



# Continuing Professional Education among Teacher Education Graduate Students: Motivators and Inhibitors

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DOI : <https://doi.org/10.55248/gengpi.6.0325.1108>

## ABSTRACT

This descriptive correlational study examined the relationship between motivators and inhibitors of Continuing Professional Education (CPE) among teacher education graduate students in one state university in the Philippines. It also determined the extent to which students are motivated and inhibited in pursuing CPE. A total of 190 graduate students were randomly selected as participants. Data were collected using a researcher-made survey questionnaire with a validity mean score of 4.16 and a reliability index of 0.973. Results showed that graduate students are highly motivated by both job-related and personal factors, aligning with the rising enrollment in graduate programs. However, they are greatly inhibited by time and work-related challenges and to a lesser extent by outcome-related factors. This suggests difficulties in balancing work, home, and academic responsibilities. A significant relationship was found between motivation and inhibition ( $p < 0.05$ ), indicating that as students' motivation to pursue CPE increases, so do the challenges they face. This may explain the high enrollment but low completion rates in graduate programs. The study recommends that higher education institutions implement strategies to support graduate students in completing their degrees.

Keywords: continuing professional education (CPE), graduate students, enrolment and completion rates, motivators, inhibitors

## 1. Introduction

The world of work is rapidly evolving (Fran, 2021; Vural & Basaran, 2021; Williams, 2022), and the teaching profession is no exception. Teachers must continuously update their knowledge and skills (Abellana & Abadiano, 2020). Continuing professional development (CPD) ensures individuals stay current with industry changes through ongoing upskilling (Abellana & Abadiano, 2020; Fran, 2021; Suliman et al., 2020; Williams, 2022). CPD enhances educators' competence, effectiveness, and innovation in classroom practices (Williams, 2022). In the Philippines, the CPD Law (2016) mandates CPD units for Professional Regulation Commission (PRC) license renewal.

CPD takes many forms, with continuing professional education (CPE) being among the most common (Abakah, 2023; Abellana & Abadiano, 2023; Demirci & Kuru, 2022). CPE is a key approach to updating teachers' professional knowledge and addressing educational challenges (Abellana & Abadiano, 2022).

The increasing demand for CPE is reflected in rising graduate teacher education enrollments. Over the past two decades, global higher education enrollment has nearly doubled (Twebaze, 2023). In the Philippines, graduate program enrollments, particularly in education and STEM, have grown steadily (Abrigo et al., 2024; David et al., 2020). However, despite this demand, slow progression and low completion rates persist, particularly in developing countries like the Philippines (Twebaze, 2023). Many graduate students struggle to complete their programs (Chang et al., 2022), indicating inefficiencies in graduate teacher education and highlighting a gap between program demand and success (David et al., 2020).

Motivation plays a crucial role in ensuring students complete their studies (Abrigo et al., 2024). It significantly enhances CPD participation (Tulo & Lee, 2022). Conversely, barriers to CPD can negatively impact participation (Suliman et al., 2020). Removing these barriers fosters a positive attitude toward CPD, improving engagement (Tulo & Lee, 2022). Understanding these inhibitors is essential in addressing delays in CPE completion (Rop & Mibei, 2024). Thus, while addressing barriers, strengthening motivation is equally important.

This study examined the motivators and inhibitors that influenced CPE among teacher education graduate students in a state university in the Philippines. Specifically, it assessed the extent teacher education graduate students are motivated to pursue CPE based on job-related and personal factors across demographic variables such as age, income, sex, length of service, employment status, and civil status. It also examined the extent they are inhibited from pursuing CPE, including time-related, outcome-related, and employer-related inhibitors. Lastly, the study determined whether a significant relationship existed between motivation and inhibition in pursuing CPE.

## 2. Methods

The study utilized a descriptive research design to systematically present factual insights into graduate students' engagement in CPE. A quantitative approach was employed, incorporating statistical analyses to examine the relationship between key variables.

A total of 190 graduate students enrolled in a teacher education graduate program at a state university in the Philippines participated in the study during the first semester of the Academic Year 2024–2025. The sample was drawn from a population of 351 students and selected through simple random sampling.

Data collection was conducted using a researcher-developed survey instrument comprising three sections. The first section gathered demographic information, including age, income, sex, length of service, employment status, and civil status. The second and third sections measured the extent to which respondents were motivated or inhibited in pursuing CPE. The instrument obtained a mean validity score of 4.16, interpreted as "very good," and a reliability coefficient of 0.973, indicating a high level of internal consistency. To ensure accurate and complete responses, the researchers administered the survey personally.

For data analysis, mean and standard deviation were used to assess the extent of motivation and inhibition among the respondents. Additionally, Pearson's correlation coefficient was applied to determine the significance of the relationship between motivation and inhibition in pursuing CPE.

## 3. Results and Discussion

### Results

Table 1. Extent to which the respondents are motivated in pursuing CPE in terms of job-related motivators

Profile Variables	Mean	Standard Deviation	Interpretation
Age (in years)			
Below 30 years old	4.29	0.4800	Very Great Extent
31 – 40	4.32	0.4041	Very Great Extent
41 – 50	4.37	0.4019	Very Great Extent
Above 50 years old	4.17	0.7209	Great Extent
Monthly Income (in pesos)			
20, 000 and below	4.34	0.4834	Very Great Extent
20, 001 – 35, 000	4.27	0.4452	Very Great Extent
Above 35, 000	4.48	0.4630	Very Great Extent
Sex			
Male	4.28	0.4851	Very Great Extent
Female	4.31	0.4634	Very Great Extent
Length of Service (in years)			
Below 10 years	4.28	0.4644	Very Great Extent
11 – 20	4.39	0.3322	Very Great Extent
21 and above	4.30	0.5901	Very Great Extent
Employment Status			
Unemployed	4.65	0.3791	Very Great Extent
Non-Permanent	4.26	0.3878	Very Great Extent
Permanent	4.29	0.4742	Very Great Extent
Civil Status			
Single	4.24	0.4954	Very Great Extent

Married	4.34	0.4584	Very Great Extent
Separated/Annulled	4.25	0.3536	Very Great Extent
Widow	4.00	0.0000	Great Extent
<b>As a whole</b>	<b>4.30</b>	<b>0.4676</b>	<b>Very Great Extent</b>

The results show that respondents across different demographics are highly motivated to pursue CPE for job-related reasons.

Motivation levels were consistently high across all age groups, with the 41–50 age group having the highest motivation and those above 50 reporting slightly lower motivation. In terms of income, those earning above ₱35,000 showed the highest motivation, though all income groups rated a "Very Great Extent."

Both males and females reported similar levels of motivation. Length of service also had little variation, with the highest motivation seen in those with 11–20 years of experience.

Employment status influenced motivation, with unemployed respondents having the highest motivation, followed by permanent and non-permanent employees.

Among civil status groups, married respondents had the highest motivation, while widowed respondents reported a slightly lower level, categorized as a "Great Extent."

Overall, the respondents demonstrated a strong motivation to pursue CPE, classified as a "Very Great Extent."

Table 2. Extent to which the respondents are motivated in pursuing CPE in terms of personal motivators

Profile Variables	Mean	Standard Deviation	Interpretation
Age (in years)			
Below 30 years old	4.30	0.5480	Very Great Extent
31 – 40	4.26	0.5369	Very Great Extent
41 – 50	4.33	0.4125	Very Great Extent
Above 50 years old	4.00	0.8124	Great Extent
Monthly Income (in pesos)			
20, 000 and below	4.32	0.5788	Very Great Extent
20, 001 – 35, 000	4.23	0.5085	Very Great Extent
Above 35, 000	4.32	0.9492	Very Great Extent
Sex			
Male	4.17	0.7120	Great Extent
Female	4.28	0.4929	Very Great Extent
Length of Service (in years)			
Below 10 years	4.25	0.5781	Very Great Extent
11 – 20	4.34	0.5114	Very Great Extent
21 and above	4.20	0.5320	Very Great Extent
Employment Status			
Unemployed	4.35	0.6600	Very Great Extent
Non-Permanent	4.39	0.4450	Very Great Extent
Permanent	4.24	0.5680	Very Great Extent
Civil Status			
Single	4.29	0.5592	Very Great Extent
Married	4.23	0.5692	Very Great Extent

Separated/Annulled	4.32	0.4500	Very Great Extent
Widow	4.45	1.0000	Very Great Extent
<b>As a whole</b>	<b>4.25</b>	<b>0.5594</b>	<b>Very Great Extent</b>

The results show that respondents are highly motivated to pursue CPE for personal reasons, categorized as a "Very Great Extent."

Motivation levels remained high across all age groups, with the 41–50 age group reporting the highest motivation, while respondents above 50 had the lowest, categorized as a "Great Extent."

Across income groups, motivation remained consistent, with those earning ₱20,000 and below and those earning above ₱35,000 showing the highest motivation.

Female respondents reported higher motivation than male respondents, with the latter falling under the "Great Extent" category. In terms of length of service, those with 11–20 years of experience had the highest motivation.

Employment status showed minimal variation, with non-permanent employees reporting the highest motivation. Among civil status groups, widowed respondents had the highest motivation, while married respondents reported the lowest, though all groups remained within the "Very Great Extent" category.

Overall, the data indicates that personal motivation for pursuing CPE is strong across various demographic factors, with slight variations among groups.

Table 3. Extent to which the respondents are inhibited from pursuing CPE in terms of time-related inhibitors

Profile Variables	Mean	Standard Deviation	Interpretation
Age (in years)			
Below 30 years old	3.83	0.8015	Great Extent
31 – 40	3.83	0.6784	Great Extent
41 – 50	3.74	0.8084	Great Extent
Above 50 years old	3.51	0.9853	Great Extent
Monthly Income (in pesos)			
20, 000 and below	3.78	0.8821	Great Extent
20, 001 – 35, 000	3.80	0.7110	Great Extent
Above 35, 000	3.71	1.0723	Great Extent
Sex			
Male	3.85	0.7872	Great Extent
Female	3.76	0.7704	Great Extent
Length of Service (in years)			
Below 10 years	3.76	0.7647	Great Extent
11 – 20	4.08	0.6405	Great Extent
21 and above	3.64	0.8840	Great Extent
Employment Status			
Unemployed	3.92	0.9338	Great Extent
Non-Permanent	3.76	0.9478	Great Extent
Permanent	3.10	0.7518	Moderate Extent
Civil Status			
Single	3.92	0.6843	Great Extent
Married	3.76	0.7931	Great Extent
Separated/Annulled	3.10	0.1414	Moderate Extent

Widow	2.00	0.0000	Low Extent
<b>As a whole</b>	<b>3.79</b>	<b>0.7729</b>	<b>Great Extent</b>

The results show that time-related factors inhibit respondents from pursuing CPE to a "Great Extent."

Across age groups, respondents consistently reported time constraints as a significant barrier, with those below 50 experiencing these challenges to a "Great Extent." Respondents above 50 reported slightly lower inhibition levels but remained in the same category.

Time-related inhibitors were consistent across income levels, with all income groups facing challenges to a "Great Extent."

Male respondents reported slightly higher levels of time-related inhibition than females, though both experienced these barriers to a "Great Extent."

In terms of length of service, those with 11–20 years of experience faced the highest time-related constraints, while those with 21 years and above reported slightly lower inhibition.

Employment status showed some variation, with unemployed and non-permanent employees experiencing time-related challenges to a "Great Extent," while permanent employees reported only a "Moderate Extent" of inhibition.

Civil status differences revealed that single and married respondents faced time-related barriers to a "Great Extent," while separated/annulled individuals reported a "Moderate Extent." Widowed respondents experienced the lowest level of inhibition, categorized as a "Low Extent."

Overall, the findings indicate that time-related challenges significantly impact respondents' ability to pursue CPE, with slight variations across demographic groups.

Table 4. Extent to which the participants are inhibited from pursuing CPE in terms of outcome-related inhibitors

Profile Variables	Mean	Standard Deviation	Interpretation
<b>Age (in years)</b>			
Below 30 years old	3.46	0.7782	Great Extent
31 – 40	3.38	0.7920	Low Extent
41 – 50	3.34	0.7704	Low Extent
Above 50 years old	2.94	0.6239	Low Extent
<b>Monthly Income (in pesos)</b>			
20, 000 and below	3.41	0.8574	Great Extent
20, 001 – 35, 000	3.34	0.7454	Low Extent
Above 35, 000	3.44	0.8705	Great Extent
<b>Sex</b>			
Male	3.43	0.7616	Great Extent
Female	3.33	0.7813	Low Extent
<b>Length of Service (in years)</b>			
Below 10 years	3.32	0.7718	Low Extent
11 – 20	3.78	0.6605	Great Extent
21 and above	3.16	0.7830	Low Extent
<b>Employment Status</b>			
<b>Unemployed</b>			
Non-Permanent	3.16	0.9228	Low Extent
Permanent	3.38	0.7533	Low Extent
<b>Civil Status</b>			
Single	3.44	0.8219	Great Extent

<b>Married</b>	<b>3.34</b>	<b>0.7602</b>	<b>Low Extent</b>
<b>Separated/Annulled</b>	<b>3.00</b>	<b>0.0000</b>	<b>Low Extent</b>
<b>Widow</b>	<b>2.60</b>	<b>0.0000</b>	<b>Low Extent</b>
<b>As a whole</b>	<b>3.36</b>	<b>0.7745</b>	<b>Low Extent</b>

The results indicate that outcome-related factors inhibit respondents from pursuing CPE to a "Low Extent" overall.

Among age groups, respondents below 30 years old reported the highest level of inhibition, categorized as a "Great Extent." In contrast, respondents in older age groups experienced lower levels of outcome-related barriers, with those above 50 reporting the least inhibition.

Income-related differences showed that individuals earning ₱20,000 and below, as well as those earning above ₱35,000, experienced outcome-related inhibitors to a "Great Extent," while those in the mid-income range reported a "Low Extent" of inhibition.

Male respondents reported a "Great Extent" of outcome-related barriers, while female respondents experienced these inhibitors to a "Low Extent."

In terms of length of service, those with 11–20 years of experience reported the highest level of inhibition, categorized as a "Great Extent," while those with less than 10 years or more than 21 years of service experienced these challenges to a "Low Extent."

Employment status results showed that both permanent and non-permanent employees reported a "Low Extent" of outcome-related inhibition.

Civil status differences revealed that single respondents experienced these barriers to a "Great Extent," while married, separated/annulled, and widowed respondents reported a "Low Extent" of inhibition.

Table 5. Extent to which the participants are inhibited to pursue educational course relevant to their job in terms of employee-related inhibitors

<b>Profile Variables</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Interpretation</b>
Age (in years)			
Below 30 years old	3.49	0.8430	Great Extent
31 – 40	3.40	0.9902	Great Extent
41 – 50	3.43	0.9340	Great Extent
Above 50 years old	3.29	1.0539	Low Extent
Monthly Income (in pesos)			
20, 000 and below	3.27	1.0667	Low Extent
20, 001 – 35, 000	3.47	0.8930	Great Extent
Above 35, 000	3.53	0.8718	Great Extent
Sex			
Male	3.43	0.9458	Great Extent
Female	3.43	0.9286	Great Extent
Length of Service (in years)			
Below 10 years	3.36	0.9303	Low Extent
11 – 20	3.76	0.8682	Great Extent
21 and above	3.39	0.9613	Low Extent
Employment Status			
Unemployed			
Non-Permanent	3.28	1.1124	Low Extent
Permanent	3.46	0.8921	Great Extent
Civil Status			
Single	3.59	0.8976	Great Extent

Married	3.34	0.9512	Low Extent
Separated/Annulled	3.40	0.5657	Great Extent
Widow	4.00	0.0000	Great Extent
<b>As a whole</b>	<b>3.43</b>	<b>0.9296</b>	<b>Great Extent</b>

The results indicate that employee-related factors inhibit respondents from pursuing educational courses relevant to their jobs to a "Great Extent" overall.

Across age groups, respondents below 50 years old reported a "Great Extent" of inhibition, while those above 50 experienced these barriers to a "Low Extent."

Income-related differences show that individuals earning between ₱20,001–35,000 and those earning above ₱35,000 reported a "Great Extent" of inhibition, whereas those earning ₱20,000 and below experienced these barriers to a "Low Extent."

Male and female respondents reported the same level of inhibition, both categorized as a "Great Extent."

Regarding length of service, those with 11–20 years of experience faced the highest level of inhibition, classified as a "Great Extent," while those with less than 10 years or more than 21 years of service experienced a "Low Extent" of inhibition.

Employment status results showed that permanent employees experienced these barriers to a "Great Extent," whereas non-permanent employees reported them to a "Low Extent."

Civil status differences revealed that single, separated/annulled, and widowed respondents experienced employee-related inhibitors to a "Great Extent," while married participants reported a "Low Extent" of inhibition.

Table 6. Relationship between the extent participants are motivated and inhibited to pursue CPE

Variables	r	Interpretation	p-value	Interpretation
Motivators vs Inhibitors	0.242	Negligible Correlation	0.005**	Highly Significant

The results indicate a negligible positive correlation ( $r = 0.242$ ) between the extent to which participants are motivated and inhibited in pursuing Continuing Professional Education (CPE). Despite the weak correlation, the relationship is statistically significant ( $p = 0.005$ ), suggesting that changes in motivation levels are minimally associated with variations in experienced inhibitors.

## Discussion

The results indicate that teacher education graduate students are highly motivated to pursue CPE for both job-related and personal reasons, categorized as "Very Great Extent." This strong motivation is consistent with the increasing enrollment in advanced education (Patulin, 2023) and aligns with previous research demonstrating that teachers engage in CPE primarily for professional development (Vural & Basaran, 2021) and career advancement (Abellana & Abadiano, 2020; Tulo & Lee, 2022). This finding is further supported by Teves and Ubayubay (2024), who highlight that teachers' pursuit of a master's degree is influenced by self-motivation, job security, and financial stability.

Motivation remained consistently high across all age groups for job-related reasons, with respondents aged 41–50 demonstrating the strongest drive. In contrast, motivation slightly declined among those above 50, supporting the notion that pre-retirement disengagement may reduce participation (Henning et al., 2022) and that older individuals may feel less inclined to continue education (Njenga, 2023; Teves & Ubayubay, 2024). Employment status influenced motivation, with unemployed respondents showing the highest levels, likely due to job market competition. A master's degree offers a competitive advantage, helping individuals stand out as more people earn undergraduate degrees (Yusof, 2020). Additionally, higher-income earners reported strong motivation, reinforcing the idea that professionals pursue CPE for career growth rather than financial gain (Sevim & Akin, 2021; Zhou et al., 2024).

Gender-based differences revealed that female respondents exhibited slightly higher motivation than males, consistent with research highlighting the increasing empowerment of women through education (Pandey, 2022). Despite progress in gender equality, societal expectations and biases still affect women's career decisions, leading them to pursue graduate studies for professional development (Zhou et al., 2024). Meanwhile, those with 11–20 years of experience reported the strongest motivation, suggesting that career advancement opportunities play a crucial role. Civil status also influenced motivation, with married respondents displaying high levels, possibly due to greater financial responsibilities and long-term career planning.

Personal reasons also strongly motivated respondents to pursue CPE, with younger professionals demonstrating higher commitment. However, motivation slightly declined among those above 50, further aligning with research on pre-retirement disengagement (Henning et al., 2023). Mid-career professionals exhibited strong motivation, reflecting a focus on skill enhancement and professional growth (Davis, 2024). Among employment groups, non-permanent employees displayed high motivation, likely driven by the need to strengthen credentials for job stability. Interestingly, widowed respondents reported the highest motivation, suggesting that individuals without immediate family responsibilities may prioritize self-development, which aligns with findings that engaging in new activities fosters personal growth during life transitions (Usrey, 2023).

While motivation for CPE is strong across all demographic groups, time constraints remain a major barrier. Many respondents struggle to balance academic, professional, and personal responsibilities, consistent with Teves and Ubayubay (2024), who highlight that motivation alone is not enough to ensure participation. Vural and Basaran (2021) identified insufficient time as a key challenge for teachers, while Demirci and Kuru (2022) found that schedule conflicts discourage postgraduate education. Suliman et al. (2020) pointed to workload constraints, and Rop & Mibei (2024) noted that domestic responsibilities post-marriage can hinder study completion. Younger professionals, especially those under 41, face the most difficulties balancing studies with work, aligning with Zhou et al. (2024), who emphasize employment pressure and degree inflation as key factors influencing participation in graduate studies.

Outcome-related factors were found to pose a low level of inhibition overall, though certain groups experienced greater concerns. Njenga (2023) highlighted that a lack of incentives and limited relevant opportunities may affect participation in CPE. Younger professionals and mid-career individuals reported greater concerns, possibly due to uncertainty about the tangible career benefits of further education. Zhou et al. (2024) found that students with high family income may not carefully weigh the advantages and disadvantages of pursuing a master's degree, whereas low-income students need to consider financial constraints before enrolling. Additionally, Cho-Baker et al. (2022) found that career advancement, alternative employment options, and improved job prospects are the primary motivations for graduate school.

Employee-related factors also significantly impacted CPE participation, with most respondents experiencing these barriers to a "Great Extent." Job-related responsibilities and employer support played a critical role in shaping participation. Rop & Mibei (2024) found that workplace duties affect postgraduate students' ability to complete their studies on time, while Njenga (2023) highlighted that a lack of employer support is a common barrier for teachers. Younger and mid-career professionals (aged 21–50) experienced greater employee-related inhibitors than those aged 51 and above, suggesting that workload and career progression demands pose challenges to pursuing further education. Additionally, Teves and Ubayubay (2024) noted that despite financial difficulties, many professionals still pursue master's degrees to improve their quality of life.

Among employment groups, mid-career professionals with 11–20 years of service faced the highest level of inhibition, highlighting difficulties in balancing work and study. Permanent employees also reported more barriers than non-permanent employees, suggesting that greater job security comes with additional workload and responsibilities that limit opportunities for further education. Furthermore, Zhou et al. (2024) emphasized that teachers' pursuit of graduate education is influenced by job security, financial benefits, and career development. Civil status played a role, with single, separated/annulled, and widowed respondents reporting higher levels of inhibition. This suggests that individuals without spousal support or managing personal transitions may find workplace-related challenges more difficult to navigate.

Overall, the findings indicate that time-related, outcome-related, and employee-related factors significantly impact professionals pursuing CPE. The most affected groups include younger and mid-career professionals, mid- and high-income earners, permanent employees, and individuals without spousal support. Addressing these barriers through employer support, flexible learning options, and clearer incentives for career advancement may help improve participation in further education. Furthermore, Ji (2023) found that younger teachers showed higher engagement when CPD activities introduced new methods or were directly applicable to classroom practice.

The correlation analysis revealed a statistically significant yet negligible relationship between motivation and inhibition ( $r = 0.242$ ,  $p = 0.005$ ). This suggests that while both factors influence participation in CPE, they operate relatively independently. Even highly motivated individuals may still face substantial barriers, and those experiencing fewer inhibitors may not necessarily have strong motivation to pursue further education. This finding aligns with studies such as Njenga (2023), which highlight that external support, incentives, and opportunities play a critical role in engagement with CPE. Additionally, Rop & Mibei (2024) emphasize that workplace responsibilities and lack of employer support can hinder participation, regardless of individual motivation. Therefore, addressing inhibitors alone may not be sufficient to increase participation—enhancing motivational factors, such as career benefits and institutional support, is equally important.

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#### 4. Conclusion and Recommendation

The study concludes that the increasing enrollment in graduate programs, particularly in teacher education, is largely driven by strong job-related and personal motivators. However, despite high motivation, many graduate students face significant challenges, particularly time constraints, job-related responsibilities, and financial concerns, which contribute to low completion rates. Younger professionals and mid-career individuals struggle to balance work, study, and personal commitments, while permanent employees experience greater workplace-related constraints. Additionally, lower-income individuals face affordability issues, while higher-income earners may question the necessity of further education. The study also finds that motivation and inhibitors operate independently, meaning that even highly motivated individuals may still encounter substantial barriers that hinder their participation. Addressing these challenges through supportive policies, flexible learning options, and employer initiatives is crucial to improving completion rates and ensuring that professionals can successfully pursue continuing education.

To address these concerns, higher education institutions should implement flexible learning options, including online and hybrid programs, to accommodate students' time constraints. Employers can support employees by offering study leave, financial assistance, and workload adjustments to ease the pressures of balancing work and education. Additionally, providing targeted incentives such as scholarships, tuition reimbursements, and salary benefits can help reduce financial barriers, particularly for lower-income individuals. Professional development initiatives should also be strengthened to increase awareness of the long-term benefits of further education. Policymakers should advocate for gender-inclusive education policies and career development programs tailored to different career stages. Furthermore, fostering employer engagement through the integration of CPE into professional development programs and recognizing employees' educational achievements can create a culture of lifelong learning. By addressing these



barriers and implementing supportive measures, institutions, employers, and policymakers can enhance participation and completion rates in graduate education, ultimately strengthening career development and professional growth in the field of teacher education.

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## Research Instrument

### Part I. Demographic Profile

#### 1. Age

30 years old and below

31-40 years old

41-50 years old

above 50 years old

#### 2. Monthly Income

Php 20, 000 and below

Php 20,001 – Php 30, 000

above Php 30, 000

#### 3. Sex:

Male

Female

#### 4. Length of Service

below 10 years

11-20 years

20 years and above

#### 5. Employment Status

Unemployed

Casual/Job Order/Contractual

Permanent

#### 6. Civil Status

Single

Married

Separated/Annulled

Widow

### Part II. MOTIVATORS

Please check (✓) the appropriate box based on your personal perception as to the extent to which the following factors influenced your decision to pursue

Continuing professional education.

#### Rating Scale

5

#### Verbal Interpretation

Very High Extent

4

High Extent

3

Average Extent

2

Low Extent

1

Very Low Extent

Statements					
<b>A. Job-related</b>					
1. Career advancement					
2. Employer's incentive					
3. Greater earning power					
4. Opportunity for a career change					
5. Greater level of career satisfaction					
6. Higher potential for future promotion					
7. Access to advanced equipment and tools					
8. Higher levels of professional respect from colleagues					
9. Greater knowledge of collaboration and knowledge sharing					
10. Increased likelihood of influencing changes in the work place					
11. Quicker identification of concerns and issues within the profession					
12. Greater clarity and understanding of one's own role within the organization					
<b>B. Personal</b>					
1. To stand out					
2. Get recognition					
3. Because I want to					
4. Upgrade my education					
5. Realization of interest					
6. Get research opportunities					
7. Enjoy travel opportunities					
8. Increased level of self-confidence					
9. Enhance knowledge and skills					
10. Greater level of awareness of personal and professional values					
11. Commitment to a process of learning and continuous updating of knowledge and skills					

### Part III. INHIBITORS

Please check (√) the appropriate box based on your personal perception as to the extent to which the following factors inhibit you from pursuing another CPE related to your job.

<u>Rating Scale</u>	<u>Verbal Interpretation</u>
5	Very High Extent
4	High Extent
3	Average Extent
2	Low Extent
1	Very Low Extent

Statements						
<b>A. Time-related</b>						
1. Caring responsibilities						
2. Time required to attend a course						
3. Lack of release time after work hours						
4. Time required to study and complete assignments						
5. Balancing of demands of home, work, and study						
<b>B. Outcome-related</b>						
1. Inadequate resources						
2. Lack of personal motivation						
3. Return to education more challenging than expected						
4. Lack of ability to transfer learning to the workplace						
5. Educational courses are unlikely to assist in career progression						
<b>C. Employer-Related</b>						
1. Excessive workloads						
2. Lack of recognition from employers						
3. Lack of study leave provided by employer						
4. Unsupportive working conditions at work						
5. Lack of financial support from employer						

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