

Profile, Mindsets, and Selected Characteristics of Teachers Regarding Pursuit of Graduate Studies: Bases for a Proposed Targeted Faculty Development Program

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teacher professional development, graduate studies, mindset, faculty development program, working relationship

Abstract. This study focuses on the profile, mindsets, and selected characteristics of secondary school teachers on the pursuit of graduate studies. The locale of the study was set in Cluster 2 schools within the Schools Division of San Pablo City. A mixed-method explanatory sequential design, that is quantitative to qualitative, was utilized. The quantitative data were gathered from 155 teacher respondents through a survey questionnaire while the qualitative insights were obtained from 20 selected participants using interviews. Teachers' demographic profile, mindset indicators – job satisfaction, career development, personal fulfillment, work-life balance, motivation and engagement – were analyzed as well as their working relationships and individual performance. The findings showed that teachers demonstrate a positive mindset, as characterized by job satisfaction, motivation, and personal fulfillment having high levels of agreement. Their three-year individual performance were very satisfactory to outstanding. Working relationships among teachers were also highly positive, that is having effective collaboration and communication. Inferential analysis showed no significant differences in mindset and working relationships when grouped according to profile; instead age and years of service do influence mindset of teachers. There is a significant relationship between mindset and working relationships, as well as between mindset and individual performance, which indicates that teachers with stronger mindset tend to perform better and collaborate more effectively. Based on the findings, a targeted faculty development program was proposed to cater professional growth and support for graduate studies. Recommendations include provision of differentiated professional development opportunities, flexible work arrangements, and support systems that address workload, responsibilities, and career development of teachers.

Introduction

Teachers play a crucial role in achieving quality education and fostering meaningful learning outcomes for students. In line with the United Nations Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, the continuous professional development of teachers has become increasingly important. SDG Target 4.c specifically emphasizes the need to substantially increase the supply of qualified teachers through improved training and professional development opportunities (United Nations, 2015). Graduate education serves as an essential pathway for teachers to enhance their pedagogical competence, research skills, and leadership capacity within educational institutions. However, many educators encounter barriers such as financial constraints, workload demands, and limited institutional support when considering advanced studies. Understanding these factors is vital in designing targeted faculty development programs that support teachers' professional growth and ultimately contribute to improved educational quality and outcomes (UNESCO, 2020). In this context, the present study examines the profiles, mindsets, and selected characteristics of teachers regarding their pursuit of graduate studies, providing insights that may support the development of programs aligned with the broader goals of sustainable and quality education.

In the Philippines, it is a problem that many teachers lack advanced degrees which could inhibit not only their professional growth, but also their ability to adopt latest teaching approaches. Financial constraints, inadequate programs and geography barriers become the key factors that restrict the access to tertiary education which in return reduce people's eligibility for the leadership positions in the education system. Initiatives designed to give teachers advanced education would significantly go a long way in improving their professionalism and standard of education. In Cluster 2 of the Division of San Pablo City, there is still 19.38% of secondary school teachers have no post-graduate degree. Having post-graduate qualification teacher makes up a teaching environment that is well informed, which entails a dedication to lifelong learning and continued teacher development in the cluster.

This mixed-method study aims to develop a faculty development program grounded in the profile, mindset, and selected characteristics of teachers who have not pursued graduate studies. Specifically, it seeks to (1) describe the respondents' profile in terms of sex, age, civil status, designation, years of service, and graduate studies, as well as their mindset in relation to job satisfaction, career development, personal fulfillment, work-life balance, and motivation and engagement, including their individual performance over the past three years and their working relationships; (2) determine whether significant differences and relationships exist among the respondents' profile, mindset, working relationships, and performance ratings; and (3) explore the reasons why teachers choose not to pursue graduate studies, the challenges they encounter in their professional lives, and, based on these findings, propose an appropriate faculty development program. This study contributes to the literature on teacher professional development by exploring the experiences of veteran high school teachers who have not pursued post-graduate studies. Understanding factors that contribute to teacher retention and satisfaction offers potential lessons for improving overall teacher well-being. Insights into alternative paths to professional growth and development inform the design of effective professional development programs for this specific group of educators, benefiting educational policymakers, school administrators, and teachers themselves.

Literature Review

Profile of Teachers

The study conducted by Anud, et al. (2022) revealed that a significant proportion of high school teachers in the Philippines, specifically 45.60%, were within the 30-39 years old age range, indicating that the teaching workforce is largely composed of relatively young professionals. In contrast, only a small percentage, 10.20%, of the teachers were 50 years old or above, suggesting that older teachers make up a much smaller portion of the teaching demographic.

Mindsets of Teachers in Pursuing Graduate Education

Teacher self-fulfillment—often conceptualized as self-realization, self-actualization, or professional satisfaction—encompasses the pursuit of personal growth, meaning, and satisfaction within the teaching profession. Research consistently highlights that self-fulfillment is closely linked to factors such as self-efficacy, job satisfaction, career sustainability, professional identity, and supportive work environments (Wang, et al., 2024). According to Toropova, et al., (2021), teacher competence and professional development opportunities significantly influence teachers' job satisfaction and overall work performance. When teachers feel competent and capable in delivering instruction, they tend to experience higher levels of satisfaction and confidence in their roles. Teacher competence has been widely recognized as a pivotal factor impacting the quality of instruction and student learning outcomes. Khairanisayah (2024) found that teacher professional competency significantly influences student achievement, particularly when combined with student learning intensity, indicating that highly competent teachers are better positioned to facilitate student academic performance. Teachers who pursue graduate education often experience increased demands on their time and energy as they attempt to balance their roles as educators, students, and family members. Despite these challenges, many teachers pursue graduate studies because of motivations such as career advancement, personal development, and improved professional competence (Agbayani & Paglinawan, 2025). The attitudes that teachers exhibit in the classroom, such as patience and compassion, have a profound impact on students' mindset and academic success. Yolak, et al. (2020) emphasized that positive teacher attitudes create a supportive environment where students feel safe to express themselves and take academic risks.

A growth mindset—the belief that abilities can be developed—plays a crucial role in motivating teachers to pursue continuous learning and professional development, increasing their engagement and self-efficacy (Weixin Lin, et al., 2022). Growth mindset also helps teachers cope with professional stress, reduces burnout, and strengthens their professional identity (Laine, et al., 2023).

Working Relationships

Recent studies emphasize that teacher collaboration and collegial relationships are central components of effective working relationships. Collaboration allows teachers to share instructional strategies, reflect on practices, and co-construct

knowledge, ultimately improving teaching quality. Research shows that teacher collaboration significantly enhances instructional practices and professional learning, as teachers engage in dialogue, shared decision-making, and reflective evaluation (Andaya & Quinto, 2025). Working relationships are also closely linked to professional commitment and organizational climate. Studies indicate that teachers who experience strong collegial support and collaborative leadership demonstrate higher levels of engagement, job satisfaction, and commitment to their profession (Mangarin & Macalde, 2024). Sviderskaya et al. (2023) found that when teachers experience high levels of professional self-fulfillment, they are more resilient to the stresses of the job and less likely to experience burnout. This highlights the importance of supporting teachers' professional growth to maintain their motivation and effectiveness in the classroom. Professional learning initiatives that focus on action research or individualized learning plans, as mentioned by Evans (2022), can help teachers address specific challenges they face in their classrooms, making the learning process more relevant and effective. Eliver et al. (2023) found that while teachers who are competent in research tend to perform better in their jobs, their attitudes towards research do not necessarily influence this outcome.

Factors Affecting the Pursuits in Graduate Education

New teachers often enter the profession with enthusiasm and passion, but they may face challenges such as creating effective lesson plans and utilizing data to enhance teaching (Mehrotra, et al., 2021). These challenges are particularly significant in classrooms where students are underserved and where teacher turnover is high. Professional development (PD) for teachers has traditionally been associated with external learning opportunities. These opportunities might include workshops, conferences, and courses designed to enhance teachers' skills and knowledge. However, recent trends in PD emphasize the importance of grounding these activities in the workplace. This approach aims to create a more contextualized learning experience that aligns with the specific needs and challenges that teachers face in their own classrooms. For example, workplace-based PD might involve collaborative problem-solving sessions where teachers address real issues they encounter in their teaching practice (Nawab, 2020). Professional development, personal fulfillment, and career advancement are major motivators, but demographic factors such as civil status also play a role—single teachers are more likely to prioritize graduate studies for career stability, while married teachers may focus more on family responsibilities (Flores, et al., 2024). Teachers' leadership experiences, industry connections, and ability to embed real-world applications into classroom teaching are critical to their contributions to student learning (Varadharajan & Buchanan, 2021).

Graduate education is seen as fostering skills in scientific thinking, research, communication, and the application of theory to practice, while also positively influencing teachers' attitudes toward their profession and students (Sevim & Akin, 2021). An important model identified is the embedded expert's model, which emphasizes the role of experienced faculty members in guiding newcomers. This model helps new faculty integrate into their roles by providing ongoing support and feedback. The dissatisfaction with professional development among teachers requires a multifaceted approach. Incorporating evidence-based practices, such as the use of micro-credentials and self-directed professional learning strategies, can help enhance the effectiveness of PD. Additionally, redefining the role of classroom observation to support professional development, rather than just evaluation, can contribute to more meaningful and productive teacher growth. For future and in-service teachers alike, fostering a growth mindset encourages continuous learning, collaboration, and adaptability, which are essential for navigating the evolving demands of education (Murzalinova, et al, 2024).

Theoretical and Conceptual Framework

This study is anchored on Self-Determination Theory, developed by Edward L. Deci and Richard M. Ryan (1985). The theory explains that individuals are motivated to engage in activities when three fundamental psychological needs are fulfilled: autonomy, competence, and relatedness. When these needs are satisfied, individuals develop intrinsic motivation and are more likely to pursue activities that contribute to personal growth and professional development. In the context of this study, Self-Determination Theory provides a framework for understanding teachers' mindsets toward pursuing graduate studies in relation to their performance, self-fulfillment, and working environment, which are the key variables identified in the Statement of the Problem.

As shown in the paradigm below, the profile of teachers is considered as one of the major variables of the study. This includes sex, age, civil status, designation, years of service, and graduate studies. These variables describe the demographic and professional characteristics of the respondents and are used to determine possible differences in their perspectives and professional conditions. From the profile of teachers, the study further examines several related factors, namely the mindsets of teachers, working relationship, and performance rating based on the Individual Performance Commitment and Review Form (IPCRF). The mindsets of teachers are analyzed in relation to selected profile variables such as sex, age, civil status, position, years of service, and graduate studies. Meanwhile, working relationship and performance rating are included to assess the professional environment and level of teaching performance of the respondents. In addition, the

framework also considers the reasons for not pursuing graduate studies among teachers. This variable provides important information regarding the challenges, limitations, or circumstances that may affect teachers' decisions to continue their professional education.

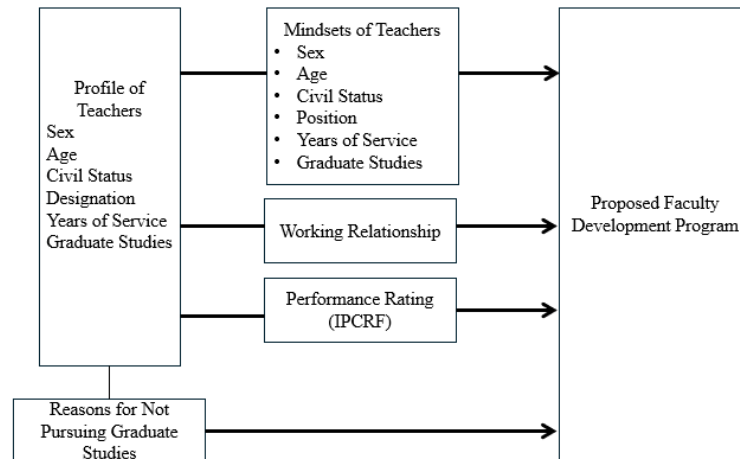


Figure 1. The Research Paradigm

Statement of the Problem

The purpose of this mixed-method study is to develop a faculty development program based on the profile, mindset, and selected characteristics of teachers who did not pursue graduate studies.

Specifically, the study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. sex
 - 1.2. age
 - 1.3. civil status
 - 1.4. designation
 - 1.5. years of service
 - 1.6. graduate studies?
2. How may the mindset of the respondents be described in terms of:
 - 2.1. job satisfaction;
 - 2.2. career development;
 - 2.3. personal fulfillment;
 - 2.4. work-life balance; and
 - 2.5. motivation and engagement?
3. What is the individual performance of the respondents for the last three (3) years?
4. How may the working relationships of the respondents be described?
5. Is there a significant difference between the mindset of the respondents when grouped according to profile?
6. Is there a significant difference between the working relationships of the respondents when grouped according to profile?
7. Is there significant relationship between the:
 - 7.1. mindset and working relationship; and
 - 7.2. mindset and performance rating?
8. What are the reasons for declining to pursue graduate studies and the challenges it brought in their professional lives?
9. Based on the findings, what faculty development program can be put forward?

Methodology

Research Design

The researcher utilized mixed method design in explanatory sequence. This approach began with quantitative data collection and analysis, followed by qualitative data collection and interpretation to provide deeper insights and explanations. Subsequently, qualitative data collection methods such as interviews or focus groups provided a nuanced understanding of individuals' motivations, experiences, and perceptions surrounding post-graduate education and its influence on their career paths. By integrating both quantitative and qualitative approaches, this mixed-method design

facilitated a holistic examination of the dynamics shaping individuals' decisions to pursue advanced degrees and the subsequent impact on their professional lives.

Participants of the Study

For the quantitative phase of the study, a systematic sampling approach was employed to select 155 high school teachers in active service as of the School Year 2023-2024, drawn from four (4) selected schools within Cluster 2. The schools were selected for schools were for the convenience sampling of the researcher. Simultaneously, for the qualitative phase, purposive sampling was utilized to select a smaller, yet diverse group of respondents from the quantitative sample. This subset was chosen based on specific criteria prioritizing variability in experiences, perspectives, and roles within the teaching profession. Twenty (20) selected teachers participated in interviews or focus group discussions, allowing for a deeper exploration of their insights and perspectives.

Instrumentation and Data Gathering Process

In the quantitative phase, a survey questionnaire served as the primary research instrument. This questionnaire was administered to the selected sample of veteran high school teachers to collect demographic information, such as age, gender, years of teaching experience, and academic qualifications. The researcher made a similar questionnaire for the levels of mindset/fulfillment and the perceived work relationship. Additionally, the questionnaire included Likert-scale items designed to assess teachers' perceptions of the impact of post-graduate education on their career trajectories. The structured nature of the questionnaire ensured consistency in data collection and facilitates quantitative analysis.

In the qualitative phase, a semi-structured interview guide was developed as the primary research instrument. The interview guide guided in-depth interviews with a subset of participants selected from the quantitative sample. The interviews delved into participants' personal experiences, motivations, and perceptions regarding post-graduate education and its influence on their career trajectories. The semi-structured format allowed for flexibility in questioning, enabling the exploration of emergent themes and the collection of rich, detailed narratives. Additionally, focus group discussions might be conducted to further explore common themes and facilitate group interaction among participants. The survey was planned to be completed within a month to ensure timely data collection. Following the completion of the survey, the researcher diligently collected the filled questionnaires from the respondents.

Data Analysis

The quantitative process begins with the gathering of empirical data by defining research objectives, identifying samples, and employing appropriate data collection methods. Following this, data analysis entails organizing and interpreting the collected data using statistical techniques and visualization tools to derive meaningful insights. Frequency and mean were applied for the descriptive statistics of the gathered data. For inferential statistics, a test of difference was utilized like analysis of variance (ANOVA) and chi-square to explore relationships between variables related to post-graduate education and career trajectories. On the other hand, qualitative data from interviews were analyzed using thematic analysis to identify recurring themes and patterns. The researcher used Jamovi for the data analysis.

Research Ethics

Before distributing the questionnaires, an orientation session was conducted to inform participants about the study's purpose, methodology, and potential impact. This session emphasized the voluntary nature of participation and ensure that respondents are well-informed before providing their consent to participate. The researcher personally distributed the survey questionnaires and conduct interviews with selected participants, adhering to ethical protocols established by the school.

Results and Discussion

Profile of the Respondents

Sex	Frequency (f)	Percentage (%)	Cumulative %
Female	116	74.8 %	74.8 %
Male	39	25.2 %	100.0 %

Table 1.1 Frequency Distribution of Gender

Table 1.1 reveals a notable disparity in the gender distribution among public school teachers. Out of the total 155 teachers surveyed, 116 are female, accounting for 74.8% of the population, while 39 are male, making up 25.2% of the total. The

cumulative percentage shows that by the time all female teachers are counted, 74.8% of the total is reached, and including male teachers brings the cumulative total to 100%. This distribution highlights a significant gender imbalance in the teaching workforce, with females predominating.

Age	Frequency (f)	Percentage (%)	Cumulative %
18-25	3	1.9 %	1.9 %
26-35	72	46.5 %	48.4 %
36-45	44	28.4 %	76.8 %
46-55	30	19.4 %	96.1 %
56 and above	6	3.9 %	100.0 %

Table 1.2 presents the frequency distribution of ages among public school teachers.

Table 1.2 Frequency Distribution of Age

The age group with the highest representation is 26-35 years, which suggests a relatively young workforce. This age group alone makes up nearly half of the entire sample, indicating a significant proportion of teachers are in the early to mid-stages of their careers. Following this are the 36-45 age group contributing to a significant cumulative percentage. This trend implies that over three-quarters of the teachers are aged between 26 and 45, highlighting a strong presence of educators who are potentially in the prime of their professional lives, balancing experience with the potential for long-term career development.

The age distribution narrows significantly in the older age groups. Teachers aged 46-55 years make up 19.4% of the workforce, bringing the cumulative percentage to 96.1%. This shows a smaller, yet still notable, segment of teachers approaching the later stages of their careers. Finally, those aged 56 and above constitute only 3.9% of the teacher population, indicating that few teachers remain in the profession close to or beyond the typical retirement age. This could reflect retirement trends or possibly the physical and emotional demands of teaching leading to earlier career exits.

Table 1.3 presents the frequency distribution of civil status among public school teachers, revealing significant insights into the demographic composition of this group.

Civil Status	Frequency (f)	Percentage (%)	Cumulative %
Single	58	37.4 %	37.4 %
Married	94	60.6 %	98.1 %
Separated	2	1.3 %	99.4 %
Widowed	1	0.6 %	100.0 %

Table 1.3 Frequency Distribution of Civil Status

Out of the total respondents, 37.4% are single, which indicates a substantial portion of teachers who are not married. The largest group, however, consists of married teachers, comprising 60.6% of the sample. This suggests that a majority of public school teachers are likely to have family responsibilities alongside their professional duties. The table further shows that a minimal percentage of teachers are either separated or widowed, with 1.3% and 0.6%, respectively. The cumulative percentage highlights a nearly comprehensive understanding of the teachers' civil status, summing up to 100%. The data provides a useful demographic snapshot for educational planners and policymakers. The high percentage of married teachers might reflect the age and stability within the profession, possibly influencing policies related to work-life balance, family benefits, and support systems within the educational environment. The smaller percentages of separated and widowed teachers suggest these categories have less impact on the overall demographic but might still need targeted support services. This distribution can help in tailoring specific programs and interventions to meet the diverse needs of teachers based on their civil status, ensuring a supportive working environment conducive to both personal and professional growth. Magnaye (2023) affirms that public secondary school teachers in the Philippines are mostly middle-aged, female, and married.

Table 1.4 presents the frequency distribution of the plantilla positions of DepEd teachers, illustrating the distribution across different ranks.

Plantilla Position	Frequency (f)	Percentage (%)	Cumulative %
Teacher I	55	35.5 %	35.5 %
Teacher II	35	22.6 %	58.1 %
Teacher III	59	38.1 %	96.1 %
Master Teacher I	4	2.6 %	98.7 %
Master Teacher II	2	1.3 %	100.0 %

Table 1.4 Frequency Distribution of Plantilla Position

The majority of the teachers hold positions at the entry-level ranks, with Teacher I and Teacher III positions being the most common. Specifically, Teacher I accounts for 35.5% of the total, with 55 teachers in this category. Teacher III is slightly more prevalent, representing 38.1% with 59 teachers. This distribution suggests that a significant portion of the teaching workforce is concentrated at these two levels, making up a combined 73.6% of the total. Teacher II positions are also well-represented, comprising 22.6% of the workforce, which indicates a substantial presence in the mid-tier level.

In contrast, the higher-ranking positions such as Master Teacher I and Master Teacher II are less common, with only 4 teachers (2.6%) and 2 teachers (1.3%) respectively. The cumulative percentage column highlights the progression, showing that by the time we include Teacher III, we account for 96.1% of the total teachers. The cumulative inclusion of Master Teacher I and II positions results in the full 100%. This distribution points towards a hierarchical structure within the DepEd teaching workforce, where a large base of entry and mid-level teachers support a relatively small number of higher-ranked, presumably more experienced or specialized, educators.

Table 1.6 presents a frequency distribution of teachers categorized according to their years of service, providing a clear overview of the respondents' level of teaching experience. This classification helps in understanding how experience may influence teachers' professional development, perspectives, and their inclination to pursue graduate studies.

Years of Service	Frequency (f)	Percentage (%)	Cumulative %
Less than 5 years	25	16.1 %	16.1 %
5-10 years	70	45.2 %	61.3 %
11-15 years	27	17.4 %	78.7 %
16-20 years	14	9.0 %	87.7 %
More than 20 years	19	12.3 %	100.0 %

Table 1.5 Frequency Distribution of Years in Service

The data is segmented into five groups: less than 5 years, 5-10 years, 11-15 years, 16-20 years, and more than 20 years. The majority of teachers have been in service for 5-10 years, highlighting this as the most common experience range. This is followed by those with 11-15 years of service and then those with less than 5 years. The cumulative percentages provide a progressive understanding of the distribution.

The distribution suggests a relatively youthful teaching workforce, with a significant concentration of teachers in the early to middle stages of their careers. The high percentage of teachers with 5-10 years of experience may indicate a period of stability following initial entry into the profession. However, the noticeable drop in the percentage of teachers with 16-20 years of service could imply a transition period where many might leave the profession before reaching this level of tenure. The presence of 12.3% of teachers with more than 20 years of service demonstrates a seasoned segment likely contributing considerable experience and stability to the educational environment. This distribution can inform policy and professional development initiatives by highlighting the need to support early-career teachers and retain mid-career educators to balance the workforce's experience level. This is in comparison to the study of Garcia and Mandigma (2019) where most of the teachers had five years and below service with 62.7% or 37.8%, while lowest group was 13 or 7.9% with 16-20 years of service.

Table 1.6 presents a detailed frequency distribution of the graduate studies among teachers, offering insights into their educational attainment. The table categorizes teachers based on their progress in graduate studies, starting from those with no Master's (MA) units to those who have completed the academic requirements (CAR) for a Doctorate degree.

Graduate Degree	Frequency (f)	Percentage (%)	Cumulative %
with no MA units	30	19.4 %	19.4 %
with MA units	54	34.8 %	54.2 %
CAR in MA	26	16.8 %	71.0 %
MA Graduate	38	24.5 %	95.5 %
Units in Doctorate	2	1.3 %	96.8 %
CAR in Doctorate	5	3.2 %	100.0 %

Table 1.6 Frequency Distribution of Graduate Studies

Notably, the largest group comprises teachers with some MA units but without having completed the degree, constituting 34.8% of the sample. This suggests a significant proportion of teachers are actively pursuing higher education but have yet to finish their master's programs. Conversely, 24.5% of teachers are classified as MA graduates, indicating completion of their master's degrees. This statistic underscores a substantial achievement among educators, potentially influencing their professional qualifications and roles within the educational system. This well reflects the issue that in Cluster 2 of the Division of San Pablo City, there is still 19.38% of secondary school teachers have no post-graduate degree.

The detailed analysis of the demographic and professional characteristics of public school teachers in the Philippines reveals a multifaceted landscape shaped by gender dynamics, age distribution, years of service, and educational attainment. The predominance of female teachers underscores prevailing gender imbalances within the profession, reflecting broader societal trends favoring women in education. The youthfulness of the workforce, as evidenced by a significant proportion of teachers under 35 years old and those with fewer than 10 years of service, suggests a need for targeted support and development initiatives to foster long-term career satisfaction and retention.

Mindset: Job Satisfaction

Table 2.1 presents the mindset means of the respondents, which reflect their general perspectives and attitudes toward the pursuit of graduate studies and professional growth.

Indicator	No Graduate Studies		Completed Master's Degree		Beyond Master's Degree	
	$\bar{x}$	V.I.	$\bar{x}$	V.I.	$\bar{x}$	V.I.
1. I am satisfied with my current job, and this significantly influences my overall happiness.	4.20	Agree	4.22	Strongly Agree	4.71	Strongly Agree
2. I feel a sense of fulfillment in my current role, as the tasks and responsibilities align well with my interests and strengths.	4.17	Agree	4.26	Strongly Agree	4.71	Strongly Agree
3. I feel valued and appreciated by my organization.	4.20	Agree	4.25	Strongly Agree	4.71	Strongly Agree
4. I consistently look forward to going to work each day because my job provides me with a sense of purpose and meaning.	4.30	Strongly Agree	4.22	Strongly Agree	4.71	Strongly Agree
5. My job allows me to utilize my skills and talents to its fullest extent.	4.20	Agree	4.24	Strongly Agree	4.57	Strongly Agree
Overall	4.21	Agree	4.24	Strongly Agree	4.68	Strongly Agree

Table 2.1 Level of Mindset Based on Job Satisfaction

The data suggests a clear positive relationship between the pursuit of graduate studies and higher levels of job satisfaction and mindset among teachers. Advanced educational attainment appears to contribute significantly to feelings of purpose, recognition, and the optimal use of one's skills in the workplace. Despite this, it is worth noting that even teachers without graduate studies express generally positive sentiments, which reflects a supportive and satisfying work environment

overall. Nevertheless, professional development opportunities such as graduate studies, skills enhancement training, or mentoring could further enhance the confidence and satisfaction levels of those with lower academic qualifications.

Mindset: Career Development

Table 2.2 illustrates the mean scores and corresponding verbal interpretations for the various dimensions of career development. This tabular representation allows for a comparative analysis of different indicators, highlighting which factors most significantly influence the participants' progression.

Indicator	No Graduate Studies		Completed Master's Degree		Beyond Master's Degree	
	$\bar{x}$	V.I.	$\bar{x}$	V.I.	$\bar{x}$	V.I.
1. Pursuing further education or training to advance my career is a priority for me.	4.1	Agree	4.21	Strongly Agree	4.57	Strongly Agree
2. I regularly set goals for my professional development.	4.17	Agree	4.26	Strongly Agree	4.43	Strongly Agree
3. I feel significant because I am supported by my organization in my career advancement efforts is significant to me.	4.13	Agree	4.22	Strongly Agree	4.57	Strongly Agree
4. I recognize ongoing learning and skill development as essential for my long-term career success.	4.2	Agree	4.36	Strongly Agree	4.57	Strongly Agree
5. I am confident in my ability to navigate challenges in my career path.	4.13	Agree	4.26	Strongly Agree	4.57	Strongly Agree
6. My commitment to career development leaves me optimistic about my future career prospects.	4.13	Agree	4.26	Strongly Agree	4.57	Strongly Agree
Overall	4.14	Agree	4.26	Strongly Agree	4.55	Strongly Agree

Table 3.2 Level of Mindset Based on Career Development

The highest scores once again came from teachers who pursued studies beyond the master's degree. Their responses reflected the strongest levels of mindset in all indicators. They are highly confident in navigating career challenges, setting professional goals, and see continued learning as vital to success. Their responses strongly imply a solid commitment to advancing their careers and a high degree of support and alignment with organizational values.

Teachers have always been at the core of education and their career development has always been the primary issue of education system. It is important to note that in order to make differences in students' achievement, teachers should constantly develop their field knowledge and teaching skills. For that reason, career development is an important part of teaching profession. The consensus view that teacher professional development is more effective when sustained, collaborative, subject specific, draws on external expertise, has teacher buy-in, and is practice based is likely inaccurate due to methodological weaknesses in the reviews supporting it.

Mindset: Self-Fulfillment

Table 2.3 presents the mean scores for the indicators of personal fulfillment among the respondents. This table provides an overview of how teachers perceive their sense of satisfaction, achievement, and overall well-being in relation to their

professional roles and career development. The mean values reflect the extent to which the respondents experience fulfillment in their work as educators, including their motivation to grow professionally and pursue further academic advancement. The mean values reflect the extent to which the respondents experience fulfillment in their work as educators, including their motivation to grow professionally and pursue further academic advancement.

Indicator	No Graduate Studies		Completed Master's Degree		Beyond Master's Degree	
	$\bar{x}$	V.I.	$\bar{x}$	V.I.	$\bar{x}$	V.I.
1. In my current role, I feel fulfilled by making a positive impact on others and forming meaningful relationships.	4.2	Agree	4.36	Strongly Agree	4.57	Strongly Agree
2. My sense of personal fulfillment strongly influences my decision for professional growth.	4.27	Strongly Agree	4.33	Strongly Agree	4.71	Strongly Agree
3. My job provides opportunities for personal growth, aligns with my values, and motivates me to excel.	4.3	Strongly Agree	4.31	Strongly Agree	4.57	Strongly Agree
4. I am grateful for how my job enriches my life and fulfills my personal goals.	4.3	Strongly Agree	4.29	Strongly Agree	4.57	Strongly Agree
Overall	4.27	Strongly Agree	4.32	Strongly Agree	4.61	Strongly Agree

Table 2.3 Level of Mindset Based on Personal Fulfillment

Teachers who have completed a master's degree reported high levels of gratitude and fulfillment in their jobs, emphasizing how their roles enrich their lives and support personal goals.

The highest level of self-confidence based on personal fulfillment was found among teachers who have pursued education beyond the master's degree. This group showed strong agreement across all indicators, particularly in acknowledging that personal fulfillment significantly influences their decisions for professional growth. Their responses also reflected the greatest consistency, with the lowest standard deviation, indicating a strong and shared sense of how their work contributes to personal goals, relationships, and motivation.

Mindset: Work-Life Balance

The results shown in the table indicate the extent to which teachers experience balance between their workload, personal time, and other responsibilities outside the workplace. Through the computed mean scores, the study identifies whether the respondents perceive their work-life balance as manageable, moderately challenging, or demanding. This analysis is important because maintaining a healthy balance between professional and personal life can influence teachers' motivation, well-being, and overall job satisfaction.

Indicator	No Graduate Studies		Completed Master's Degree		Beyond Master's Degree	
	$\bar{x}$	V.I.	$\bar{x}$	V.I.	$\bar{x}$	V.I.
1. I maintain a healthy work-life balance which is a top priority for me, influencing my decision-making in professional growth.	4.17	Agree	4.21	Strongly Agree	4.29	Strongly Agree

2. I actively set boundaries to ensure work does not affect my personal time.	4.03	Agree	4.25	Strongly Agree	4.43	Strongly Agree
3. I feel supported by my organization in my efforts to maintain a healthy work-life balance.	4.13	Agree	4.27	Strongly Agree	4.29	Strongly Agree
4. I believe a good work-life balance is essential for overall well-being and job satisfaction.	4.20	Agree	4.47	Strongly Agree	4.43	Strongly Agree
5. I manage my time and responsibilities proactively to avoid burnout.	4.10	Agree	4.3	Strongly Agree	4.43	Strongly Agree
6. I engage myself in activities outside of work brings me joy and fulfillment.	4.23	Agree	4.44	Strongly Agree	4.57	Strongly Agree
Overall	4.14	Agree	4.32	Strongly Agree	4.41	Strongly Agree

Table 2.4 Level of Mindset Based on Work-Life Balance

Teachers who pursued studies beyond the master's degree strongly agreed across all indicators, particularly on setting boundaries, managing time, and finding joy outside of work. This group appears to have fully integrated work-life harmony into their lifestyle and decision-making processes, which reinforces their sense of control, satisfaction, and mindset. In contrast, John and Paul (2018) stressed that school teachers experience significant work-life balance issues, contradicting the popular notion that they exhibit minimal problems.

Mindset: Motivation and Engagement

The table below presents the mean scores for teachers' motivation and engagement across several indicators. the level of mindset among teachers with regard to motivation and engagement increases with higher educational attainment. Teachers without graduate studies that while they are generally motivated and engaged in their work, their mindset in this area is relatively moderate. They agreed with all indicators, including being driven by motivation, seeking out challenges, and showing resilience in the face of setbacks.

Indicator	No Graduate Studies		Completed Master's Degree		Beyond Master's Degree	
	$\bar{x}$	V.I.	$\bar{x}$	V.I.	$\bar{x}$	V.I.
1. I am highly motivated and engaged in my role	4.17	Agree	4.32	Strongly Agree	4.71	Strongly Agree
2. My motivation and engagement influence my decision .	4.13	Agree	4.36	Strongly Agree	4.71	Strongly Agree
3. I actively seek out challenges and growth opportunities.	4.13	Agree	4.31	Strongly Agree	4.57	Strongly Agree
4. I feel passionate and enthusiastic.	4.13	Agree	4.32	Strongly Agree	4.71	Strongly Agree
5. I believe my motivation and engagement directly impact me	4.13	Agree	4.37	Strongly Agree	4.43	Strongly Agree

6. I am resilient in the face of challenges.	4.1	Agree	4.29	Strongly Agree	4.57	Strongly Agree
7. I celebrate accomplishments and milestones regularly.	4.2	Agree	4.32	Strongly Agree	4.57	Strongly Agree
Overall	4.14	Agree	4.33	Strongly Agree	4.61	Strongly Agree

Table 2.5 Level of Mindset Based on Motivation and Engagement

Teachers who have completed a master's degree displayed greater consistency and strength in their responses, reflecting a deeper sense of passion, resilience, and proactive engagement in their roles. They strongly agreed that motivation and engagement significantly influence their professional development decisions and performance.

Meanwhile, teachers who pursued studies beyond the master's degree showed the highest level of mindset based on motivation and engagement. Their responses reflect strong enthusiasm, commitment to performance, and a high level of professional energy. They scored particularly high in areas such as celebrating achievements, staying resilient, and actively seeking out opportunities for growth.

Working Relationship

Table 3 presents the mean scores for the indicators of personal fulfillment among the respondents.

Table 3 presents the level of working relationships of the respondents when grouped according to their level of graduate studies, namely: no graduate studies, completed master's degree, and beyond master's degree. The results show that teachers across all groups generally exhibit a positive level of working relationships in the workplace, as reflected in the indicators presented in the table.

Indicator	No Graduate Studies		Completed Master's Degree		Beyond Master's Degree	
	$\bar{x}$	V.I.	$\bar{x}$	V.I.	$\bar{x}$	V.I.
1. I collaborate with colleagues to achieve common goals	4.23	Strongly Agree	4.46	Strongly Agree	4.71	Strongly Agree
2. I feel valued and respected by my colleagues	4.20	Agree	4.42	Strongly Agree	4.71	Strongly Agree
3. Effective communication is crucial for me to build relationships	4.17	Agree	4.40	Strongly Agree	4.71	Strongly Agree
4. I comfortably express ideas and actively listen	4.17	Agree	4.32	Strongly Agree	4.71	Strongly Agree
5. I am satisfied with the leadership and supervision I receive in my workplace.	4.07	Agree	4.16	Agree	4.71	Strongly Agree
6. Effective leadership empowerment significantly influences my decisions.	4.07	Agree	4.11	Agree	4.71	Strongly Agree
7. The conflict resolution processes in my workplace are fair, effective, and supported by my organization.	4.10	Agree	4.10	Agree	4.43	Strongly Agree
8. I am skilled at navigating conflicts and disagreements constructively	4.07	Agree	4.13	Agree	4.43	Strongly Agree
Overall	4.14	Agree	4.26	Strongly Agree	4.64	Strongly Agree

Table 3. Level of Working Relationships

Teachers with no graduate studies generally indicated agreement with the statements describing collaboration, communication, and professional interactions in the workplace. This suggests that they maintain good working

relationships with colleagues and school leaders. Among the indicators, collaboration with colleagues to achieve common goals was rated more favorably, indicating that teamwork is evident even among teachers who have not yet pursued graduate studies.

Meanwhile, teachers who have completed a master's degree demonstrated a stronger level of agreement in most of the indicators related to working relationships. This implies that teachers with graduate education tend to experience more positive professional interactions in the workplace. Their responses reflect stronger perceptions of being valued by colleagues, maintaining effective communication, and confidently expressing ideas while engaging in collaborative work.

Individual Performance of the Respondents (IPCRF Rating)

The following table presents a frequency distribution of IPCRF ratings over a three-year period for secondary school teachers, categorized according to the RPMS-PPST scale, thereby illustrating the overall performance levels of the respondents across time.

IPCRF Rating	Frequency	Percentage	Interpretation
4.500-5.000	48	29.3%	Outstanding
3.500-4.499	116	70.7%	Very Satisfactory
2.500-3.499	0	0.0%	Satisfactory
1.500-2.499	0	0.0%	Fair
1.000-1.499	0	0.0%	Poor

Table 4. Frequency Distribution of IPCRF Ratings for Three (3) Years

The data reveals that 48 teachers, constituting 29.3% of the total, were rated as Outstanding (4.500-5.000). This rating suggests exemplary performance and signifies that these teachers consistently exceeded expectations across various teaching domains. On the other hand, a larger majority of 116 teachers, accounting for 70.7%, received a rating of Very Satisfactory (3.500-4.499). This indicates that these educators consistently met or exceeded expected performance standards, demonstrating a high level of competence and effectiveness in their teaching roles.

The absence of teachers rated in the Satisfactory (2.500-3.499), Fair (1.500-2.499), and Poor (1.000-1.499) categories underscores a trend towards higher performance levels among the evaluated teachers. This could reflect stringent evaluation criteria, dedicated professional development efforts, or effective performance management systems within the educational institution. However, the complete absence of teachers in the lower rating categories may also raise questions about the distribution's fairness and the scale's discriminative ability.

Profile of the Respondents and Mindset

Table 5 shows whether there is a significant difference in the level of mindset of teachers when grouped according to their profile variables across five key dimensions: Job Satisfaction, Career Development, Personal Fulfillment, Work-Life Balance, and Motivation and Engagement. The test of difference was computed using F-values, with a significance level set at $p < 0.05$ meaning the variables have relationships.

	No MA Units (F-Value)			
	Job Satisfaction	Career Development	Work-Life Balance	Motivation and Engagement
Sex	4.32*	3.80*	2.23	1.8
Age	3.84	5.32	4.2	5.06
Civil Status	0.91	0.89	0.09	0.04
Plantilla Position	0.78	3.87	2.72	0.55
Years of Service	2.22	0.49	1.41	0.35
	Completed Master's Degree (F-Value)			
	Job Satisfaction	Career Development	Work-Life Balance	Motivation and Engagement
Sex	0.91	0.85	0.02	0.05
Age	19.52	7.91	11.61*	11.11*
Civil Status	6.23	6.51	3.7	1.68

Plantilla Position	4.21	2.91	8.02*	3.65
Years of Service	2.91*	4.40*	2.2	2.24
Beyond Master's Degree (F-Value)				
	Job Satisfaction	Career Development	Work-Life Balance	Motivation and Engagement
Sex	0.09	3.01	1.91	0.34
Age	2.88	2.79	3.96	2.02
Civil Status	0.29	1.1	1.1	1.1
Plantilla Position	0.58	5.18	3.34	1.24
Years of Service	0.625	4.94	2.88	0.44

*Significant at $p < 0.05$

Table 5. Test of Difference Between the Profile of the Respondents and Mindset

For respondents without MA units, Sex emerged as a significant factor influencing three domains of mindset: Job Satisfaction, Career Development, and Personal Fulfillment. This implies that male and female teachers in this group exhibit differing levels of confidence in these areas. Other profile variables such as Age, Civil Status, Plantilla Position, and Years of Service did not show significant differences.

Among teachers who had completed a master's degree, Age showed significant differences in three domains: Work-Life Balance, and Motivation and Engagement, with particularly high F-values, suggesting that age plays a major role in shaping these aspects of mindset. Additionally, Years of Service was also a significant factor in Job Satisfaction, and Career Development. Plantilla Position significantly influenced Work-Life Balance, indicating the role of official rank or designation in managing responsibilities outside work.

For teachers beyond the master's degree, none of the profile variables reached statistical significance at $p < 0.05$, although some F-values (e.g., Plantilla Position in Career Development) were relatively high. This may indicate trends worth further investigation, but no conclusive differences were established within this group.

A comparison result from the Melling study (2018) showed that job titles play a significant role in shaping working identities for professional services staff in higher education, but challenges arise from a lack of understanding of job structure and how roles and responsibilities are understood.

This is in comparison to the study of Kudinov, et al. (2018) where teachers with 11-20 years of experience have the most optimal self-realization, while those with 25-35 years' experience the greatest difficulties in self-realization.

This is in comparison to the findings of the Fiorilli, et al. study (2020) where teacher confidence in professional training is influenced by their levels of engagement and burnout, suggesting that policies evaluating training should consider these factors.

Profile of Respondents and Working Relationship

The profile of respondents—such as sex, age, civil status, designation, years of service, and engagement in graduate studies—may contribute to differences in how teachers interact, communicate, and resolve conflicts within the workplace.

No Graduate Studies (F-Value)	
Sex	1.35
Age	4.71
Civil Status	0.39
Plantilla Position	0.46
Years of Service	2.31
Completed Master's Degree (F-Value)	
Sex	0.62
Age	7.63*
Civil Status	5.08

Plantilla Position	4.40
Years of Service	9.24*
Beyond Master's Degree (F-Value)	
Sex	0.05
Age	0.67
Civil Status	0.69
Plantilla Position	1.66
Years of Service	0.95

*Significant at $p < 0.05$

Table 6. Test of Difference Between Profile of Respondents and Working Relationship

Table 6 presents the test of difference between the profile of respondents and their working relationship across different levels of educational attainment. For teachers with no graduate studies, none of the profile variables show a statistically significant influence on working relationships, indicating that these characteristics do not affect how teachers interact and collaborate in this group.

In contrast, among teachers with a completed master's degree, age and years of service are found to have a statistically significant influence on working relationships. This suggests that professional maturity and teaching experience contribute to stronger or more developed working relationships within this group, while the other profile variables remain non-significant.

For teachers with beyond master's degrees, all profile variables are not statistically significant, indicating that working relationships are not influenced by these characteristics at this level of educational attainment.

Mindset and Working Relationship

Mindset, as reflected through job satisfaction, career development, work-life balance, motivation and engagement, and personal fulfillment, is considered a critical factor influencing how teachers interact, communicate, and collaborate with colleagues. To determine whether a significant relationship exists between these variables, the Pearson Product-Moment Correlation Coefficient was employed. The results of this analysis are shown in the table below, highlighting the strength and direction of the association between mindset indicators and working relationship.

Variables Compared	r-value	Interpretation
Job Satisfaction vs Working Relationship	0.99*	Very Strong Positive
Career Development vs Working Relationship	0.98*	Very Strong Positive
Work-Life Balance vs Working Relationship	0.97*	Very Strong Positive
Motivation & Engagement vs Working Relationship	0.99*	Very Strong Positive
Personal Fulfillment vs Working Relationship	0.99*	Very Strong Positive

*Significant at $p < 0.05$

Table 7.1 Correlation Between Mindset and Working Relationship

Table 7.1 presents the correlation between mindset variables and working relationship. The results reveal that all mindset indicators—job satisfaction, career development, work-life balance, motivation and engagement, and personal fulfillment—have a very strong positive and statistically significant relationship with working relationship. This indicates that improvements in these aspects of mindset are associated with better communication, collaboration, and overall interpersonal dynamics among teachers.

Mindset and the Individual Performance

Mindset, as reflected in job satisfaction, career development, work-life balance, motivation and engagement, and personal fulfillment, is considered a key factor influencing teachers' effectiveness in their professional roles. Individual performance, as measured through IPCRF ratings, reflects the extent to which teachers meet expected standards and deliver quality instruction.

Groups	r-value	Interpretation
Beyond Master's Degree	0.52*	Moderate Positive
Completed Master's Degree	0.48*	Moderate Positive
No Graduate Studies	0.41*	Moderate Positive

*Significant at $p < 0.05$

Table 7.2 Correlation Between Mindset and Individual Performance

Table 7.2 presents the correlation between mindset and individual performance across different groups of teachers based on educational attainment. The results show that mindset has a moderate positive and statistically significant relationship with individual performance in all groups. This indicates that teachers who exhibit higher levels of job satisfaction, career development, work-life balance, motivation and engagement, and personal fulfillment tend to demonstrate better performance in their professional responsibilities.

Across all educational levels, the relationship remains consistent, suggesting that mindset plays an important role in enhancing individual performance regardless of academic qualification. This implies that fostering a positive mindset among teachers can contribute to improved work outcomes and effectiveness in their roles.

Master's degrees in teaching and learning can enhance teacher development and contribute to global citizenship, but they must be adapted to local contexts and provide opportunities for professional growth.

Reasons for Declining to Pursue Graduate Studies

A total of fifteen (15) respondents – with and without graduate studies - were purposively selected for the study. Data saturation was reached by the thirteenth (13th) respondent, as no new themes or insights emerged in the succeeding interviews, indicating that the collected qualitative responses were sufficient to capture the depth and breadth of the participants' perspectives. Table 8 presents the generated themes from the qualitative data analysis.

CODE	THEMES
Focus on raising children as a single parent Prioritized children's education and family needs Health issues and family time Financial constraints due to supporting siblings Financial burden and family priorities	Personal and Family Priorities
Difficulty in managing educational expenses Financial difficulty Financial struggles Health-related financial issues Financial constraints Financial burden	Financial Constraints
Workload and family priorities Work demands and family responsibilities Work and family balance	Workload and Time Constraints
Perceived insignificance of years of service without a graduate degree Slower career advancement compared to graduates Impacted career progression Career growth limitations due to lack of degree Slower progression compared to colleagues Career growth impacted by financial burden	Career Advancement Issues
Successful completion of tasks despite lack of degree Focus on professional development despite lack of degree Adjusted through professional development activities Active in professional development and collaborations Engaged in professional development activities	Professional Adjustments and Achievements

CODE	THEMES
Belief in the crucial role of graduate degrees for advancement Graduate studies as crucial for promotion Importance of graduate studies in career growth Importance for promotion and opportunities	Significance of Graduate Studies
Personal fulfillment as a mother vs. career regret Contentment with current position despite past regrets Happiness with current role despite limitations Content with current role despite lack of degree	Fulfillment and Regret
No biases reported; focus on personal achievements Awareness of biases but acceptance of situation Challenges faced due to lack of degree, but changing attitudes Biases experienced but evolving recognition of experience	Workplace Biases and Evolving Attitudes

Table 8. Reasons For Not Pursuing Graduate Studies and the Challenges It Brought to their Professional Lives

Personal and Family Priorities. Teachers prioritized raising their children and addressing family needs over pursuing graduate studies. Single parents and those with significant family responsibilities often chose to focus their resources and energy on their family's immediate needs, which impacted their ability to pursue further education. Financial Constraints. Financial constraints emerged as a significant barrier to pursuing graduate studies. Educators faced difficulties managing educational expenses due to supporting their families, including siblings or children, which limited their ability to afford the costs associated with advanced degrees. Workload and Time Constraints. Balancing demanding work schedules with family responsibilities created challenges for educators seeking to pursue graduate studies. The combination of extensive job demands and the need to manage personal responsibilities led to difficulties in finding time and energy for further education. Career Advancement Issues. The lack of a graduate degree affected career progression, leading to slower advancement compared to colleagues with advanced degrees. Educators experienced limitations in career growth and opportunities, impacting their ability to achieve higher positions and promotions. Professional Adjustments and Achievements. Despite not having a graduate degree, educators adapted by engaging in professional development activities such as seminars, workshops, and collaborations. They focused on enhancing their skills and expertise through these activities to compensate for the lack of advanced formal education. Significance of Graduate Studies. Graduate degrees were perceived as crucial for career advancement. Educators recognized that a master's degree is often required for promotions and higher-level positions, highlighting the importance of advanced education for career growth and opportunity within the field. Fulfillment and Regret. Some teachers expressed personal fulfillment in their current roles despite experiencing regret over not pursuing further education. They found contentment in their achievements and roles, even if they felt that a graduate degree might have offered additional career opportunities. Workplace Biases and Evolving Attitudes. Educators noted the presence of biases against those without graduate degrees, impacting their career prospects and special assignments. However, there was an observed shift towards greater appreciation of experience and dedication, indicating evolving attitudes towards non-graduate degree holders in the workplace.

Results Compared, Integrated and Interpreted

The systematic triangulation of quantitative data with qualitative interpretations and external corroboration provides a rich, multifaceted understanding of public school teachers' profiles, performance, and mindset. Demographic and Contextual Insights: The teaching profession in this context is predominantly female, generally young to mid-career, and largely composed of married individuals. While a significant proportion of teachers are actively pursuing or have completed graduate studies, a notable segment still lacks post-graduate degrees. The concentration in Teacher I and Teacher III positions indicates a hierarchical structure with a large base of entry and mid-level educators. Performance Landscape: Quantitative IPCRF ratings overwhelmingly indicate high performance, with the vast majority of teachers rated as "Very Satisfactory" or "Outstanding." However, the qualitative interpretation critically notes the absence of lower ratings, suggesting a potential limitation in the discriminative ability of the evaluation scale. Drivers of Performance: The statistical tests of difference reveal crucial insights into performance drivers. While demographic factors like gender, age, and civil status do not significantly predict individual performance, career-related aspects such as plantilla position, years in service, and graduate studies are significant predictors of better performance. The contrasting findings regarding age in some external studies highlight the nuanced and potentially context-dependent nature of these relationships.

Mindset and its Educational Link: A consistent and strong positive relationship emerges between higher educational attainment (Master's Degree and beyond) and higher levels of mindset across all measured dimensions: job satisfaction, career development, personal fulfillment, and work-life balance. Teachers with advanced degrees consistently report stronger agreement on feeling valued, fulfilled, purposeful, and capable of navigating career challenges. It underscores that investing in higher education not only correlates with better objective performance but also fosters a deeper sense of self-efficacy and contentment among educators. Overall Integration: The triangulation reveals a teaching force that is performing at a high level, with performance strongly tied to professional experience and advanced education, rather than basic demographics. Critically, it highlights that the pursuit of graduate studies not only enhances perceived performance but also significantly boosts teachers' mindset and overall well-being in their roles. This integrated viewpoints towards a clear strategic imperative for educational institutions: foster professional growth and advanced learning opportunities to cultivate a more effective and confident teaching workforce.

Output of the Research

Guided by the findings of the study on the profile, mindsets, and selected characteristics of teachers regarding the pursuit of graduate studies, a targeted faculty development program was developed as the research output. This program is intended to address the identified needs and support teachers in enhancing their professional growth and engagement in graduate education.

Proposed Targeted Faculty Development Program

Title: Elevating Educator Excellence: A Faculty Development Program for Performance and Confidence through Professional Growth

I. Rationale

Grounded in the triangulated findings from quantitative and qualitative data, this program recognizes that teachers' performance and self-confidence are significantly enhanced by professional experience and the pursuit of graduate education. While teachers perform at high levels, the data also suggests a need to improve the depth of evaluative measures, expand access to graduate study, and strengthen self-efficacy to foster a more empowered, effective teaching force.

II. Goals and Objectives

General

Goal

To strengthen the professional competence, confidence, and career development of public school teachers by promoting targeted faculty development opportunities based on career level and educational attainment.

Specific Objectives:

Encourage and support teachers' pursuit of graduate education.

Provide differentiated training and mentoring aligned with plantilla positions (Teacher I, II, III).

Enhance teachers' self-efficacy, job satisfaction, and work-life balance.

Introduce improved, evidence-based performance evaluation tools.

Cultivate leadership and research capabilities in mid- to senior-level teachers.

III. Differentiated Faculty Training Modules

Position	Focus Area
Teacher I	Classroom Management, Assessment Literacy, Graduate Studies Orientation
Teacher II	Action Research, ICT Integration, Leadership Foundations
Teacher III	Mentorship Training, Instructional Supervision

For Teacher I, the focus is on strengthening foundational teaching competencies such as classroom management, assessment literacy, and orientation to graduate studies, which help beginning teachers effectively manage learning environments and understand opportunities for professional growth. For Teacher II, the modules emphasize action research, ICT integration, and leadership foundations to enhance instructional innovation, data-driven teaching practices, and emerging leadership skills within the school. Meanwhile, for Teacher III, the training shifts toward advanced professional responsibilities, including mentorship training and instructional supervision, enabling them to support fellow teachers, guide professional development, and contribute to improving instructional quality within the institution.

IV. Detailed Implementation Matrix

The Graduate Studies Advancement Support component focuses on encouraging teachers to pursue and complete graduate studies through partnerships with higher education institutions, mentorship programs, and thesis support activities scheduled throughout the year. The Differentiated Faculty Training component ensures that professional development activities are aligned with teachers' plantilla positions by providing targeted training modules and workshops that enhance competencies in classroom management, research, and leadership.

V. Cost Estimates

The expenses related to mentorship programs, thesis and dissertation writing clinics, and coordination with partner higher education institutions. Funding for this initiative may be sourced from the Division Training Fund and through partnerships with academic institutions. Meanwhile, the Differentiated Faculty Training Modules cover professional development activities tailored for Teacher I, Teacher II, and Teacher III, which may be supported through the School MOOE and Division INSET allocations. In addition, the Self-Confidence and Well-Being Workshops require funding for seminars and activities focused on motivation, stress management, and work-life balance, which may be sourced from the School MOOE and Human Resource Development (HRD) funds. The performance evaluation enhancement component includes costs related to IPCRF calibration workshops and evaluation training, primarily supported by the Division human resource funds thereof.

VI. Monitoring and Evaluation Plan

The program will be monitored through the review of enrollment records and mentorship reports to determine whether there is an increase in the number of teachers enrolling in or completing graduate studies. For the Differentiated Faculty Training Modules, attendance records and post-training evaluation forms will be used to measure improvements in teacher competencies and gather feedback regarding the effectiveness of the training sessions.

Meanwhile, the Self-Confidence and Well-Being Workshops will be evaluated using pre- and post-program surveys as well as reflection logs to assess changes in teachers' confidence levels and job satisfaction. The Performance Evaluation Enhancement component will involve reviewing IPCRF ratings and conducting feedback sessions to ensure that the evaluation process becomes more consistent, transparent, and aligned with performance standards.

Finally, the Leadership and Research Capacity Building component will be monitored by tracking research proposals and project outputs to determine whether there is an increase in the number of completed action research studies among teachers. Overall, this monitoring and evaluation plan ensures accountability, continuous improvement, and the effective implementation of the proposed faculty development program.

VII. Sustainability Plan

One key strategy is the establishment of a Division-wide Faculty Development Fund, which aims to provide continuous financial support for teacher development programs through annual budget allocation and integration into the division's Maintenance and Other Operating Expenses (MOOE). Another important initiative is the institutionalization of peer mentorship programs, where experienced teachers are assigned to guide new and mid-level teachers, thereby promoting a culture of collaboration and professional support within schools. The sustainability plan includes continuous monitoring and evaluation of sustainability efforts through periodic surveys, documentation, and progress reports. This will allow the Schools Division to track the effectiveness and longevity of the program and make necessary adjustments to maintain its relevance and impact.

VIII. Project Risk Management Plan

One identified risk is low teacher participation in graduate studies, which may reduce the overall effectiveness of the program. To address this, awareness campaigns, mentorship support, and flexible study options will be promoted. Another challenge is limited funding or delayed budget release, which could hinder the implementation of planned activities. This risk will be mitigated by exploring alternative funding sources such as partnerships and grants, while prioritizing essential program components. The plan also considers scheduling conflicts for training modules, which may lead to low attendance and engagement. Coordination with school calendars and the provision of multiple training sessions or blended learning options will help address this concern. Additionally, resistance to changes in performance evaluation processes may occur; therefore, orientations, workshops, and feedback sessions will be conducted to clarify expectations and encourage acceptance.

Conclusion and Recommendations

Based on the findings of the study, variations in teaching performance are significantly influenced by designation, years of service, and level of graduate studies, highlighting the impact of these factors on educational outcomes. Respondents exhibit high levels of mindset and fulfillment in their roles, with notable job satisfaction, career development, personal fulfillment, and work-life balance, indicating strong overall engagement and contentment. Teaching performance shows significant differences based on designation, years of service, and level of graduate studies, indicating that these profile factors influence how respondents perform in the classroom. Mindset vary significantly with age and years of service, suggesting that these characteristics affect respondents' perceptions of their abilities and overall satisfaction. Perceptions of working relationships differ significantly according to age and years of service, highlighting the role of these profile factors in shaping respondents' interactions and collaboration at work.

Based on the findings and conclusions, the following recommendations are offered:

Create professional development programs designed to meet the needs of various age groups and levels of experience. Younger teachers and those with less experience may benefit from mentorship and basic training, while seasoned educators might be offered advanced leadership and specialized training opportunities.

Adopt flexible scheduling and adjust workloads to help teachers balance their professional duties with their pursuit of higher education, addressing time constraints and workload challenges identified in the analysis.

Ensure that professional development opportunities are equally accessible regardless of gender, civil status, or plantilla position.

Similar studies may be conducted as a follow-up study including variables not incorporated in the present study for future research.

The Targeted Faculty Development Program should be implemented to enhance teaching performance, boost mindset and fulfillment, and strengthen working relationships among teachers. It is recommended that the program be tailored to address specific profile characteristics such as designation, years of service, level of graduate studies, and age, ensuring that professional development activities are relevant and responsive to the needs of different groups of teachers. Regular monitoring and feedback mechanisms should also be incorporated to maximize the program's effectiveness and sustainability.

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Competing Interests Statement

The sole author declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

The data supporting this study are available from the corresponding author upon reasonable request.

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Appendices

No appendices are attached to this study.