contribution to a more thorough knowledge of the variety of consequences that continuing one's education at the graduate level has on both individuals and the global educational landscape.

Problems with time management, financial pressure, feelings of isolation, and stress are the most significant challenges that a teacher faces when pursuing graduate studies in a real-world environment. These can make situations much worse, and the responsibilities of coursework and research can make these problems even more stressful. In light of these obstacles, the path to obtaining a higher degree is undoubtedly difficult. Teachers in Talakag District also selected to pursue master's degree programs in education at a reduced rate. Due to these issues many teachers decided to put on hold, or to bypass, the obtaining of a master of education in education, even if continuing education is one of the most important aspects of professional development. A general component, for instance, is the high level of time dedication that is required to complete a master's program. Because teaching is already an exhausting career, it may be difficult for professors to seamlessly weave caring for students in a full-time teaching job with the coursework and assignments that come with a master's program. Because of the high cost of tuition and the possibility of accruing additional teacher loans, practicing prudent financial management is already a need.

Furthermore, it may be the case that some teachers believe that the advantages of getting an extra formal education outweigh the potential practical experience derived from teaching in the classroom without supervision. There are a number of teachers that have the fantasy of spending the weekend actively making time for their family and loved ones without any stress during the weekend. Female teachers are few who decide not to take master's programs because they are having young children and are not capable of effectively managing their time (Tolentino et al., 2023).

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Additionally, also known as the Enhanced Basic Education Law of 2013 (Republic Act No. 10533), a notable piece of legislation that influences the course by which Filipino educators continue their career. Teachers are obligated by law to be provided with opportunities to develop their knowledge and talents through graduate-level courses, workshops, and in-service training. This responsibility is the Department of Education (DepEd) domain. Obtaining a master's degree in education is a means for professional educators to advance their professional development while meeting this requirement. In addition, the law also defines the Program for Enhancing Basic Education which seeks to ensure that every student in the country has a chance to get an education that is at a top level internationally and built on a pedagogically sound curriculum and at the same time meets an international standard. The implementation of the project will be aided by the improvements made to the curriculum for basic education.

The purpose of this study was to provide substantial insights into the influences that teachers must weigh while making decisions about pursuing graduate degree programs, as well as the programs' impact upon the quality of life that teachers experience. It is possible that this would assist in the identification of approaches that could be used to support the professional growth of teachers and improve their overall quality of life, which would ultimately be beneficial to education in the Philippines. In addition, educators and school administrators are strongly encouraged to continue their education by enrolling in graduate programs that furnish them with the information and leadership skills essential for navigating the complexity of educational administration and making a contribution to the ongoing growth of their respective institutions. In essence, the pursuit of these graduate degrees represents a commitment to the enhancement of educational opportunities and the creation of a more promising future for students.

It is Herzberg's theory as cited by Team (2020) of workers' motivation that will serve as the foundation for this investigation. This idea acknowledged hygiene and motivation as the two degrees of motivators for employees, pay, working circumstances, and other hygiene elements, such as organizational policies, supervisors' credentials, and connections with fellow employees. The drivers among staff members include compensation, workplace conditions, and other factors. On the other hand, motivational variables include things like accomplishing a goal, being accountable or having autonomy, being acknowledged for one's work, and having opportunity to develop in one's career.

A person does not have to devote the same amount of time each day to their career, family, and personal needs in order to keep their work life at a satisfactory level with regard to quality. According to the findings of the study that has been conducted on the subject, the concept of quality of life was very subjective and differed greatly from one individual to the next. This was something that has been proved by the findings of these investigations. It is important to understand that in order to achieve a sense of harmony in one's life, it is necessary to make strategic use of the resources that are available to one. These resources include time, thought, and physical effort.

Moreover, Becker's (1994) Human Capital Theory also figured prominently in this study. A theory might be salient to understanding the choice to pursue a Master's degree in education by referring to some artful constructs of education and psychological theories that may shed light on the reasons behind and the consequences of that choice. For the purpose of this investigation, the researcher made use of the human capital theory, which was first proposed by Becker. According to this theory, investing in higher education and training increases productivity, which in turn increases wages and increases employability. According to the human capital hypothesis, increasing the amount of money spent on education can lead to increased levels of economic prosperity, social stability, and social production. The cognitive capacities of teachers can be improved by the completion of a master's degree in education, which in turn increases job satisfaction, engagement, and productivity.

Furthermore, Human Capital Theory, Third Edition, illustrates the benefit of investing in human capital through education and training, which results in an increase in productivity among Americans and offers a considerable rate of return in the form of increased income for those who are directly engaged in the process. In accordance with Becker's Human Capital Theory, the investment of a person in education and training has the potential to increase both their productivity and their earning potential. Through the investment of their human capital, educators who obtain master's degrees in education are able to increase their earning potential of their careers. In order to participate in the expanding global economy, education and training are considered to be essential, according to the theoretical framework. If teachers have a master's degree in education, they can improve their teaching skills and knowledge, which in turn can improve the outcomes of their students and broaden their work opportunities.

According to SkillsWave (2023), obtaining a master's degree significantly boosts one's earning potential as well as work chances, particularly in technical fields that are in high demand. There is a large return of investment associated with obtaining a master's degree, and the number of positions that require a master's degree is expected to increase at a rapid rate in the years to come. Therefore, obtaining a master's degree, particularly in a field that is in high demand and pays well, is an excellent investment in a future career and earnings, with salaries that are significantly higher than those of a bachelor's degree alone.

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Shellhouse et al. (2020) conducted a study that was influenced by institutional, professional, personal, and life situations. The notion of the elements that influence the decision to pursue a graduate degree program was patterned and modified from that study. Money, opportunities for advancement, and the prestige of the institution are all factors to consider. There are a number of crucial factors to take into consideration, including personal and professional development, work-life balance, and potential benefits. Among the things that are regarded to be life considerations are commitments to one's family and health, as well as support systems. Motives and the quality of life of an individual are influenced by these factors, which include job security, a healthy balance between work and personal life, and overall well-being.

The findings of this study offered a potential method for determining the factors that have a significant influence on the willingness of educators to participate in ongoing professional development by enrolling in a master's degree program Zhang et al. (2021). Personal characteristics that influence motivation include, but are not limited to, previous experience, knowledge of content, self-efficacy, and attitude toward learning. The results of the study revealed that there were two group factors affecting the motivational levels of the respondents: personal and workplace factors. A wide range of personal factors influence motivation, including ideas about learning, previous experiences, and self-efficacy. Additionally, school-level factors, such as leadership, support from colleagues, and workload expectations, also play a significant role in the motivational process.

The process of self-intrinsic drive, as well as the satisfaction that comes from one's work, both contribute towards the sense of purpose that teachers have in their life. There are a number of professional factors that influence the success and happiness of teachers. These include the course content, organization, contact between teachers and students, and job fulfillment. Teachers' willingness to participate in ongoing professional development programs, which enhances the way they teach and overall quality of life, is influenced by a number of factors, including interpersonal connections, school policies, and administrative support at the organizational level.

## II. METHODOLOGY

The researcher utilized the descriptive correlational and causal research design to attain the objectives set in this study. Descriptive correlational research is a type of research design that tries to explain the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them. In descriptive correlational research, researchers collect data to explain the variables of interest and figure out how they relate. The main goal is to give a full account of the variables and how they are related without changing them or assuming that one thing causes another (Team, 2020).

In descriptive correlational research, researchers do not change any variables or try to find cause-and-effect connections. Instead, they just watch and measure the variables of interest and then look at the patterns and relationships that emerge from the data (Bhat, 2024).

On the other hand, causal research is classified as conclusive research since it attempts to build a cause-and-effect link between two variables. Causal research is also known as explanatory research. It is a type of research that examines if there is a cause-and-effect relationship between two separate events. This would occur when there is a change in one of the independent variables, which is causing changes in the dependent variable (Villegas, 2024).

Problems 1 and 2 utilized the Mean and Standard Deviation to determine the level of teachers' educational pursuits and their quality of work life. In problem 3, Pearson Product Moment Correlation Coefficient or Pearson  $r$  was used to determine the relationship between the independent and the dependent variables of the study. Finally, for problem 4, Multiple Linear Regression was utilized to determine which of the independent sub-variables have the most affects the teachers' quality of life.

## III. RESULTS AND DISCUSSION

**Problem 1.** What is the teachers' level of educational pursuits in terms of:

- 1.1 advanced knowledge;
- 1.2 professional development;
- 1.3 increased salary, and
- 1.4 leadership opportunities?

**Table 1: Overall Level of Teachers' Educational Pursuits**

Variable	Mean	SD	Description	Interpretation
Advanced Knowledge	4.20	0.52	At all times	Very High
Professional Development	3.98	0.54	Most of the time	High

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Increased Salary	4.22	0.53	At all times	Very High
Leadership Opportunities	4.19	0.54	Most of the time	High
<b>Overall Mean</b>	<b>4.15</b>	<b>0.53</b>	<b>Most of the time</b>	<b>High</b>

**Note:** 4.20 – 5.00 Very High 3.40 – 4.19 High 2.60 – 3.39 Moderate 1.80 – 2.59 Low 1.00 – 1.79 Very Low

Table 1 presents the overall level of teachers' educational pursuits. It registered an overall Mean of 4.15 and SD=0.53, described as Most of the time and interpreted as High Level. The data imply that the teachers have high regard for their educational pursuits. Studying for higher level of education like masters or a doctorate program is beneficial for the teachers. Besides, further studies after the bachelor's degree qualifies the candidates with the most current skills and knowledge, which helps further in the pursuit of higher positions with greater remuneration. Higher learning, or further education after bachelor's degrees, is quite a difficult undertaking. This is because it requires more time and effort as well as balancing one's activities. It also requires more financial responsibility. However, its benefits as an individual and as an educator is its potential and opportunities for promotion and for additional income is very high. Thus, despite challenges and demands, teachers still prefer to pursue it. Moreover, it also is given emphasis during ranking for promotion as it is given points.

According to SkillsWave (2023) that securing a master's degree substantially increases both earning potential and job opportunities, notably in high-demand technical areas. If you need to know much, however, a master's degree will carry a considerable return of investment, and the number of roles requiring a master's degree is expected to grow at a fast pace in the future. Thus, a master's degree, especially one that is in demand and financially rewarding, is a smart investment in your work and salary prospects down the road, including salaries well above those received with a bachelor's degree alone.

In the same table, the highest rated variable is *increased salary* with the Mean of 4.22 with SD=0.53, described At all times and interpreted as Very High Level. The data imply that the teachers believed that if they pursue for higher level of education, they can also have better chances at having increased salary. This can be attributed to promotion of position and opportunity for other source of income.

For practical reason, earning higher income is important as it allows the teacher to finance their basic needs for themselves and their families. Moreover, they can also earn something that can be used as savings and for emergency purposes that will prevent them incurring borrowed money or loans. Moreover, it further enhances the teachers' capacity and capability in their teaching and learning activities and abreast them with various teaching strategies and approaches. Within the scope of the research conducted by Wyatt et al. (2021), the influence of digital learning assessment and big data on the professionalism of educators was investigated. The research placed a significant amount of focus on the necessity for educators to enhance their digital literacy and make adjustments in order to keep up with the latest technological developments. The evidence presented here suggests that obtaining a master's degree in education may increase earning potential by increasing the flexibility and digital competence of both teachers and students.

Meanwhile, the variable, *professional development* was rated the lowest with the Mean of 3.98 with SD=0.54, described as Most of the time and interpreted as High Level. The data imply that the teachers have high regard for professional development. For the teachers, one way of improving themselves and their profession is through professional development which can be in the form of participation to trainings and seminars or enrolling for a masters or doctorate degree program.

One of the most important aspects of the profession of teaching is professional development, which is also widely recognized as a crucial factor in elevating educational standards. In order to enhance the quality of teacher preparation in the Philippines, the Excellence in Teacher Education Act, which is also referred to as Republic Act No. 11713, was chosen for adoption. It is the intention of this Act to provide educators with the instruments and resources that they require in order to enhance their teaching abilities and remain current with the latest advances and patterns in their respective fields. It recognizes the significance of continuing education for both teachers and educational professionals ([www.deped.gov.ph](http://www.deped.gov.ph)). According to Deng (2023) that one of the provisions is that educators are encouraged to step up to acquire master's degrees in the field of teacher education. This study explored the challenges educators may encounter when seeking their master's degree in teacher education and attached benefits to it. The purpose of this study was to analyze the ways in which professional development influences quality of instruction and the overall progress of the educational system in the Philippines.

**Problem 2.** What is the level of teachers' quality of life in terms of:

- 2.1 job security: and
- 2.2 self-motivation?

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**Table 2: Overall Level of Teachers' Quality of Life**

Variable	Mean	SD	Description	Interpretation
Job Security	4.18	0.52	Most of the time	High
Self-Motivation	4.17	0.52	Most of the time	High
<b>Overall Mean</b>	<b>4.18</b>	<b>0.52</b>	<b>Most of the time</b>	<b>High</b>

**Note:** 4.20 – 5.00 Very High 3.40 – 4.19 High 2.60 – 3.39 Moderate 1.80 – 2.59 Low 1.00 – 1.79 Very Low

Table 2 showcases the overall level of teachers' quality of life. It registered an overall Mean of 4.18 with SD=0.52 described as Most of the time and interpreted as High Level. The data imply that the teachers considered themselves that they have a high level of quality of life in spite of carrying out their work while they attend master's degree classes. One thing that the teachers need to be aware of to the extent that they know when they need to rest, stop and keep fighting for their plans, goals and objectives is the quality of life.

The quality of life that teachers have will also determine if they can perform their duties and responsibilities at their best. If the teachers have low level in their quality of life they will tend to be in the negative side like less motivated, less inspired and will definitely perform at low level. However, when the teachers have high level quality of life, they will perform the opposite. Schools should provide activities that will help the teachers release their negative thoughts and energies so that it will not compile and eventually explode leading to not so ideal outcomes and performance that will also affect the students (Deng, 2023).

In the same table, the variable, *job security* was rated the highest with the Mean of 4.18 with SD=0.52, described as Most of the time and interpreted as High Level. The data imply that the teachers have high regard for the security of their job. This further means that the teachers are doing their best to make sure that they are performing well according to the standards set by the department. Security for job nowadays is a must for any individual specially that prices on all the things needed for day-to-day living is always going up or keeps on changing. The first thing to do is make sure that a person has a stable and permanent job so that it will not be that difficult to finance one's needs as well as on taking risks like going on making investments or borrow money due to emergencies as the person borrowing will always have the chance to pay for it.

The beauty of having job security is that the teachers no longer think that they will be eliminated from their job or their contract will not be renewed. According to Leen and Lee (2022) teaching job in the government might not be that lucrative but its permanent position allows the teachers to become financially confident and even have the chance to invest like on their studies, property among others provided that they know how to spend and manage their financial capability and capacity very well.

Meanwhile, the variable *self-motivation* was rated the lowest with the Mean of 4.17 with SD=0.52, described as Most of the time and interpreted as High Level. The data imply that the teachers have High Level of their motivation. This further means that the teachers have positive mindset towards the things that they are at school and even at their personal lives. Self-motivation is something that teachers should always include within themselves. This is because it can promote positive thoughts and mindset for the teachers in all of their activities both personally and professional. It cannot be denied that in everything that a person does or aspire there is always negative parties that may pull them down. The best way to overcome it is not just by fighting back but being inspired to continue to reach for each goal and objectives being set for themselves and the company they are working with.

According to Tantawy (2023) self-motivation allows the teachers to look for the positive side and work harder to make it more valuable for them and their students. Having self-motivation will make the teacher stronger and more confident in facing the struggles in life and at work.

**Problem 3.** Is there a significant relationship between educational pursuits and teachers' quality of life?

**Table 3: Test correlation on educational pursuits and quality of work life**

Variable	r-value	p-value	Level of Correlation	Decision	Interpretation
Advanced Knowledge	0.554	0.001	Moderate Positive Correlation	Reject Ho	Significant
Professional Development	0.508	0.001	Moderate Positive Correlation	Reject Ho	Significant
Increased Salary	0.224	0.003	Low Positive Correlation	Reject Ho	Significant
Leadership Opportunities	0.286	0.002	Low Positive Correlation	Reject Ho	Significant

**Note:** 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation  
0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation  
0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value <0.05*



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Table 3 exhibits the test correlation on teachers' educational pursuits and quality of work life. It was expected that the four (4) sub-variables of educational pursuits will affect the teachers' quality of work life. For Advanced knowledge, it registered a computed r-value of 0.554 with computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. The data imply that significant moderate positive correlation was registered between teachers' educational pursuits and quality of work life when advanced knowledge is taken into account. Thus, the null hypothesis is rejected. This suggests that enhanced information is crucial and highly regarded as a strong motivator for educational pursuits. Furthermore, a possible shift towards valuing practical skills, hands-on experience, and other factors more than just academic knowledge in assessing career growth. It implies that respondents may highlight the need to balance theoretical knowledge with practical skills, along with the specialized expertise that comes with advanced degrees. Recognizing this trend also points out that the advanced knowledge obtained from graduate programs plays a significant role in actual job performance and career progression. In the context of higher education, instructors are often focused on achieving a harmonious blend of theoretical insight and practical skills, as noted by Tolentino et al. (2023). The research findings further suggest that educators have opportunities for growth in both the breadth and depth of their expertise, underscoring the necessity for continuous professional development and training to enhance their effectiveness in the classroom.

For professional development, it registered a computed r-value of 0.508 with computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. The data imply that significant moderate positive correlation was registered between teachers' educational pursuits and quality of work life when professional development is taken into account. Thus, the null hypothesis is rejected. Moreover, this suggests that professional development held comparable significance, with educators who engaged in graduate courses experiencing enhanced job satisfaction and improved opportunities. Consequently, one could infer that professional growth has a more profound effect on overall quality of life, although financial stability remains critically important. This further indicates that the quality of life for teachers is closely linked to the respect and recognition they receive, emphasizing how crucial it is for professionals to feel valued and acknowledged. The study aims to evaluate the qualifications and credentials of graduates from Teacher Education Institutions in the Philippines. The goal of this evaluation is to ascertain whether these graduates are adequately prepared for the teaching profession and meet the required academic standards. Additionally, it examines their competencies, teaching methods, and instructional strategies to assess their effectiveness in teaching and their ability to engage students in the Philippines. The research also looks into the connection between teachers' subject-matter expertise and the quality of their education, particularly focusing on high performance and outcomes (David et al. 2024).

For increased salary, it registered a computed r-value of 0.224 with computed p-value of 0.003. The computed p-value is less than the p-critical value at 0.05 level of significance. The data imply that significant low positive correlation was registered between teachers' educational pursuits and quality of work life when increased salary is taken into account. Thus, the null hypothesis is rejected. This indicates that respondents are conscious of the possible financial benefits of obtaining a master's degree as well as having a high regard for money. This is demonstrated by the high level of agreement that participants have regarding the importance of acquiring a graduate degree, which has been driven by the desire to earn a higher wage. In addition, this indicates that there is a connection between the anticipated financial returns and the amount of money invested in education, which highlights the need of taking compensation into consideration when choosing a place of employment. It follows that salary transparency has an impact on the competitive educational environment as well, given that educational institutions use it as a means of attracting educators who are already prepared. As a result, this further suggests that even the increasing cost of education in a graduate school offers light on how pay transparency, the trend towards education, and the preferences of educators are changing in the job market. According to Alonzo (2021), the majority of Filipino educators are adamant in their belief that financial incentives are a significant source of motivation for educators. Higher earnings are a significant component in enhancing teacher satisfaction.

For Leadership opportunities, it registered a computed r-value of 0.286 with computed p-value of 0.00. The computed p-value is less than the p-critical value at 0.05 level of significance. This data implies that significant low positive correlation was registered between teachers' educational pursuits and quality of work life when leadership opportunities is taken into account. Thus, the null hypothesis is rejected. Teachers have the opportunity to proactively pursue professional development and engage in opportunities that enhance their expertise.

Upholding one's professional standing is a critical aspect of any educator's career. By reflecting on their teaching methodologies, acquiring new competencies, diversifying classroom strategies, and remaining informed about recent trends, educators can greatly benefit from participating in professional development initiatives. Consequently, instructors will continually enhance their skills and outcomes, which ultimately leads to an improved quality of their work environment. As noted by Schwartz (2023), the majority of educators will engage in various forms of professional development throughout their careers. Options for

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professional development include participating in district-sponsored training, collaborating with learning groups, and attending seminars and conferences. When implemented effectively, professional development allows educators to expand their knowledge and enhance their skills. It fosters collaboration among colleagues and serves as a valuable resource for administrators aiming to support their teaching staff. It is imperative for all competent classroom educators to prioritize optimal learning outcomes for their students, and professional development is instrumental in achieving this goal.

Deng (2023) emphasized the necessity of investing in professional development for multiple reasons, including improving teaching efficacy, staying abreast of educational research, increasing job satisfaction, adapting to changes in the educational landscape, embracing policy shifts, and fostering connections within the educational community.

**Problem 4.** Which of the independent variables singly or in combination affects the teachers' quality of life?

**Table 4: Regression Analysis on Educational Pursuits and Quality of Life**

Variables	UC		SC		t-value	Sig. (P-value)	Decision
	B	SE	$\beta$				
Constant	0.1615	0.2072	0.2778		4.2979	0.001	
Advanced Knowledge	0.2660	0.1628	0.2612		4.2769	0.003	Reject Ho
Professional Development	0.4746	0.1827	0.4950		5.4335	0.001	Reject Ho
Increased Salary	0.1767	0.1712	0.1870		1.0821	0.231	Accept Ho
Leadership Opportunities	0.1559	0.1823	0.1578		1.0124	0.127	Accept Ho
<b>Model</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>		<b>f-value</b>	<b>Sig. (P-value)</b>	<b>Decision</b>
	<b>0.456</b>	<b>0.348</b>	<b>0.298</b>		<b>8.625</b>	<b>0.001</b>	<b>Reject Ho</b>

**Note:** UC = Unstandardized Coefficients SC = Standardized Coefficients Dependent Variable = Quality of Life  
Significant when computed p-value < 0.05.

Table 4 shows the regression analysis on educational pursuits and quality of life. It is hypothesized that the four (4) predictors will be positively associated with teachers' quality of work life. Results show that the 35% of the variance is explained by the four (4) predictors,  $F = 8.625$ ,  $p < .001$ . Specifically, advanced knowledge ( $\beta = 0.2778$ ,  $t\text{-value} = 4.2769$ ,  $p\text{-value} = < .003$ ) and professional development ( $\beta = 0.4950$ ,  $t\text{-value} = 5.4335$ ,  $p\text{-value} = 0.001$ ) are positively associated with teachers' quality of work life. It can be inferred that if the teacher is able to increase the quality of work life in terms of advanced knowledge and professional development by 1% it will also increase the teacher's quality of work life by 35% and 65% are covered by the variables not part of this study respectively.

This suggests that teachers' advanced knowledge and professional development can have better quality of work life. It is possible for educators to advance their careers while enhancing their teaching methods by obtaining advanced knowledge and skills in a particular subject area through the pursuit of a master's degree in education or through further education. By acquiring more advanced knowledge and skills, teachers have the potential to become subject matter specialists and provide the best and most effective learning chances for each and every pupil in the classroom.

The development of one's professionals is more vital than one's own personal progress. They also develop into individuals who make a contribution not simply to the learning of youngsters but, more crucially, to the future prosperity of every nation if they are successful. Their aspiration to advance both professionally and individually is not solely motivated by the prospect of a promotion or an increase in pay. They have a strong desire to overcome all obstacles in order to become agents of transformation in society by improving their learning and teaching abilities. The integration of digital communication will be of assistance to teachers, as well as order to meet the requirements for technologically centered instructional and learning resources and amenities that will substitute conventional teaching methods to achieve quality education, the advanced knowledge and professional development of teachers are crucial in the context of educational change. A notable example of this significant shift is the integration of information and communication technology (ICT) into education. Activities involving ICT have improved learning outcomes for students in Africa (Li et al., 2019; Agyei, 2020).

On the other hand, increased salary ( $\beta = 0.1870$ ,  $t\text{-value} = 1.0821$ ,  $p\text{-value} = 0.231$ ), and leadership opportunities ( $\beta = 0.1823$ ,  $t\text{-value} = 1.1578$ ,  $p\text{-value} = 0.083$ ) are not significantly associated with teachers' quality of work life.

This suggest that teachers' increased salary and leadership opportunities have no bearing on their quality of work life. Improvement in income and opportunity to lead others is significant for teachers, as well as for many professionals, particularly given the continuous rise in the prices of essential goods and for those that desire to get promoted and hold higher positions

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which equates higher duties and responsibilities as well. Consequently, it is imperative for teachers to receive a salary that not only accommodates their daily living expenses but also enables them to save for future activities.

According to Noori (2023), educators express a desire for additional income to indulge in personal purchases that fall outside their regular budget. Conversely, the absence of supplementary income limits their ability to make discretionary purchases, often leading to unplanned or excessive expenditures. Pursuing a graduate degree greatly improves teachers' quality of life by expanding their knowledge, creating chances for career growth, boosting their salaries, and opening up leadership opportunities.

## IV. CONCLUSIONS

Using the research's findings, the researcher reached the following conclusions:

1. Facets for educational pursuits can improve teachers' performance, confidence and their quality of life.
2. Teachers' feel that their future in both career and source of income have the chance to become much better than the present.
3. Facets for educational pursuits was significantly correlated with quality of life among teachers as it allows them to have better chances or opportunities in the future.
4. Facets for educational pursuits specifically on advanced knowledge has significantly influenced the teachers' quality of life.

## V. RECOMMENDATIONS

Given the study's findings and conclusions, the researcher suggests the following:

1. Facets for educational pursuits can affect quality of life. Thus, the teachers may sustain it and incorporate the strategies, knowledge and skills they acquire in their teachings and in performing additional tasks for better performance.
2. Quality of life of the teachers must be sustained or even go on the highest level. Performing various tasks requires great self-motivation as well as time management to balance focus and attention for personal and professional activities.
3. Facets for educational pursuits was significantly correlated with quality of life. Teachers and school heads may help and assist each other to maintain the balance on both sides so that great performance and outcomes are achieved for the school and the students.
4. Advanced knowledge and professional development were the biggest predictors for quality of life. In order to maintain it high level, crafting trainings and seminars, school heads may give focus and priorities on the importance of facets for educational pursuits as well as its impact on quality of life.

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