

# Impact of Social Support and Work Motivation as Predictors of Public Secondary School Teachers' Capability in Pursuing Graduate Studies

Louella Jean B. Mariano, Rogelio L. Gawahan, PhD, Edwin C. Du, PhD

Capitol University, Cagayan de Oro City, Philippines

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## ABSTRACT

This study was conducted to examine social support and work motivation as predictors of public secondary school teachers' capability in pursuing graduate studies. Utilizing a quantitative descriptive- correlational research design, data were gathered from 126 teacher-respondents through survey questionnaires and were analyzed. Based on the findings of the study, teacher's capabilities significantly differ in terms of graduate education status emphasizing the need of tailoring programs to address the specific needs of teachers at different stages of their graduate education journey. It also revealed that social support, specifically from family and friends, and work motivation on growth needs significantly predict public-secondary school teachers' capability in pursuing graduate studies. This study affirms the Social Cognitive Theory of Albert Bandura which emphasized that external factors affect an individual's perception of his or her capabilities. Hence, there is a need for teachers to establish interpersonal relationships within the academic context, for administrators to promote a supportive and connected work environment and provide opportunities for personal and professional growth as it fosters teachers' motivation and capabilities for advanced studies.

**Keywords:** graduate studies, graduate students, work motivation, social support, Capabilities in pursuing graduate studies

## INTRODUCTION

Attaining a graduate degree provides advantages for public school teachers. Aside from the professional development gained from the courses, it also gives teachers greater opportunities for job promotion and other higher academic profession. In terms of School Management, trainings from graduate studies benefit the administration as teachers with graduate degrees are expected to have enhanced instructional management skills as well as broader understanding and competencies in handling administrative positions. This has been one of the bases of the Guidelines on Recruitment, Selection and Appointment in the Department of Education (Deped Order no.7, s. 2023) which gives increment on points for teacher applicants who have taken master's and doctoral degree.

The opportunities that are given to teachers who have taken graduate studies are bound reasonable as competencies they have acquired are products of their courage, persistence and resources they have dedicated to complete a graduate degree considering the difficulties and barriers they have faced along the way. These difficulties have been acknowledged by Kowalczyk-Wałędziak et al., (2017) who stressed that substantial number of graduate students do not succeed to attaining their degree.

With this, the study focused on determining whether the variables which are significantly related to teacher performance also predict the capability of a public secondary school teacher to pursue graduate studies. Social support as one of the predictor variables is considered as a vital factor in ensuring involvement and efficiency of individuals in an organization. It was emphasized that the support of a school leader towards teachers that

are manifested through emotional and informational support and professional development can predict teachers' participation and cooperation (Castro Silva et al., 2017). In addition, through motivation, teachers desire to pursue graduate studies as it is crucial for them to be aware and enhance their competencies and abilities to attain their goal of upgrading their teaching approaches and shaping the future of children (Nesje et al., 2018 as cited by Amtu et al., 2020). Considering the link implied between work motivation and social support to the performance of public secondary school teachers in the previous studies, this research aimed to determine the significant relationship of these variables as predictors to public-secondary school teachers' capability in pursuing graduate studies.

### **Statement of the Problem**

Previous studies emphasized the importance of attaining graduate degree for public secondary school teachers' professional development and career advancement (Absolor et al., 2022, Deped Order no.7, s. 2023). Yet, studies revealed that many graduate students discontinued especially during doctoral study and dissertation phase (Jameson and Torres, 2019). To address this, it is crucial to examine and identify factors which may predict the level of public secondary school teacher's capabilities in pursuing graduate studies. Hence, the researcher sought to examine whether the two variables which were found significantly related to teacher's performance, namely social support and work motivation also predict teacher's capability in attaining graduate degree.

### **Research Questions:**

1. What is the demographic profile of respondents in terms of sex, age, marital status, number of years in service, salary, position, and graduate education status?
2. What is the respondents' capability in pursuing graduate studies in terms of communication skills, leadership and management skills, personal effectiveness, research capabilities, critical thinking, and digital literacy?
3. What is the level of social support received by respondents in terms of family, friends, and professional colleagues?
4. What is the level of work motivation of the respondents in terms of area of existence needs, area of relatedness, and growth needs?
5. Is there a significant difference in teacher's capability in pursuing graduate studies when grouped according to profile?
6. Does demographics predict the teacher's capability in pursuing graduate studies?
7. Does social support predict teacher's level of capability in pursuing graduate studies?
8. Does work motivation predict teacher's level of capability in pursuing graduate studies?
9. Do demographics, social support, and work motivation predict the teacher's capability in pursuing graduate studies?

### **Purpose of the study**

This research intended to determine the significant impact of social support and work motivation as predictors of public-secondary school teachers' capability in pursuing graduate studies in the Philippine context. It aimed to provide better opportunities and assistance for public secondary school teachers who desire to grow professionally through graduate studies.

## **METHODOLOGY**

This study used a non- experimental descriptive- correlational research design which focused on examining the influence of social support and work motivation as predictors of the capability of public-secondary school teachers in pursuing graduate studies. The survey-questionnaires utilized by the researcher was comprised of four parts which focused on determining the demographic profile of the teacher-respondents, level of capabilities in pursuing graduate studies, level of social support, and level of work motivation. The survey-

questionnaires were exposed to content validation in terms of its appropriateness by three (3) experts in the field of educational management. In the content validation process, the researcher used the ABC of Content Validation and Content Validity Index Calculation of Yusoff (2019). Based on the result of the reliability test, all the variables' domains were considered reliable with values ranging from 0.750 to 0.970. The statistical tools used to analyze and interpret the data obtained were mean, standard deviation, frequency, and regression analysis.

### **Sampling Design**

The researcher used a proportionate random sampling technique considering the large population of public secondary school teachers who were qualified to be respondents in three (3) large schools in Division of Misamis Oriental where the study was conducted. Respondents included in this study were public secondary school teachers who are currently enrolled and discontinued graduate studies with and without units earned.

## **RESULTS AND DISCUSSION**

### **Teachers' Demographic Profile**

The study revealed that out of 126 respondents, 80.2% or 101 respondents were identified as female, while only 19.8% or 25 of them were identified as male. This implied a predominance of female participants in the study. In terms of age, majority of the respondents fall within the age brackets of 30-39 (34.1%) and 40-49 (38.1%), indicating a significant representation of middle-aged individuals in the study. The mean age of the respondents is 41.26 years, with a standard deviation of 9.21. Same findings were revealed in the study of Castro et al (2023) where most of the graduate students are of average age of 33 years old, yet students in doctoral programs are a bit older. As to marital status, most of the respondents identified as married, accounting for 65.1% of the total, while singles constitute 27.0% of the sample. Castro et al. (2023) emphasized that attaining graduate degree may aid teachers who are already married financially as having a graduate degree gives opportunity for promotion, thus are paid more than those who graduated with a bachelor's degree. With this, they can provide the needs of their families better.

In terms of the number of years in service, results revealed a varied tenure within the service, with the majority falling within the at most 9 years category, constituting 41.3% of the sample. The mean number of years in service is 12.93, with a standard deviation of 9.45. The data implies that most of the public-secondary teachers started early in pursuing their graduate education. According to Salvan and Hambre (2020), attaining a master's degree at the start of a teaching career provides more flexibility in terms of choosing later courses and provides opportunity to pursue even higher-level courses, like doctorate in education and link with other professionals in the field.

In terms of salary, most respondents fall under Teacher I (SG 11), constituting 54.8% of the sample. With this, it can be inferred that income potential is one of the primary reasons most teachers pursue graduate studies. Attaining a graduate degree is one of the crucial decisions to have a better quality of life for professionals as having this degree significantly increases income through promotions and other academic opportunities (Yusof, 2022). In terms of position, most respondents hold the position of Teacher I, constituting 54.8% of the sample. This implies that most of the teacher-respondents are in the entry position (Teacher 1) offered by the Department of Education upon admission (Farin et al., 2021). This indicates that most of the teachers who are pursuing graduate studies hold the desire not to remain as Teacher I for the rest of their life and are driven to be promoted and may become school administrators in the future.

With regards to graduate education status, data reveals a notable proportion of respondents who discontinue master's degree with units which accounts to 59.5%, highlighting a substantial number of individuals who started but did not complete their master's degree. Zhou (2023) revealed that discontinuation in pursuing graduate studies may be due to the external graduate motivation, negative expectation of outcome, influence of important others, low self-efficacy, lack of academic interest, and unsuccessful adaptation of new student.

## Respondents' Capability in Pursuing Graduate Studies

Table 1 presents the respondents' perceived capabilities in pursuing graduate studies across various domains. Notably, participants exhibit a high level of confidence in their written and oral communication skills, leadership and management abilities, and personal effectiveness, with mean scores ranging from 3.35 to 3.50 and low standard deviations.

Table 1 Respondents' Capability in Pursuing Graduate Studies

Indicators	Mean	SD	Description	Interpretation
Written and Oral Communication Skills	3.35	.37	<i>True to Me</i>	<i>Highly Capable</i>
Leadership and Management Skills	3.38	.49	<i>True to Me</i>	<i>Highly Capable</i>
Personal Effectiveness	3.50	.45	<i>True to Me</i>	<i>Highly Capable</i>
Research Capabilities	3.00	.68	<i>Sometimes True to me</i>	<i>Fairly Capable</i>
Critical Thinking	3.21	.55	<i>Sometimes True to me</i>	<i>Fairly Capable</i>
Digital Literacy	3.27	.73	<i>True to Me</i>	<i>Highly Capable</i>
<b>Total Measure</b>	<b>3.29</b>	<b>.43</b>	<b><i>True to Me</i></b>	<b><i>Highly Capable</i></b>

Note: 3.26-4.00- True to me (Highly Capable); 2.51-3.25- Sometimes true to me (Fairly Capable); 1.76-2.50- Rarely (Poorly Capable) 1.00-1.75 Not at all (Not Capable)

The positive interpretations for these categories imply that the respondents possess strong communication, leadership, and personal effectiveness skills, providing a solid foundation for their academic journey. However, the results also highlight research capabilities and critical thinking where respondents perceive themselves as fairly capable.

This signals the need for targeted interventions, such as programs to enhance research methodologies and critical thinking skills among graduate students. Thus, the consolidated findings of this study enable educational institutions to tailor support programs which can enhance the overall preparedness of graduate students for the challenges in advanced academic pursuits.

## Level Of Social Support Received by Respondents

Social support can be defined as the aid provided by others, such as coping assistance, resource interchange, and even personality traits (Cui, 2022). Table 2 provides a comprehensive overview of the perceived social support received by respondents across various spheres. Notably, family support emerges as a consistent source of assistance, with a mean of 3.33 and a moderate standard deviation of 0.68, indicating always receiving high support.

The consistent support received by respondents from family presents a positive implication as it is considered crucial in the life of a graduate student (Pop and Wiest, 2016). In contrast, friend-based support, with a mean of 3.24 and a standard deviation of 0.67, is perceived as moderate support. While friends play a crucial role in providing emotional understanding and recognition, the variability suggests that practical assistance may fluctuate. Similarly, professional colleague support, with a mean of 3.15 and a standard deviation of 0.65, is also perceived as moderate support, indicating that support from colleagues during graduate studies may not be consistently high across all dimensions. The total measure, with a mean of 3.24 and a moderate standard deviation of 0.58, implies an overall perception of receiving moderate support from the combined social network.

Table 2 Level of Social Support Received by Respondents

Indicators	Mean	SD	Description	Interpretation
Family	3.33	.68	<i>Always</i>	<i>High Support</i>
Friends	3.24	.67	<i>Sometimes</i>	<i>Moderate Support</i>
Professional Colleagues	3.15	.65	<i>Sometimes</i>	<i>Moderate Support</i>
<b>Total Measure</b>	<b>3.24</b>	<b>.58</b>	<b><i>Sometimes</i></b>	<b><i>Moderate Support</i></b>

Note: 3.26-4.00- Always (High Support); 2.51-3.25 - Sometimes (Moderate Support); 1.76-2.50 - Rarely (Low Support) 1.00-1.75 - Never (No Support)

Thus, acknowledging and understanding the patterns of social support can guide educational institutions in tailoring their support services effectively, ensuring that graduate students receive well-rounded assistance in pursuing advanced academic pursuits.

### Level of Work Motivation of the Respondents

Work motivation is the willingness of an individual to exert high levels of efforts towards the organizational goals and objectives conditioned by the capability to satisfy some personal needs (Siddhpara & Parmar, 2017). Table 3 shows a picture of work motivation among the respondents. In terms of area of existence needs, the mean score of 3.12 suggests that employees perceive moderate motivation regarding factors related to their basic existence needs. In contrast, the area of relatedness exhibits a notably higher mean score of 3.33. This highlights the significance of fostering a sense of belonging, and acknowledgment of contributions to enhance overall work motivation. Growth needs, with a mean score of 3.22, suggest that respondents experience moderate motivation in areas related to personal and professional development, learning opportunities, and career advancement. The total measure, with a mean of 3.23 and a low standard deviation of 0.50, indicates an overall perception of moderate motivation across all dimensions.

Table 3 Level of Work Motivation of the Respondents

Indicators	Mean	SD	Description	Interpretation
Area of Existence Needs	3.12	.55	<i>Sometimes</i>	<i>Moderate Motivation</i>
Area of Relatedness	3.33	.55	<i>Always</i>	<i>High Motivation</i>
Growth Needs	3.22	.58	<i>Sometimes</i>	<i>Moderate Motivation</i>
<b>Total Measure</b>	<b>3.23</b>	<b>.50</b>	<b><i>Sometimes</i></b>	<b><i>Moderate Motivation</i></b>

Note: 3.26-4.00 -Always (High Motivation); 2.51-3.25 -Sometimes (Moderate Motivation) 1.76-2.50 - Rarely (Low Motivation); 1.00-1.75 - Never (No Motivation)

The findings emphasize the multifaceted nature of work motivation, encompassing not only basic existence needs and growth opportunities but also the crucial dimension of relatedness. Hence, a holistic approach that considers public-secondary school teachers' diverse needs and experiences is essential for cultivating a work environment where motivation is consistently high across various dimensions.

### Significant Difference in Teacher's Capability in Pursuing Graduate Studies when Grouped According to Profile

The findings of this study revealed that in terms of sex profile, there are no significant differences in the capabilities of male and female teachers across all dimensions of capabilities in pursuing graduate studies. The finding of this study emphasizes the need for equitable and inclusive approaches and strategies to enhance the professional growth of teachers, irrespective of their sex profile.

With regards to age, the study reveals that in the domain of personal effectiveness, there is a significant difference among age groups ( $F=6.723, p=.002$ ). It implies that teachers of age 50+ perceived themselves as

having higher personal effectiveness compared to teachers of age 20-49. This affirms the findings of Fasbender et al., (2019) as cited by Tobias et al., (2023) that older people tend to be more capable and effective in using their strengths as they generally have deeper understanding of their abilities, professional identity and are accustomed of setting goals that would fit their self-concept. The significant difference in personal effectiveness among different age groups emphasizes the importance initiating age-specific strategies to enhance personal effectiveness, and trainings that align with the evolving needs of teachers. Additionally, in the area of digital literacy, there is a significant difference based on age ( $F=6.353$ ,  $p=.002$ ). It appeared that younger teachers aged 20-39 have higher level of digital literacy skills compared to teachers of age 40-49 and 50+. This can be due to more extensive access of young teachers to the internet and that pre-service teachers and newly-hired teachers tend to be younger and have better opportunities to be assessed and trained (Liu & Liu, 2021). The significant difference in digital literacy across age groups highlights the urgency of addressing the digital skills gap among teachers.

With regards to marital status, the test results indicate that there are no significant differences in teachers' capabilities across different marital statuses for all the dimensions assessed ( $p > .05$ ). The lack of significant differences in teachers' capabilities based on marital status suggests that factors such as relationship status may not have a substantial impact on teachers' overall performance in pursuing graduate studies. It gives a positive implication that married graduate students' capabilities in pursuing graduate studies are generally comparable with other statuses, regardless of the difficulties and responsibilities they are handling as parents and spouses (Rockinson-Szapkiw, 2019).

In terms of number of years in service, the study reveals that there is a significant difference in teachers' personal effectiveness ( $p=.032$ ), and digital literacy ( $p=.015$ ). In contrast, no significant differences were found in the other dimensions ( $p>.05$ ). The significant difference in personal effectiveness suggests that teachers with more years of service may, on average, possess enhanced personal effectiveness compared to their less experienced counterparts. In addition, the significant difference in digital literacy across number of years of service groups stipulates the need to address the digital skills differences among teachers.

In terms of Salary scale of teachers, the test showed no significant differences were found in all dimensions of capability in pursuing graduate studies ( $p > .05$ ). The findings of this study implied that capabilities of public secondary school teachers with Salary Grade 11 are comparable with the capabilities of public secondary school teachers with higher salary rates. Thus, salary scale in general is not an advantage nor a hindrance for graduate students to perceive themselves as more capable in pursuing graduate studies.

With regards to the position of teachers, the test reveals no statistically significant differences across the three position groups (Teacher I-II, Teacher III, and Master Teacher) for various competency areas. These results suggest that, in this study, the position held by teachers does not have a significant impact on their perceived capabilities in pursuing graduate studies.

In terms of graduate education status, the results revealed statistically significant differences in several competency areas among the groups. Specifically, significant differences were found in written and oral communication skills, research capabilities, and the overall measure of teachers' capabilities. These findings suggest that the pursuit of graduate education may have an impact on certain aspects of teachers' capabilities. Teachers currently enrolled in master's programs and those who have discontinued with Master's degree units earned demonstrated significantly different mean ranks in written and oral communication skills and research capabilities. This affirms the notion that pursuing graduate studies provides opportunities to acquire capabilities which enables the person and organization which he or she belongs to increase productivity (Shepherd & Nelson (2015).

### **Demographic Profile as Predictor of teacher's capability in pursuing graduate studies**

Table 4 presents the results of a simultaneous regression analysis aiming to predict teachers' capability in pursuing graduate studies based on various demographic factors.

Examining the individual predictors, the coefficients associated with age, sex, marital status, years of service, and graduate education status did not demonstrate statistical significance. However, the graduate education status variables, specifically discontinuation with no master's degree units earned (D<sub>7</sub>) and discontinuation with master's degree units (D<sub>8</sub>), were significant predictors.

The finding also suggests that discontinuation in pursuing graduate studies has a negative effect on the capabilities of public secondary school teachers' capability in pursuing graduate studies. The adjusted R-squared value of 0.056 indicates that the predictors included in the model collectively explain 5.6% of the variance in teachers' capability to pursue graduate studies. The fitted regression model,  $\hat{Y} = 3.531 - 0.479D_7 - 0.399 D_8$ , indicates the combined effect of the significant predictors on teachers' capability in pursuing graduate studies.

Table 4 Simultaneous Regression Analysis of Predicting Teacher's Capability in Pursuing Graduate Studies by Respondents Profile

Predictors	Unstandardized Coefficients		Stand. Coeff. $\beta$	t-value (p-value)	Remarks
	B	S.E.			
Constant	3.647	.389	--	9.386 (.000)	Significant
X <sub>1</sub> : Age	-.002	.007	-.037	-.225 (.800)	Not significant
X <sub>2</sub> : Sex (D <sub>1</sub> : Female)	.033	.100	.031	.336 (.738)	Not significant
X <sub>3</sub> : Marital Status (D <sub>2</sub> : Single)	-.195	.174	-.200	-1.119 (.266)	Not significant
X <sub>3</sub> : Marital Status (D <sub>3</sub> : Married)	-.207	.152	-.228	-1.360 (.176)	Not significant
X <sub>4</sub> : Years of Service	.007	.007	.143	.995(.322)	Not significant
X <sub>5</sub> : Salary Scale (D <sub>4</sub> : SG 11-12)	.105	.159	.118	.660 (.510)	Not significant
X <sub>5</sub> : Salary Scale (D <sub>5</sub> : SG 13)	.143	.150	.147	.955 (.341)	Not significant
X <sub>6</sub> : Graduate Education Status (D <sub>6</sub> : currently enrolled in master degree)	-.141	.160	-.124	-.882 (.380)	Not significant
X <sub>6</sub> : Graduate Education Status (D <sub>7</sub> : discontinued with no master degree units earned)	-.479	.177	-.348	-2.709** (.008)	Significant
X <sub>6</sub> : Graduate Education Status (D <sub>8</sub> : discontinued with master degree units)	-.399	.136	-.454	-2.947** (.004)	Significant

Note: Reference category (male for sex, others (widowed and separated) for marital status, SG 18-20 for salary scale, others (Currently enrolled in doctoral degree and Discontinued with Doctoral degree with units for graduate education status) Position variable is excluded in the analysis (duplication of salary scale variable)

Adjusted R<sup>2</sup>=.056 ANOVA for Regression: F<sub>(13, 112)</sub>=1.735, p>.05 Not significant (p>.05) Fitted Regression Model:  $\hat{Y} = 3.531 - 0.479D_7 - 0.399 D_8$

These results suggest that graduate education status, particularly the decision to discontinue master's degree studies, plays a role in shaping teachers' capabilities for pursuing advanced degrees (Shepherd & Nelson, 2015).

**Social support as Predictor of teacher’s level of capability in pursuing graduate studies**

Table 5 displays the results of a stepwise regression analysis aiming to predict teachers' level of capability in pursuing graduate studies based on social support. The variable, Friends appeared as a significant predictor, while the variables, family and professional colleagues did not appeared as significant predictors. As displayed in the table below, the stepwise regression analysis reveals that the constant term is significant ( $p < 0.001$ ), and the predictor friends is also highly significant ( $p < 0.001$ ). The unstandardized coefficient for friends is 0.353, with a standardized coefficient of 0.546.

Table 5 Stepwise Regression Analysis of Predicting Teacher’s Level of Capability in Pursuing Graduate Studies by Variables of Social Support

Predictors	Unstandardized Coefficients		Standardized Coefficients $\beta$	t-value (p-value)	Remarks
	B	S.E.			
(Constant)	2.142	.161	--	13.310 (.000)	<i>Significant</i>
X: Friends	.353	.049	.546	7.256*** (.000)	<i>Significant</i>
<b>Excluded Variables</b>					
Family	.181	1.917	0.058	.170 (.623)	<i>Not Significant</i>
Professional Colleagues	.223	1.847	0.67	.164 (.348)	<i>Not Significant</i>

Note: Capability in Pursuing Graduate Studies -dependent variable (Y)

Adjusted  $R^2 = .292$  \*\*\*significant ( $p < .001$ )

ANOVA for Regression:  $F_{(2, 124)} = 52.651, p = .000$

Fitted Regression Model:  $\hat{Y} = 2.142 + .353X$

The adjusted  $R^2$  value is 0.292, indicating that the included predictor, friends accounts for 29.2% of the variability in teachers' capability. The ANOVA for regression is highly significant ( $F_{(2, 124)} = 52.651, p = 0.000$ ), suggesting that the overall regression model is statistically significant. This finding indicates that for every unit increase in the social support given by friends, the capability of teachers in pursuing graduate studies increases by 0.353 units. It implies that social support given by friends has a positive impact on the level of capability of public secondary school teachers in pursuing graduate studies. On the other hand, family and professional colleagues as predictors were not significant with the family variable having the p-value of 0.623 and professional colleagues with p-value of 0.348. The significant role of social support, specifically from friends, in predicting teachers' capability in pursuing graduate studies highlights the importance of interpersonal relationships within the academic context.

In terms of examining the influence of social support as predictor of teacher’s level of capability in pursuing graduate studies in general, the regression analysis presented in Table 6 explores the relationship between social support (predictor variable) and teachers' level of capability in pursuing graduate studies (dependent variable). For the predictor variable, social support, the unstandardized coefficient is 0.432, with a standard error of 0.055. The standardized coefficient ( $\beta$ ) is 0.579, and this result is also statistically significant ( $t = 7.904, p < 0.001$ ).

The model summary indicates that the coefficient of determination ( $R^2$ ) is 0.335, which suggests that approximately 33.5% of the variance in teachers' capability in pursuing graduate studies can be explained by social support. The ANOVA for the regression shows that the overall model is statistically significant



( $F(1,124) = 62.480, p = 0.000$ ). The fitted regression model is expressed as  $\hat{Y} = 1.888 + 0.432X$ , indicating that for every unit increase in social support, the capability of teachers in pursuing graduate studies increases by 0.432 units.

Table 6 Simple Regression Analysis of Predicting Teacher’s Level of Capability in Pursuing Graduate Studies by Social Support

Predictors	Unstandardized Coefficients		Standardized Coefficients	t-value (p-value)	Remarks
	B	S.E.	$\beta$		
(Constant)	1.888	.180	--	10.507	<i>Significant</i>
X:Social Support	.432	.055	.579	7.904***	<i>Significant</i>

Note: Capability in Pursuing Graduate Studies -dependent variable (Y)

$R^2 = .335$  \*\*\*significant ( $p < .001$ )

ANOVA for Regression:  $F(1,124) = 62.480, p = .000$

Fitted Regression Model:  $\hat{Y} = 1.888 + 0.432X$

This implies that the level of social support significantly predicts teachers’ capability in pursuing graduate studies and initiatives aimed at increasing social support for teachers could effectively enhance their professional development and pursuit of advanced degrees.

### Work Motivation as Predictor of Teacher’s Level of Capability in Pursuing Graduate Studies

Table 7 presents the stepwise regression analysis of predicting teachers' capability in pursuing graduate studies using the variables of work motivation as predictors. Based on the findings, the variables of Work Motivation-Growth Needs and Relatedness appeared as significant predictors.

Specifically, growth needs showed a significant positive relationship ( $B = 0.288, p < 0.001$ ), signifying that an increase in perceived opportunities for personal and professional growth enhances teachers' motivation to pursue graduate studies. Similarly, relatedness demonstrated a significant positive impact ( $B = 0.212, p = 0.008$ ), indicating that a supportive and connected work environment fosters teachers' motivation for advanced studies. On the other hand, work motivation in the area of Existence needs was not considered as significant predictor ( $B = .051, p = 0.476$ ) indicating that fulfillment in public secondary school teacher’s basic essentials for survival does not predict the capability of public secondary school teachers in pursuing graduate studies.

The fitted regression model is represented as  $\hat{Y} = 1.649 + 0.288X_1 + 0.212X_2$ , emphasizing the joint influence of growth needs and relatedness on teachers' capability. The adjusted  $R^2$  of 0.358 suggests that the included predictors collectively explain 35.8% of the variability in teachers' capability. The ANOVA for regression confirmed the model's statistical significance ( $F(2, 123) = 35.893, p = 0.000$ ), underscoring the crucial role of intrinsic motivational factors in shaping teachers' aspirations for academic advancement.

Table 7 Stepwise Regression Analysis of Predicting Teacher’s Level of Capability in Pursuing Graduate Studies by Variables of Work Motivation

Predictors	Unstandardized Coefficients		Standardized Coefficients	t-value (p-value)	Remarks
	B	S.E.	$\beta$		
(Constant)	1.649	.198	--	8.311 (.000)	<i>Significant</i>
X <sub>1</sub> :Growth Needs	.288	.075	.385	3.822***(.000)	<i>Significant</i>

X <sub>2</sub> : Relatedness	.212	.079	.271	2.684** (.008)	Significant
Excluded variable					
X <sub>3</sub> : Existence Needs	.051	.487	.627	0.044 (0.476)	Not Significant

Note: Capability in Pursuing Graduate Studies-dependent variable (Y)

Adjusted R<sup>2</sup>=.358 \*\*\*significant (p<.001)

ANOVA for Regression: F<sub>(2, 123)</sub>=35.893, p=.000

Fitted Regression Model:  $\hat{Y} = 1.649 + 0.288X_1 + 0.212X_2$

This finding indicates that for every unit increase in work motivation in terms of relatedness and growth needs is followed also by an increase in teacher’s capability. It implies that work motivation in terms of relatedness and growth needs have positive impact on the capability of public secondary school teachers in pursuing graduate studies.

In terms of examining work motivation as predictor of teacher’s level of capability in pursuing graduate studies in general, Table 8 examines the impact of work motivation on teachers' capability to pursue graduate studies. The unstandardized coefficient for the predictor variable, work motivation, is 0.518, with a standard error of 0.063. The standardized coefficient (β) is 0.593, indicating a strong positive relationship, and this result is statistically significant (t=8.198, p<0.001).

The model's coefficient of determination (R<sup>2</sup>) is 0.351, suggesting that 35.1% of the variance in teachers' capability to pursue graduate studies is explained by their work motivation. The ANOVA results for the regression model show significant findings (F=67.206, p=0.000), indicating that the model is a good fit for the data. The fitted regression model is represented as  $\hat{Y} = 1.614 + 0.518X$ , meaning that for each unit increase in work motivation, the capability of teachers to pursue graduate studies increases by 0.518 units.

Table 8 Simple Regression Analysis of Predicting Teacher’s Level of Capability in Pursuing Graduate Studies by Work Motivation

Predictors	Unstandardized Coefficients		Standardized Coefficients β	t-value (p-value)	Remarks
	B	S.E.			
(Constant)	1.614	.206	--	7.824	Significant
X:Work Motivation	.518	.063	.593	8.198***	Significant

Note: Capability in Pursuing Graduate Studies -dependent variable (Y)

R<sup>2</sup>=.351 \*\*\*significant (p<.001)

ANOVA for Regression: F<sub>(1, 124)</sub>=67.206, p=.000

Fitted Regression Model:  $\hat{Y} = 1.614 + 0.518X$

These findings uphold the notion that teachers who received greater support from their academic community perceive themselves as more capable and competent and successfully finish their graduate degree. (Sverdlík & Hall, 2019).

The findings of the present and previous studies suggest that efforts to boost teachers' work motivation through professional development opportunities could effectively encourage teachers to advance their education.

## Demographics, Social Support, and Work as Predictors of Teacher’s Capability in Pursuing Graduate Studies

Table 9 shows the stepwise regression analysis of predicting teachers' capability in pursuing graduate studies incorporated social support, demographics, and work motivation as potential predictors. In examining the effect of social support, demographics, and work motivation combined as predictors of teacher’s capability in pursuing graduate studies, Growth Needs ( $X_1$ ), Friends ( $X_2$ ), and Family ( $X_3$ ) emerged as significant contributors.

Growth Needs ( $X_1$ ) had the most substantial impact, with a standardized coefficient of 0.418 and a significant t-value of 5.671 ( $p < 0.001$ ). This indicates that teachers with higher growth needs are more likely to have an elevated capability in pursuing graduate studies. Similarly, the support from friends ( $X_2$ ) with standardized coefficients of 0.257. Additionally, family support ( $X_3$ ) positively influenced teachers' capability, with a standardized coefficient of 0.179 and a significant t-value of 2.118 ( $p = 0.036$ ). The adjusted R-squared value of 0.447 indicates that the predictors included in the model collectively explain 44.7% of the variance in teachers' capability to pursue graduate studies.

Table 9 Stepwise Regression Analysis of Predicting Teacher’s Level of Capability in Pursuing Graduate Studies by Social Support, Demographics, and Work Motivation

Predictors	Unstandardized Coefficients		Standardized Coefficients	t-value (p-value)	Remarks
	B	S.E.	$\beta$		
(Constant)	1.360	.194	--	7.011	<i>Significant</i>
$X_1$ : Growth Needs	.312	.055	.418	5.671***(.000)	<i>Significant</i>
$X_2$ : Friends	.166	.058	.257	2.855** (.005)	<i>Significant</i>
$X_3$ : Family	.115	.054	.179	2.118* (.036)	<i>Significant</i>
<b>Excluded Variables</b>					
Professional Colleagues	.102d	.885	.378	.080 (0.33)	<i>Not significant</i>
Age	-.020d	-.290	.772	-.026 (.986)	<i>Not significant</i>
Sex	-.038d	-.562	.575	-.051 (.965)	<i>Not significant</i>
Marital Status Single	.094d	1.399	.164	.126 (.975)	<i>Not significant</i>
Marital Status-Married	-.109d	-1.648	.102	-.148 (.989)	<i>Not significant</i>
Position- Teacher 1	.014d	.200	.842	.018 (.931)	<i>Not significant</i>
Position- Teacher 3	-.010d	-.147	.883	-.013 (.963)	<i>Not significant</i>
Graduate Studies Status-Enrolled in Masters	.060d	.882	.380	.080 (.959)	<i>Not significant</i>
Graduate Studies Status-Discontinued with no Master degree units	-.121d	-1.843	.068	-.165 (.999)	<i>Not significant</i>
Graduate Studies Status – Discontinued with Master degree units	-.026d	-.380	.705	-.035 (.941)	<i>Not significant</i>

Salary Scale- Salary Grade 11-12	.014d	.200	.842	.018 (.931)	Not significant
Salary Scale- Salary Grade 13	-.010d	-.147	.883	-.013 (.963)	Not significant
Existence Needs	.050d	.568	.571	.052 (.566)	Not significant
Relatedness	.185d	1.930	.056	.173 (.472)	Not significant

Note: Capability in Pursuing Graduate Studies-dependent variable (Y)

Adjusted R<sup>2</sup>=.447 \*\*\*significant (p<.001)

ANOVA for Regression: F<sub>(3, 122)</sub>=34.728, p=.000

Fitted Regression Model:  $\hat{Y} = 1.360 + 0.312X_1 + 0.166X_2 + 0.115X_3$

This substantial value suggests that the selected predictors contribute significantly to understanding the variation in the outcome variable. The ANOVA for regression reached statistical significance, with an F value of 34.728 and a p-value less than 0.001, indicating that the overall model is significant. This finding indicates that for every unit increase in work motivation in terms of relatedness and growth needs and social support from friends combined, teacher’s capability increases. It implies that these have positive impact on the level of capability of public secondary school teachers in pursuing graduate studies.

The fitted regression model,  $\hat{Y} = 1.360 + 0.312X_1 + 0.166X_2 + 0.115X_3$ , provides a practical way to estimate teachers' capability based on the significant predictors identified. These findings underscore the importance of considering personal and social factors, such as individual needs, support from friends and family, in fostering teachers' ability to pursue graduate studies. The finding of this study which revealed that social support specifically from family and friends and work motivation- growth needs affirms the notion of Vygotsky (1978) as cited by Brouwer et al., (2022) that relationship and interaction among learners who participate in a particular course establish valuable resources, like knowledge, information and support.

## CONCLUSION

The study concluded that social support, specifically from friends, and work motivation on growth needs have significant influence as predictors of public-secondary school teachers’ capability in pursuing graduate studies. This study affirmed the Social Cognitive Theory of Albert Bandura emphasizing that social participation serves as central aspect of learning where people are both products and producers of social systems and recognizing the ability of a person to self-regulate their learning within a social context. This implied that external factors affect an individual’s perception of his or her capabilities. Hence, the study highlights the importance of establishing interpersonal relationships within the academic context, promoting a supportive and connected work environment, and providing opportunities for personal and professional growth as it fosters teachers' motivation and capabilities for advanced studies.

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