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Motivation and Difficulties Encountered by University of Rizal System-College of Industrial Technology Faculty and their Level of Satisfaction in Pursuing Graduate Studies

Erich D. Cruz[a]*, Thelma DS. Cruz[b]

University of Rizal System, Morong Rizal, Philippines

[a]*Email: erich_cruz_5865@yahoo.com*

[b]*Email: thelma_physico_2004@yahoo.com*

Abstract

This study aimed to determine the motivation and difficulties encountered by the University of Rizal System-College of Industrial Technology (CIT) Faculty and their level of satisfaction in pursuing graduate studies. The study revealed that most of the respondents were male faculty, married, belong to the 40-49age brackets with two decades in the teaching profession. Many are still in the process of completing their master's and some are MA degree holders. Most of the respondents are teaching technology subjects and at least an assistant professor I. Moreover, promotion and upgrade qualifications were perceived extremely influential by CIT faculty, financing the studies, study and family commitment, too many requirements were considered very difficult. And as to the level of satisfaction, they perceived improved professional competence as very satisfactory. The researchers recommend that NBC #461 final print out should be known to all concern in the shortest time and position reclassification/promotion be provided accordingly. The University should allocate larger budget for faculty development. The University should provide a program that will lessen faculty workload while attending on a graduate school.

Keywords: Motivation; Difficulties Encountered; Level of Satisfaction; Graduate Studies; CIT Faculty; and, NBC #461.

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*Tel.: 0927-8645067.
E-mail address: erichcruz58@yahoo.com.

1. Introduction

The University is envisioning of becoming a center of excellence to various disciplines. The College of Industrial Technology is one among those advocating for its realization. The strength of the institution relies on the quality of its people. So, there is a need to sustain or enhance its strengths in order to achieve excellence.

One major requirement of being a university is the educational qualifications of the faculty. It is not enough that one finished a baccalaureate degree. One or two step higher in the educational ladder is a must, whatever personal or professional reasons it may be.

As clearly revealed from the latest NBC 461 print outs, most members of the CIT faculty are in the Instructors items or a bit higher in Assistant Professor I. We've been a state college and eventually became a university since 1995 and over 15 years now, but how far we've gone with our professional advancement. The college was able to produce nearly 10 full pledge doctors which are far beyond the basic requirement of a university of 75% of the total number of faculty. Only very few were able to reach the most coveted item of full pledge professor.

CIT is practically not a young college. In fact it experienced already evolution from CHED supervised school to a state college and to a state university. Its people have to grow also. Many have retired and all positions were reclassified. But how many went back to graduate school to upgrade and up-date themselves? If there are or perhaps all did, how many were able to finish their degree? Faculty belongs to the college are also human beings, a rational being. Setting one's priorities really varies from person to person. Many have strong desire to be in a graduate school but to keep them there until they finish can no longer be sustained.

Obtaining master's and/or doctorate degrees guaranteed us to be promoted. But, is it still practical? Or, it is only for those who have high career path interests? It is rightfully say that it is our way of life as educators. But what really are the reasons why some are truly motivated finishing masters/doctorates? What hinders those who struggling so hard to finish what they have started? Questions that the researchers also wanted to know the answers. The very reason they will attempt to enlighten the stakeholders by conducting this study.

1.1 Significance and Importance

The result of this investigation is expected to be beneficial to the academic community. Specifically, it will provide relevant contributions to the following. To the school administrators that this study will serve as an essential input in planning for an effective program and encourage support and institute sound faculty advancement and development programs.

For immediate supervisors like the college deans, department and program heads, and area coordinators that this study will provide them the intention of diversifying the scope and content of the conventional faculty workloads and assignments. Likewise, the faculty themselves that the findings of this study is significantly

important to furnish them comprehensive information to establish a career path and provide them avenues to improve themselves professionally.

The students will be given the assurance of quality instructions from a qualified faculty. And, they will appreciate all their subjects with current trends, issues and challenges.

1.2 Scope and Limitation of the Study

This research study focused mainly on the evaluation of the motivation and difficulties experienced and level of satisfaction of URS-CIT faculty in pursuing graduate studies.

The University consists of ten (10) campuses within the province of Rizal. However, this study is focused only on its biggest campus, the Morong Campus, where sciences, teacher education, engineering and industrial technology are its flagship courses. And, specifically because College of Industrial Technology can only be found in the said campus.

The respondents involved in the study were faculty members of the College whether full-time or part-time and on contractual or permanent status. Total enumeration or 100 percent of the teaching force of CIT was considered respondents.

A researchers-made questionnaire-checklist was used to gather the needed information and data for the study. It was subjected to content validation among experts in the field of education and improved it with the guidance of authorities.

1.3 Objectives

The purpose of the study is to determine the motivation and difficulties encountered of the University of Rizal System-College of Industrial Technology and their levels of satisfaction in pursuing graduate studies.

Specifically, the study sought to answer the following problems. What is the demographic profile of all respondents in terms of gender, civil status, age, length of service, educational attainment, subject taught and position? What are the factors that motivate CIT faculty to undergo graduate studies? What is the extent of difficulty the CIT faculty encountered in pursuing graduate studies? What is the level of satisfaction of CIT faculty from the benefits derived from pursuing graduate studies? Is there a significant difference the respondents' demographic profile and their responses in terms of motivation influences, difficulties encountered and levels of satisfaction?

1.4 Framework of the Study

Article XIV, section 5.4 of the 1987 Philippine Constitution affirms that the state shall enhance the right of teachers to professional advancement [1].

The Motivator Hygiene Theory of Frederick Herzberg attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions [2].

C. Durnham's and his colleagues Dispositional Theory suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluations Model that contains the following that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her\his own life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction [3].

The stated theories and models distinctly emphasize the significance of determining the motivational factors and satisfaction they derived from work or other undertakings. They are related and relevant to the present study since the aim of the study is to determine the motivation and difficulty items the College of Industrial Technology faculty and the satisfaction they derived in attending and eventually complete graduate studies. The results served as basis in enhancing the College in general through proposing faculty development of programs.

The present study attempted to determine the motivation and difficulties encountered by the CIT faculty and their levels of satisfaction in pursuing graduate studies.

The study was guided by a research paradigm on the next page as Figure 1. This includes the IV – DV Model. This model explains the interplay of variables specifically the independent variables. The first box shows the dependent variables, the demographic profile of the CIT Faculty – gender, civil status, age, length of service, educational attainment, subject taught and position. The second box is the dependent variables, motivation influences, difficulties encountered and levels of satisfaction. The arrow pointing to the dependent variable signifies the possible relationship of the independent variables to the success and hindrances of the CIT faculty in pursuing graduate studies.

1.5 Review of the Literature

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

There are numerous reasons why an instructor or professor wanted to ascend high up in the educational ladder.

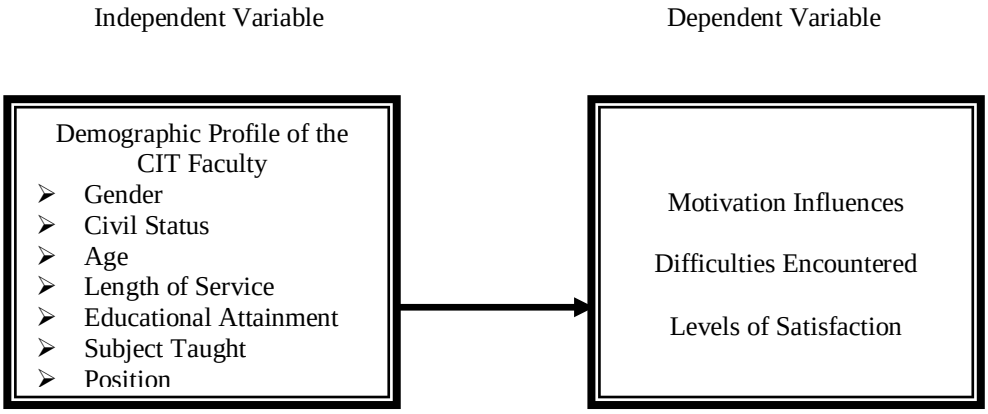

Figure 1

Conceptual Model Showing the Motivation and Difficulties Encountered by the University of Rizal System – College of Industrial Technology Faculty and Their Levels of Satisfaction in Pursuing Graduate Studies

Newby regarded seeking a higher level of learning substantial to satisfy specific goals andobjectives. According to him, motivations play important role that leads people to choose in entering certain careers influenced by some internal or external factors [4]. Moreover, Artino emphasized in his study the application of social-cognitive view of self-regulated learning to examine how several personal factors relate to academic success in an outline course. Service Academy undergraduates completed a survey that assessed their motivational beliefs, negative achievement emotions and several outcomes that included their use of self-regulated learning strategies, course satisfaction, and continuing motivation to enroll in future online courses. Results from several multiple regressions revealed that task value beliefs were strongest and most consistent positive predictors of elaboration, metacognition, satisfaction and continuing motivations [5]. The present study has the same intention of providing facts and evidences on how motivation influences be of importance to CIT faculty to pursue graduate studies.

According to Stepich, the most prevalent factor that expedites employee's productivity is his level of satisfaction towards work condition, suitability of work place, benefits, salaries and wages. He also stressed that the proper management of human, financial and material resources that would satisfy the individual needs in a production line should be provided. However, high level of satisfaction may be achieved through an effective human relation [6].

Sum and his colleagues further stated in their study that majority of the students were either satisfied or extremely satisfied with their department's master's degree considering many factors affecting their levels of satisfaction like increased competition, dynamic educational environment, high costs of obtaining graduate education, changing demographics in the population and the general physical for accountability [7].

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

Oloya in his study "Difficulties Encountered by Working Students in PaLuMar" aimed to determine personal-related, family-related and school-related factors problems usually experienced by working students. He emphasized that financing his/her studies and managing the time are the prevailing reasons that made their studies difficult to cope up with [8].

According to Solano, high salary rate, job opportunities and fringe benefits are extremely influential in the selection of college courses by senior high school students in Mariano Ponce National High School. She expressed that students' choice were externally influenced rather than their interests and vocational/professional aptitude. Moreover, most of them were motivated by their parents, relatives, friends and teachers. Extensive and comprehensive career guidance was not made available [9].

Yaakub emphasized that there is another medium of attaining the quality of education that is by educating the teachers, school principals and other educational personnel and upgrade their professional competency. Teachers should continuously update their knowledge and be innovative, strongly motivated and dedicated. Programs can be introduced that focus on talent management, leadership selection and review of teachers' workload. Various initiatives, from faster promotion prospects to awards can be introduced, to acknowledge the role teachers play, and raise the image and morale of the profession [10].

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

2. Methodology

2.1 Research Design

This study used the descriptive method of research in analyzing the data gathered which will lead to realize the objectives. As stated by Best and Khan "Descriptive research simply seeks to describe particular phenomena which also include hypothesis of their relationship and testing. Also relevant variables for an independent analysis of their relationship and differences were selected" [11].

This study focused mainly on the assessment of motivation and difficulties encountered by CIT faculty and their levels of satisfaction in pursuing graduate studies during the first semester of school year 2010 – 2011 at University of Rizal – Morong.

2.2 Materials and Methods

The respondents involved in the study were faculty of College of Industrial Technology who are directly teaching students enrolled in Bachelor of Technology, Biomedical Technology and Two-Year Certificate of Technology and those handling under Dual Training System. One hundred percent of the total population was considered as respondents but only 69 questionnaire – checklists were retrieved after giving them more than enough time to respond and efforts were exerted.

The preliminary write-ups were prepared and presented the research proposal to the college research committee. After which, a College research resolution number was given.

A questionnaire – checklist was used as instrument in gathering the needed data. This is an exploratory study and qualitative method (in-depth interviews) was used to generate additional items to an adapted questionnaire-checklist of Naval in her study Satisfaction Level of PUP Graduate School Students [12]. The modified questionnaire was content validated by eight (8) professors who are all full pledge doctors. The questionnaire was pretested to thirty (30) professors/instructors from other colleges/campus who was instructed to provide additional comments.

The respondents were asked to evaluate using the given scales:

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

2.3 Statistical Treatment

The following statistical tools were utilized in the interpretation of gathered data. The frequency, percentage and rank distribution were used to determine the profile of the respondents.

To determine the factors that motivate the CIT faculty to undergo graduate studies so with the extent of difficulties, weighted mean was used. Weighted mean was likewise used to determine the levels of satisfaction of CIT faculty from the benefits derived from pursuing graduate studies. To find out the difference between the respondents' demographic profile and their responses in terms of motivation influences, difficulties encountered and levels of satisfaction, one-way analysis of variance (ANOVA) was used.

3. Results and Discussions

3.1 Profile of the Respondents

Table 1 presents the frequency, percentage and rank distribution of the CIT faculty. There were 100 faculty members comprising the College of Industrial Technology (CIT) and 69 responded to the questionnaire. A breakdown of the gender, civil status, age, length of service, educational attainment, subject taught and position of the respondents can be found in Table 1.

As shown in the table in terms of gender out of 69 respondents, 36 or 52.2 percent are female and 33 or 47.8 percent are males. In terms of civil status, single and widow/widower got 5 or 7.2 percent each and 59 or 85.5 percent are married. With regards to age 2 or 2.9 percent are 20 – 29 years old, 6 or 8.7 percent have ages 30 – 39, 43 or 62.3 percent are 40 – 49 and ages 50 and above have 18 or 26.1 percent of the total respondents. The data denote that majority of the respondents belong to the middle aged faculty members.

In terms of length of service, of the total respondents, 23 or 33.3 percent are 26 years and above, 21 – 25 years have 18 or 26.1 percent, followed by 16 – 20 tears with 17 or 24.6 percent, tied on the next rank are those belonging to 6 – 10 years and 11 – 15 years in teaching profession with 4 or 5.8 percent each. Last in rank are practically new in the service 1- 5 years with 3 or 4.3 percent. It can observe that the respondents mostly came from senior faculty members whose services started the time the college was conceived.

As revealed in the table, in terms of educational attainment first in rank are those BS Graduates with MA units with 33 or 47.8 percent followed by 16 or 23.2 percent with MA degrees, third in rank is 10 or 14.5 percent with MA and units in doctorate, full fledge doctors ranked fourth with 6 or 8.7 percent and last in rank is BS degree holders with 4 or 5.8 percent. This implies that the highest percentage of the respondents as to educational attainment is BS with MA units over the combined faculty respondents with MA degrees or higher. This may be due to the fact that most faculty members are permanent and secured.

In terms of subject taught, out of 69 respondents 30 or 43.5 percent are handling academic subjects and 39 or 56.5 percent are teaching technology subjects. It may be observed that most of the respondents are managing technology disciplines. This may be due to the curricular offering of the college and the longer time allotted to the major subjects.

The table discloses that in terms of position Assistant Professor I ranked first with 23 or 33.3 percent, second in rank are Instructor III and Assistant Professor III with 8 or 11.6 percent each, followed by Instructor I with 6 or 8.7 percent. Next in rank are shared by Instructor II, Assistant Professor II and Assistant Professor IV each has 5 or 7.2 percent. Associate Professor I with 3 or 4.3 percent ranked 8th, followed by Associate Professor II and Associate Professor IV with 2 or 2.9 percent each. And last in rank are tied between Associate Professor III and Associate Professor V, both has 1 or 1.4 percent each. It may be noticed that more than 60 percent of the faculty respondents are presently occupying the first 4 lowest faculty ranks and may be accounted for the reason that the positions do not require a master's degree.

3.2 The Factors that Motivates CIT Faculty to Undergo Graduate Studies

Table 2 presents the computed weighted mean on the factors that motivates CIT faculty to undergo graduate studies. The table depicts that items "Promotion" and "Upgrade Qualifications" shared the top rank with a weighted mean of 4.23 and verbally interpreted as "Very Influential". Next in rank is "Better Income" with a weighted mean of 4.07 and interpreted as "Very Influential". "Trust and Confidence from Administration" and "Influenced by Friends" are both verbally interpreted as "Influential" which is ranked 19th and 20th with weighted mean 3.23 and 3.03, respectively.

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

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

Table 1.Demographic Profile of the Respondents

Demographics		Frequency	Percentage (%)	Rank
Gender:	Male	33	47.8	2
	Female	36	52.2	1
Civil Status:	Single	5	7.2	2.5
	Married	59	85.5	1
	Widow/er	5	7.2	2.5
Age:	20 - 29	2	2.9	2
	30-39	6	8.7	4
	40-49	43	62.3	1
	50 and Above	18	26.1	3
Length of Service:	1-5	3	4.3	6
	6-10	4	5.8	4.5
	11-15	4	5.8	4.5
	16-20	17	24.6	3
	21-25	18	26.1	2
	26 and Above	23	33.3	1
Educational Attainment:	BS	4	5.8	5
	BS with MA Units	33	47.8	1
	MA	16	23.2	2
	MA with Ed.D. Units	10	14.5	3
Ed.D./Ph.D.		6	8.7	4
Subject Taught:	Academic	30	43.5	2
	Technology	39	56.5	1
Position:	Instructor I	6	8.7	4
	Instructor II	5	7.2	6
	Instructor III	8	11.6	2.5
	Assistant Professor I	23	33.3	1
	Assistant Professor II	5	7.2	6
	Assistant Professor III	8	11.6	2.5
	Assistant Professor IV	5	7.2	6
	Associate Professor I	3	4.3	8
	Associate Professor II	2	2.9	9.5
	Associate Professor III	1	1.4	11.5
	Associate Professor IV	2	2.9	9.5
	Associate Professor V	1	1.4	11.5
Number of Respondents		69		

Table 2.Computed Weighted Mean on the Factors that Motivates CIT Faculty to Undergo Graduate Studies

Motivation Items	Weighted Mean	Rank	Verbal Interpretation
Scholarship Grants	3.75	13.5	Very Influential
Professional Competence	3.94	10	Very Influential
Obtain Qualification	4.06	4.5	Very Influential
Promotion	4.23	1.5	Extremely Influential
Influenced by Friends	3.03	20	Influential
Status Consideration	3.71	15	Very Influential
Use of Special Talents	3.55	18	Very Influential
Academic Aspirations	3.83	12	Very Influential
Job Security	4.00	8	Very Influential
Apply Theory to Work	3.75	13.5	Very Influential
Proven Abilities	3.68	16	Very Influential
Proven Abilities	4.07	3	Very Influential
Changes in Work Place	3.65	17	Very Influential
Enjoy Learning New Things	4.03	6	Very Influential
Upgrade Qualifications	4.23	1.5	Extremely Influential
Intellectual Stimulation	4.06	4.5	Very Influential
Increase Job Opportunities	3.88	11	Very Influential
Increase of Self-Esteem	3.96	9	Very Influential
Family	4.01	7	Very Influential
Trust and Confidence from Administration	3.23	19	Influential
Average Weighted Mean	**3.83**		**Very Influential**

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

Difficulty Items	Weighted Mean	Rank	Verbal Interpretation
Insufficient books and Instructional Materials.	3.26	9	Difficult
Study and family commitment.	3.83	1	Very Difficult
Too many school requirements.	3.59	6	Very Difficult
Anxieties related to studying at the graduate level.	3.36	8	Difficult
Working and studying.	3.75	3	Very Difficult
Social life and study.	3.25	10	Difficult
Pressure from additional work/assignments.	3.70	4	Very Difficult
Overcoming fear of failure.	3.06	12.5	Difficult
Developing study habits.	3.06	12.5	Difficult
Understanding concepts.	2.91	16	Difficult
Very slow of return of investment.	3.42	7	Difficult
Support of people from work place.	3.00	14	Difficult
Financing the studies.	3.65	5	Very Difficult
Use of modern technology in education.	2.96	15	Difficult
Type and standard of graduate school enrolled in.	3.13	11	Difficult
Thesis/dissertation requirements.	3.78	2	Very Difficult
Location of graduate school.	2.88	17	Difficult
Pressure from peers/superiors.	2.81	18	Difficult
Average Weighted Mean	**3.30**		**Difficult**

3.3 The Extent of Difficulty the CIT Faculty Encountered in Pursuing Graduate Studies

Table 3 presents the computed weighted mean on the extent of difficulty of respondents encountered on the specified difficulty items. As gleaned from the table, with respect to the difficulty items encountered by the respondents in pursuing graduate studies, first in rank is "Study and family commitment." With a weighted mean of 3.83 verbally interpreted as "Very Difficult". "Thesis/dissertation requirements" ranked second with computed weighted mean of 3.78 and interpreted as "Very Difficult", next in rank is "Working and studying." Verbally interpreted as "Very Difficult" and obtained weighted mean of 3.75. Items 7, 13, and 3 ranked 4th, 5th and 6th all are interpreted as "very Difficult" with computed weighted mean of 3.70 and 3.59, respectively. Last in rank is "Pressure from peers/supervisors" with weighted average of 2.81 and interpreted as "Difficult".

Generally, as revealed by the average weighted mean of 3.30, the respondents are truly having difficulty attending graduate schools. This confirms the study of Naval and Narvaez that some of the problems encountered by the faculty are financing their studies that leads to family concerns and voluminous requirements including thesis writing [12,13], The result further, implies that various difficulty items are hindrance in pursuing/finishing graduate studies.

3.4 The Levels of Satisfaction of CIT Faculty from the Benefits Derived from Pursuing Graduate Studies

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

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

Satisfaction Levels	**Weighted Mean**	**Rank**	**Verbal Interpretation**
Obtained better employment.	3.86	11.5	Very Satisfactory
Improved income / financial status.	3.84	13.5	Very Satisfactory
Secured employment.	3.90	9.5	Very Satisfactory
Developed one's talents.	3.86	11.5	Very Satisfactory
Gained new friends.	3.84	13.5	Very Satisfactory
Improved professional competence.	4.12	1	Very Satisfactory
Fulfilled academic aspirations.	3.99	3.5	Very Satisfactory
Enhanced career opportunities	3.96	6	Very Satisfactory
Professional prospects.	3.91	8	Very Satisfactory
Earned recognition.	3.71	18	Very Satisfactory
Developed capacity for critical and creative thinking.	3.90	9.5	Very Satisfactory
Extended help and support to others and society.	3.81	16	Very Satisfactory
Applied of knowledge and skills acquired in job situation.	3.99	3.5	Very Satisfactory
Enhanced growth and responsibility.	3.97	5	Very Satisfactory
Professional advancement.	4.01	2	Very Satisfactory
Feeling of achievement.	3.94	7	Very Satisfactory
Improved leadership capabilities.	3.75	17	Very Satisfactory
Inculcated initiative, discipline and adaptabilities.	3.83	15	Very Satisfactory
Average Weighted Mean	**3.90**		**Very Satisfactory**

As reflected from the table, "Improved professional competence." ranked first with a computed weighted mean of 4.12 followed by "Professional advancements." with weighted average of 4.01. Next in rank is shared by items 7 and 13 which both obtained 3.99 weighted mean. "Earned recognition." acquired the last rank with computed weighted mean 3.71. All 18 items with their given weighted means are verbally interpreted as "Very Satisfied".

The findings imply that all of the respondents have high level of satisfaction and are very satisfied from the benefits that they may derived from pursuing and earning a degree in a graduate school.

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

Table 5 presents the computed F – value of the perceptions of the CIT faculty in pursuing graduate studies with respect to gender. The table reflects that the gender is not significant on the motivation, difficulty items and level of satisfaction of CIT faculty in pursuing graduate studies as perceived by the respondents since the computed F-values of 2.83, 1.49 and .234 respectively is less than the tabular value of 7.01 at 0.5 level of significance. Thus, rejected the null hypothesis. It implies that both male and female faculty could have the same motivational level and experiencing similar difficulties and level of satisfaction in pursuing graduate studies.

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

	SS	df	MS	Fcomp.	Ftab	Ho	Interpretation
a. Between Groups	.632	1	.632	2.827	7.01	Accepted	Not Significant
Within Groups	14.991	67	.224				
Total	15.623	68					
b. Between Groups	.869	1	.869	1.4491	7.01	Accepted	Not Significant
Within Groups	39.041	67	.583				
Total	39.909	68					
c. Between Groups	.007	1	.077	.234	7.01	Accepted	Not Significant
Within Groups	22.089	67	.330				
Total	22.166	68					

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

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

	SS	df	MS	Fcomp.	Ftab	Ho	Interpretation
a. Between Groups	.054	2	.027	.114	4.92	Accepted	Not Significant
Within Groups	15.569	66	.236				
Total	15.623	68					
b. Between Groups	.691	2	.346	.581	4.92	Accepted	Not Significant
Within Groups	39.218	66	.594				
Total	39.909	68					
c. Between Groups	.910	2	.455	1.412	4.92	Accepted	Not Significant
Within Groups	21.257	66	.322				
Total	22.166	68					

The table reflects that the civil status is not significant on the motivation, difficulty items and level of satisfaction of CIT faculty in pursuing graduate studies as perceived by the respondents since the computed F-values of .114, .581 and 1.412 respectively is less than the tabular value of 4.92 at 0.5 level of significance.

This implies that regardless of the present status of the respondents whether single, married or widow/er, they have the same perception in pursuing graduate studies.

According to Lorenzo [14]; she disclosed that civil status had no significant relation with performance ratings, neither has it any significant relation with any variable. Obviously, being single or married, widow or separated has nothing to do with higher performance rating.

Table 7 presents the computed F – value of the perceptions of the CIT faculty in pursuing graduate studies with respect to age. The table reflects that the age is not significant on the motivation, difficulty items and level of satisfaction of CIT faculty in pursuing graduate studies as perceived by the respondents since the computed F-values of .592, .286 and 1.142 respectively are less than the tabular value of 4.07 at 0.5 level of significance.

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

Table 8 presents the computed F – value of the perceptions of the CIT faculty in pursuing graduate studies with respect to length of service. The table reflects that the length of service is not significant on the motivation, difficulty items and level of satisfaction of CIT faculty in pursuing graduate studies as perceived by the

respondents since the computed F-values of .893, 1.564 and .188 respectively is less than the tabular value of 3.34 at 0.5 level of significance.

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

	SS	df	MS	Fcomp.	Ftab	Ho	Interpretation
a. Between Groups	.416	3	.139	.592	4.07	Accepted	Not Significant
Within Groups	15.208	65	.234				
Total	15.623	68					
b. Between Groups	.520	3	.173	.286	4.07	Accepted	Not Significant
Within Groups	39.389	65	.606				
Total	39.909	68					
c. Between Groups	1.110	3	.370	1.142	4.07	Accepted	Not Significant
Within Groups	21.056	65	.324				
Total	22.166	68					

Table 8.Computed F-vales on the Difference Between the Perceptions of CIT Faculty in

Pursuing Graduate Studies with Respect to Length of Service

	SS	df	MS	Fcomp.	Ftab	Ho	Interpretation
a. Between Groups	1.034	5	.207	.893	3.34	Accepted	Not Significant
Within Groups	14.589	63	.232				
Total	15.623	68					
b. Between Groups	4.407	5	.881	1.564	3.34	Accepted	Not Significant
Within Groups	35.502	63	.564				
Total	39.909	68					
c. Between Groups	.325	5	.065	.188	3.34	Accepted	Not Significant
Within Groups	21.841	63	.347				
Total	22.166	68					

The results imply that the perception of the respondents with regards to length of service do not differ whether they are new in the service or served in institution for a couple of decades or because majority of the respondents stayed in the university for more than 25 years.

Table 9 presents the computed F – value of the perceptions of the CIT faculty in pursuing graduate studies with respect to educational attainment.

Table 9.Computed F-vales on the Difference Between the Perceptions of CIT Faculty in

Pursuing Graduate Studies with Respect to Educational Attainment

	SS	df	MS	Fcomp.	Ftab	Ho	Interpretation
a. Between Groups	.378	4	.094	.397	3.65	Accepted	Not Significant
Within Groups	15.245	64	.238				
Total	15.623	68					
b. Between Groups	1.896	4	.474	.798	3.65	Accepted	Not Significant
Within Groups	38.014	64	.594				
Total	39.909	68					
c. Between Groups	.557	4	.139	.412	3.65	Accepted	Not Significant
Within Groups	21.609	64	.338				
Total	22.166	68					

The table reflects that the educational attainment is not significant on the motivation, difficulty items and level of satisfaction of CIT faculty in pursuing graduate studies as perceived by the respondents since the computed F-values of .397, .798 and .412 respectively is less than the tabular value of 3.65 at 0.5 level of significance. Hence, the null hypothesis is accepted. This means that the perceptions of the faculty respondents in terms of educational attainment do not significantly different.

Table 10 presents the computed F – value of the perceptions of the CIT faculty in pursuing graduate studies with respect to subject taught. The table reflects that the subject taught is not significant on the motivation, difficulty items and level of satisfaction of CIT faculty in pursuing graduate studies as perceived by the respondents since the computed F-values of .336, .012 and .069 respectively is less than the tabular value of 7.01 at 0.5 level of significance. Thus, the null hypothesis is accepted. This implies that the respondents with different line of subject taught have the same perspective in pursuing graduate studies. This may be due to the reason that regardless of subjects taught they have the same level of satisfaction, motivation drive and similar predicaments.

Table 11 presents the computed F – value of the perceptions of the CIT faculty in pursuing graduate studies with respect to position.

Table 10.Computed F-vales on the Difference Between the Perceptions of CIT Faculty in

Pursuing Graduate Studies with Respect to Subject Taught

	SS	df	MS	Fcomp.	Ftab	Ho	Interpretation
a. Between Groups	.078	1	.078	.336	7.01	Accepted	Not Significant
Within Groups	15.545	67	.232				
Total	15.623	68					
b. Between Groups	.007	1	.007	.012	7.01	Accepted	Not Significant
Within Groups	39.902	67	.596				
Total	39.909	68					
c. Between Groups	.023	1	. .023	.069	7.01	Accepted	Not Significant
Within Groups	22.143	67	.330				
Total	11.166	68					

Table 11.Computed F-vales on the Difference Between the Perceptions of CIT Faculty in

Pursuing Graduate Studies with Respect to Position

	SS	df	MS	Fcomp.	Ftab	Ho	Interpretation
a. Between Groups	2.123	11	.193	.815	2.50	Accepted	Not Significant
Within Groups	13.500	57	.237				
Total	15.623	68					
b. Between Groups	10.146	11	.922	1.766	2.50	Accepted	Not Significant
Within Groups	29.764	57	.522				
Total	39.909	68					
c. Between Groups	4.375	11	.398	1.274	2.50	Accepted	Not Significant
Within Groups	17.791	57	.312				
Total	22.166	68					

The table reflects that the gender is not significant on the motivation, difficulty items and level of satisfaction of CIT faculty in pursuing graduate studies as perceived by the respondents since the computed F-values of .815, 1.766 and 1.274 respectively is less than the tabular value of 2.50 at 0.5 level of significance. Thus, the null hypothesis is accepted.

This means that the position has nothing to do with how the faculty perceived the pursuing of graduate studies.

4. Conclusions and Recommendations

4.1 Conclusions

Based on the summary of findings, the following conclusions were drawn. Promotion and upgrading of qualifications are strong motivations for CIT faculty to undergo graduate studies. Sustaining the studies and family financially and too much paperwork both in work and study hinder the CIT faculty to pursue graduate studies. Likewise, the CIT faculty is satisfied from the benefits derived from graduate school works. And, the perceptions of the CIT faculty in pursuing graduate studies are not dependent upon the aspects being perceived.

4.2 Recommendations

Based on the foregoing conclusions, the following recommendations are offered. The NBC #461 final print out should be published or be known to all concern in the shortest possible time so that position reclassification or promotion will be provided accordingly. The University should allocate larger budget for faculty development especially those pursuing graduate studies. The University should also provide a program that will lessen faculty work load while attending on a graduate school. Lastly, the result and findings of this study may serve as future reference for further studies in the problem.

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