

Public school teachers' value-expectancy, subjective task value beliefs, and acquired competencies through graduate studies

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ABSTRACT

This quantitative research study employed a descriptive research design to investigate the relationship between teachers' value-expectancies, subjective task value beliefs, and the competencies they acquire through graduate studies. Teachers who were enrolled as graduate students in public schools within Occidental Mindoro province were taken as samples. Data collection involved the use of carefully validated survey instruments. The findings revealed that teachers expressed very high levels of value-expectancies related to their decision to pursue graduate studies, demonstrating a strong commitment to personal interests and confidence in achieving success. Similarly, teachers exhibited strong intrinsic motivation, belief in achievement, recognition of utility, and cost awareness concerning their academic pursuits, indicating a positive and motivated perspective. Moreover, teachers demonstrated perceived high competence in various professional factors, such as adaptability, self-confidence, communication skills, work ethic, supervision abilities, interpersonal skills, and organizational prowess, as a result of their graduate studies. Crucially, significant positive correlations emerged between both value-expectancies and subjective task value beliefs with the competencies acquired. These correlations suggest that teachers with higher value-expectancies and subjective task value beliefs are more likely to have developed a broader range of competencies through their graduate studies.

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1. INTRODUCTION

In recent times, a noticeable trend has emerged within the Division of Occidental Mindoro's public education sector: an increasing number of dedicated public school teachers are opting to enroll in graduate or advanced studies. This surge in academic pursuits is undoubtedly reflective of the educators' commitment to professional growth and the enhancement of their pedagogical expertise. However, despite this initial surge in enrollments, a significant discrepancy arises when evaluating program completion rates. A glaring disparity exists between the initial enrollment figures and the relatively few teachers who successfully navigate the entirety of their chosen graduate programs to attain their degrees. This phenomenon prompts a crucial inquiry into the underlying factors contributing to the divergence between enrollment and program completion rates, thereby warranting a comprehensive exploration to unravel the intricacies of this complex dynamic.

Value-expectancy measures how confidently a person believes they can do the activity, taking into account both their own beliefs and abilities. Expectancy for success was described by Eccles and Wigfield (2002) as a person's competence views about successfully completing certain learning activities in particular domains, either now or in the future. It is a multifaceted construct also known as ability beliefs that can be

used in place of academic self-concept (Arens et al., 2018). Whereas expectancy emphasizes one's expectation of ability, self-efficacy focuses on the believed outcomes (Eccles & Wigfield, 2002).

Task values include intrinsic value (the enjoyment and interest that a person gains from a task), utility value (the usefulness of a task for the pursuit of other short- and long-term personal goals), and attainment value (the relevance of a task to a person's sense of self, identity, and core personal values (Eccles & Wigfield, 2002). Eccles and Wigfield (2020) emphasized the significance of paying closer attention to the interactions between people's success expectations and their subjective task values in varied contexts in order to comprehend the underlying processes. They pointed out that devising interventions that foster and support motivational beliefs will be significantly impacted by a deeper understanding of the interaction between expectancies for success and subjective task values.

Understanding their value-expectancy would give the DepEd-Occidental Mindoro information on the teachers' views about their competency and their views about completing successfully their graduate studies with positive outcomes. This will also inform the teachers how these beliefs influence their values toward taking further studies, especially in terms of their enjoyment, their perceived usefulness of the endeavor, and its relevance to their profession as teachers. Thus, the low cohort survival rate in graduate schools may be better understood. Further, designing interventions that foster and support motivational beliefs will be significantly impacted by a deeper understanding of the interaction between expectancies for success and subjective task values (Eccles & Wigfield, 2020). Consequently, understanding the nuances in these different types of environments can help teachers and administrators better teach students (Tang et al., 2022).

Expectations for success, also known as ability beliefs, have been linked to subjective task values, or STVs—intrinsic, attainment, utility, and cost—that are connected to course-specific intentions and decisions or persistence in completing an achievement-related task (Tang & Salmela-Aro, 2021). According to Dietrich et al. (2019), it is unclear how the situational expectancy-values profiles connect to consistent motivational tendencies. The driving forces underlying development, however, are people's ordinary experiences.

This study is grounded in the control-value theory, which posits that control and value judgments serve as mediators between the emotional effects of the social environment (Pekrun & Perry, 2014). In this context, the study considers instructional teaching quality, operationalized through perceived teaching conduct, as a key aspect of this social setting. Additionally, the study incorporates the expectancy-value model of achievement motivation (Eccles & Wigfield, 2002), which suggests that achievement behavior is strongly influenced by subjective task values and expectations of success. These theoretical frameworks provide a lens through which to analyze how teachers' behaviors and students' perceptions of those behaviors shape academic outcomes. Furthermore, both theories offer nuanced perspectives by breaking down these constructs into distinct facets, thereby enriching the study's analytical depth.

The conceptions of expectancies for success and subjective task values have been the focus of a great deal of study on placing expectancies and subjective task values, particularly because they are excellent predictors of students' decisions, performance, and sustained engagement (Tang et al., 2022). The linear relationship has been the subject of numerous investigations, showing that expectations and values are shown to be separate but positively connected notions (Dietrich et al., 2019). Some studies found that this relationship becomes stronger with increasing age (Rosenzweig et al., 2019). However, some found weak associations between expectancy and value measures in college students (Hendy et al., 2014). Furthermore, according to studies, competence beliefs like expectancies beliefs are more highly correlated with performance, whereas task values are normally more strongly correlated with achievement-related decisions like choosing a course of study or sticking with a major (Perez et al., 2019).

These motivating elements show moderate to strong relationships and can be distinguished empirically. For instance, students' subjective task value beliefs (intrinsic, attainment, and utility value beliefs) have been found to be highly correlated with each other (Conley, 2012; Gaspard et al., 2017). Further, findings of Tang et al. (2022) demonstrated that expectancies and subjective task evaluations were more strongly associated within the same domain than between distinct domains. Additionally, they found that expectancies were consistently the motivational beliefs that were most closely related to achievement, while utility values were the least related. This suggests that expectancies rather than utility may be the most desirable intervention targets for improving achievement.

This study is expected to add to the existing literature on how their subjective task value beliefs regarding the decision to pursue graduate studies of the teachers are affected by their profile and their value-expectancies. The finding of the study may be used by school heads and human resource officers in developing and updating teachers' development plans and by the teachers in their teachers' individual development plans. Moreover, information on these can elucidate how teachers' value-expectancies translate to choices related to pursuing graduate studies among teachers. These understandings will ultimately create

opportunities to create or refine approaches and action plans to serve effective and targeted supports and interventions for teacher development and advancement. Ultimately, this has important implications for theory development in the future. Generally, this paper would like to determine the level of subjective task beliefs regarding the decision to pursue graduate studies of the teachers as affected by their profile and the level of their perceived teaching competence.

2. METHODOLOGY

This research paper adopted a quantitative research approach, specifically utilizing a descriptive research design. The study centered on a sample of 75 teachers who were concurrently enrolled as graduate students. The participants were selected through a random sampling technique and were drawn from the pool of teachers employed in public schools within the Occidental Mindoro province, particularly in the SAMARICA (San Jose, Magsaysay, Rizal, and Calintaan) Districts. Selection criteria included factors such as teaching experience, educational background, and willingness to participate in the study, ensuring a diverse representation of teachers within the sample. Ethical considerations were carefully adhered to throughout the research process, including obtaining informed consent from all participants, ensuring confidentiality and anonymity of their responses, and obtaining necessary approvals. Additionally, participants were made aware of their right to withdraw from the study at any time without repercussions.

To collect the necessary data, the researchers employed survey instruments. The researcher took measures to ensure the validity and reliability of these instruments, aiming to yield results that are credible and can be generalized to a broader population. To guarantee the reliability of the instruments used in the current research, they underwent rigorous testing among a sample of graduate students. The resulting reliability indexes of 0.95 and 0.93, calculated through Cronbach's alpha, demonstrate that these instruments possess the capability to consistently generate stable data.

Communication with the participating graduate students was facilitated through group chats among teacher education graduates and discussions with school heads from the public schools within the province. The scheduling for questionnaire completion was coordinated by the researcher to accommodate the participants' available time, indicating a thoughtful approach to data collection.

Upon the successful collection and organization of data, the researchers employed various statistical tools to analyze the data and address the study's objectives. The mean and standard deviation were applied to gauge the levels of value-expectancy and subjective task value beliefs held by teachers with respect to their decision to pursue graduate studies. These statistical measures allowed for the quantification of participants' perceptions and motivations regarding advanced education. Similarly, the same statistical tools were used to assess the level of competencies that teachers had acquired through their graduate studies. This suggests a comprehensive approach to evaluating the impact of pursuing further education on teachers' professional development.

Lastly, to explore potential relationships between the levels of value-expectancy, subjective task value beliefs, and the competencies acquired by the teachers, the research employed the Pearson Product Moment Correlation. This statistical technique was used to determine whether any significant correlations existed between these variables. By using this correlation analysis, the study aimed to uncover potential connections between teachers' motivations for pursuing graduate studies, their perceived value of the education, and the resulting improvement in competencies. This reflects a sophisticated analytical approach in exploring the intricate interplay between these factors.

3. RESULTS

3.1. Level of value-expectancies of the teachers

The study reveals that teachers responded in this study has a very high value of interest ($\bar{x} = 4.60 \pm 0.423$) and expectation for success ($\bar{x} = 4.83 \pm 0.313$) indicating perceived personal value, significance, and strong anticipation of succeeding in their pursuit of graduate studies.

Considering the overall mean score of 4.72 (SD=0.368), for the combined evaluation of both factors, the assessment remains consistently at a very high level. This holistic score reaffirms the teachers' overarching value-expectancies regarding their decision to engage in graduate studies [Table 1].

Table 1. Level of value-expectancies of the teachers.

| Factors | Mean | Standard Deviation | Interpretation |
|-------------------------|----------------------|-----------------------|----------------------|
| Value interest | 4.60 | .423 | Very high |
| Expectation for success | 4.83 | .313 | Very high |
| Overall | 4.72 | .368 | Very high |
| Scale: | 1.00 – 1.49 Very Low | 1.50 – 2.49 Low | 2.50 – 3.49 Moderate |
| | 3.50 – 4.49 High | 4.50 – 5.00 Very High | |

3.2. Level of subjective task value beliefs of the teachers regarding the decision to pursue graduate studies

The result shows that teachers responded in the study has a very high level of task value beliefs regarding the decision to pursue graduate studies ($\bar{x} = 4.68 \pm 0.418$). This aggregate score affirms the teachers' substantial subjective task value beliefs in relation to their choice to pursue graduate studies. Their deep-rooted intrinsic motivation, conviction in achievement, recognition of practical utility, and acknowledgment of costs collectively underscore their positive and motivated outlook on advanced education [Table 2].

Table 2. Level of subjective task value beliefs of the teachers regarding the decision to pursue graduate studies.

| Factors | Mean | Standard Deviation | Interpretation |
|---|-------------|--------------------|------------------|
| Intrinsic Value | 4.80 | .311 | Very high |
| Attainment Value | 4.83 | .347 | Very high |
| Utility Value | 4.50 | .592 | Very high |
| Perceived Cost | 4.60 | .423 | Very high |
| Overall Mean | 4.68 | .418 | Very high |
| <i>Scale: 1.00 – 1.49 Very Low 1.50 – 2.49 Low 2.50 – 3.49 Moderate</i> | | | |
| <i>3.50 – 4.49 High 4.50 – 5.00 Very High</i> | | | |

3.3. Level of competencies acquired by the teachers in their graduate studies

The result shows that teachers responded in the study perceived high level of competency acquired in their graduate studies ($\bar{x} = 4.20 \pm 0.767$). Collectively, the results underscore the positive impact of graduate studies on teachers' professional development, as evidenced by their heightened adaptability, self-confidence, communication skills, work ethic, supervision abilities, interpersonal skills, and organizational prowess [Table 3].

Table 3. Level of competencies acquired by the teachers in their graduate studies.

| Factors | Mean | Standard Deviation | Interpretation |
|---|-------------|--------------------|----------------|
| Adaptability | 4.30 | .651 | High |
| Self-confidence | 4.00 | .910 | High |
| Communication skills | 4.20 | .761 | High |
| Work ethic | 4.40 | .814 | High |
| Supervision | 4.20 | .761 | High |
| Interpersonal skills | 4.20 | .761 | High |
| Organization and management | 4.10 | .712 | High |
| Overall Mean | 4.20 | .767 | High |
| <i>Scale: 1.00 – 1.49 Very Low 1.50 – 2.49 Low 2.50 – 3.49 Moderate</i> | | | |
| <i>3.50 – 4.49 High 4.50 – 5.00 Very High</i> | | | |

3.4. Relationship between the value-expectancies and the competencies acquired by the teachers in their graduate studies

Considering the overall analysis, a significant positive correlation emerges between the overall value-expectancies and the overall competencies acquired ($r = .665$, $p < .001$). This overarching correlation suggests that teachers who hold higher value-expectancies are more likely to have acquired a broader range of competencies through their graduate studies [Table 4].

Table 4. Relationship between the value-expectancies and the competencies acquired by the teachers in their graduate studies.

| Value-Expectancies | Competencies Acquired in Graduate Studies | Correlation Coefficient | p-value | Interpretation |
|-------------------------|---|-------------------------|-----------------|--------------------|
| Value interest | Adaptability | .450* | .013 | Significant |
| | Self-confidence | .627** | <.001 | Significant |
| | Communication skills | .150 | .430 | Not significant |
| | Work ethic | .681** | <.001 | Significant |
| | Supervision | .685** | <.001 | Significant |
| | Interpersonal skills | .578** | .001 | Significant |
| | Organization and management | .595** | .001 | Significant |
| Expectation for success | Adaptability | .423* | .020 | Significant |
| | Self-confidence | .485** | .007 | Significant |
| | Communication skills | .145 | .445 | Not significant |
| | Work ethic | .542** | .002 | Significant |
| | Supervision | .725** | <.001 | Significant |
| | Interpersonal skills | .725** | <.001 | Significant |
| | Organization and management | .077 | .684 | Not significant |
| Overall | | .665** | <.001 | Significant |

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

3.5. Relationship between the subjective task value beliefs regarding the decision to pursue graduate studies and the competencies acquired by the teachers in their graduate studies

When considering the overall analysis, a significant positive correlation emerges between the overall subjective task value beliefs and the overall competencies acquired ($r = .733$, $p < .001$). This overarching correlation indicates that teachers who hold higher subjective task value beliefs are more likely to have developed a broader range of competencies through their graduate studies [Table 5].

Table 5. Relationship between the subjective task value beliefs regarding the decision to pursue graduate studies and the competencies acquired by the teachers in their graduate studies.

| Value-Expectancies | Competencies Acquired in Graduate Studies | Correlation Coefficient | p-value | Interpretation |
|--------------------|---|-------------------------|-----------------|--------------------|
| Intrinsic Value | Adaptability | .307 | .099 | Not significant |
| | Self-confidence | .488** | .006 | Significant |
| | Communication skills | .321 | .084 | Not significant |
| | Work ethic | .736** | <.001 | Significant |
| | Supervision | .758** | <.001 | Significant |
| | Interpersonal skills | .612** | <.001 | Significant |
| | Organization and management | .249 | .184 | Not significant |
| Attainment Value | Adaptability | .533** | .002 | Significant |
| | Self-confidence | .546** | .002 | Significant |
| | Communication skills | .391* | .033 | Significant |
| | Work ethic | .610** | <.001 | Significant |
| | Supervision | .782** | <.001 | Significant |
| | Interpersonal skills | .782** | <.001 | Significant |
| | Organization and management | .070 | .714 | Not significant |
| Utility Value | Adaptability | .760** | <.001 | Significant |
| | Self-confidence | .512** | .004 | Significant |
| | Communication skills | .153 | .419 | Not significant |
| | Work ethic | .215 | .255 | Not significant |
| | Supervision | .536** | .002 | Significant |
| | Interpersonal skills | .536** | .002 | Significant |
| | Organization and management | .123 | .518 | Not significant |
| Perceived Cost | Adaptability | .450* | .013 | Significant |
| | Self-confidence | .627** | <.001 | Significant |
| | Communication skills | .150 | .430 | Not significant |
| | Work ethic | .681** | <.001 | Significant |
| | Supervision | .685** | <.001 | Significant |
| | Interpersonal skills | .578** | .001 | Significant |
| | Organization and management | .595** | .001 | Significant |
| | Overall | .733** | <.001 | Significant |

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

4. DISCUSSION

The teachers are found to have a very high level of personal value and significance that they associate with pursuing graduate studies. This outcome is in alignment with self-determination theory, which posits that individuals are more likely to engage in activities that align with their intrinsic values and personal interests (Ryan & Deci, 2000). Teachers who view graduate studies as personally meaningful are more likely to be driven by internal motivation, leading to higher levels of engagement and dedication to their academic pursuits (Deci et al., 2018). Furthermore, their expectation for success underscores teachers' strong confidence in their ability to succeed in graduate studies. This finding resonates with Bandura's self-efficacy theory, which suggests that individuals' beliefs in their capabilities significantly influence their motivation and actions (Bandura, 1997). Teachers who possess high self-efficacy regarding their academic performance are more likely to set challenging goals and persist in the face of obstacles, leading to enhanced learning outcomes (Pajares, 2002).

Overall, the result emphasizes the consistent and robust nature of teachers' value-expectancies regarding their decision to engage in graduate studies. These findings correspond with research that highlights the interconnectedness of intrinsic motivation and self-efficacy in driving individuals' academic pursuits and achievements (Honicke & Broadbent, 2016). Importantly, these results have implications for educational institutions and policymakers. By recognizing teachers' intrinsic motivations and aspirations for professional growth through advanced studies, institutions can design programs and support systems that nurture these motivations. Creating an environment that fosters autonomy and competence can promote sustained engagement and lifelong learning among teachers (Reeve, 2012). Policymakers can benefit from understanding these internal drivers to develop policies that align with teachers' aspirations and contribute to a culture of continuous professional development (Ingersoll & Strong, 2011). These findings resonate with

psychological theories of motivation and self-efficacy, emphasizing their role in shaping educational decisions and outcomes. By acknowledging and capitalizing on these intrinsic motivations, educators and policymakers can create an environment conducive to teachers' ongoing professional growth.

Regarding the subjective task value beliefs that teachers hold regarding their decision to pursue graduate studies, their intrinsic value underscores the substantial significance that teachers attribute to their personal interests and the inherent satisfaction derived from pursuing graduate studies. This resonates with self-determination theory, which highlights the importance of intrinsic motivation in driving individuals' engagement and persistence in tasks that align with their personal values and interests (Ryan & Deci, 2000). Similarly, their attainment value reflects teachers' strong belief in the value of their academic achievements. This aligns with achievement goal theory, which emphasizes the importance of perceiving one's accomplishments as valuable and meaningful (Elliot & McGregor, 2001). It also underscores teachers' conviction that their pursuit of advanced education is directly tied to tangible and worthwhile outcomes. Their utility value underscores a significant perception of practical relevance in pursuing graduate studies, which echoes assertion that individuals are motivated by the perceived usefulness of their education in real-world contexts. Furthermore, their perceived cost indicates teachers' recognition of the effort and challenges involved in pursuing graduate studies (Niemivirta et al., 2023). This aligns with expectancy-value theory, which suggests that individuals consider both the benefits and costs of a task when deciding to engage in it (Eccles et al., 1983). Despite the challenges, the high mean score reflects teachers' willingness to overcome obstacles due to their strong value-expectancies.

Among the competencies that teachers have gained through their engagement in graduate studies, adaptability emerged as a prominent competency. This result resonates with the research conducted by Martin et al. (2021), who observed that teachers with higher levels of education exhibited increased adaptability in navigating dynamic educational environments. Similarly, self-confidence received a high mean score. These results are consistent with the findings of Lin and Zhu (2024), who noted that advanced education instilled a sense of self-assuredness among educators, positively influencing their teaching efficacy. Communication skills and work ethic also stood out prominently. This finding is in line with the research by McRell et al. (2021), which emphasized the role of graduate studies in enhancing teachers' communication abilities, enabling them to effectively engage with students and colleagues. This also echoes the findings of Sudirman et al. (2020), who highlighted that advanced education fosters a strong work ethic and dedication to professional responsibilities. The factors of supervision, interpersonal skills, and organization and management all underscore a high level of competence. These outcomes are corroborated by the study of Van Der Marel et al. (2022), which underscored the positive influence of graduate studies on teachers' supervisory abilities, collaboration skills, and organizational competencies.

Regarding the value interest factor, the study reveals significant positive correlations with various competencies. This echoes the work of Gamage et al. (2021), who highlighted that individuals who find personal value and intrinsic interest in their pursuits tend to display higher levels of commitment and performance.

The correlations between value interest and competencies such as adaptability, self-confidence, work ethic, supervision abilities, interpersonal skills, and organization and management capabilities underscore the motivational influence that value-expectancies exert on these skill domains (Deci & Ryan, 2012; Locke & Latham, 2002). Similarly, the expectation for success factor displays significant positive correlations with several competencies. These findings align with the study by Bandura et al. (1999), which emphasizes the role of self-efficacy beliefs in driving performance outcomes. The positive correlations between expectation for success and adaptability, self-confidence, work ethic, supervision abilities, and interpersonal skills reinforce the idea that teachers' expectations influence their professional development (Barni et al., 2019).

The overarching analysis reveals a significant positive correlation between overall value-expectancies and overall competencies acquired. This result is in line with the work of Dweck (2006), who highlights the role of mindset and personal beliefs in shaping learning and skill acquisition. The correlation underscores the synergy between teachers' intrinsic motivation and positive expectations, resulting in a broader acquisition of competencies. These findings unveil a nuanced web of relationships between teachers' value-expectancies and competencies derived from graduate studies. These significant correlations underscore the symbiotic relationship between teachers' motivations and skill development, echoing the influences of intrinsic motivation, self-efficacy beliefs, and personal value on their professional growth and effectiveness.

Regarding the relationships between teachers' subjective task value beliefs regarding their decision to pursue graduate studies and the competencies they have developed as a result of their participation in these studies, focusing on the intrinsic value factor, the study reveals that teachers who attach high intrinsic value to their graduate studies tend to possess higher levels of self-confidence and various workplace

competencies. This aligns with the self-determination theory proposed by Ryan and Deci (2017), which suggests that individuals are more likely to excel and develop competencies when they are intrinsically motivated, finding personal fulfillment and satisfaction in their pursuits. Similarly, the attainment value factor exhibits positive correlations with a range of competencies, emphasizing the significance of teachers' belief in achieving their academic and career goals. These findings are consistent with expectancy-value theory, which posits that individuals are more likely to invest effort and develop competencies when they perceive the value and attainability of their goals (Eccles & Wigfield, 2020). Furthermore, the utility value factor shows positive correlations with certain competencies, highlighting the influence of teachers' beliefs in the practical utility of their graduate studies. These results resonate with research emphasizing that when individuals see the real-world applicability and relevance of their education, they are more likely to develop practical skills and competencies (O'Neill & Short, 2023). Examining the perceived cost factor, the study finds that teachers who perceive lower costs in pursuing graduate studies tend to exhibit higher levels of adaptability, self-confidence, work ethic, supervision abilities, interpersonal skills, and organizational capabilities. These results align with research on the cost-benefit analysis of education (Cohen, 2015), suggesting that individuals are more inclined to invest in skill development when they perceive fewer barriers or costs associated with their educational pursuits.

In the overall analysis, a significant positive correlation emerges between teachers' overall subjective task value beliefs and the overall competencies acquired. This overarching correlation underscores the importance of positive beliefs and motivations in fostering a broader range of competencies among teachers. These findings align with research by Deci and Ryan (2012), emphasizing the role of intrinsic motivation and perceived value in driving skill development and professional growth. The findings on the significant positive correlations across various aspects of subjective value beliefs and competencies underscore the pivotal role of motivation in influencing skill development among educators. These findings emphasize the importance of nurturing positive beliefs and motivations to enhance teachers' professional growth and effectiveness.

5. CONCLUSION

The study's findings shed light on the motivations and competencies of teachers engaged in graduate studies. The results underscore that teachers embarking on graduate studies hold remarkably high value-expectancies, as reflected in their strong scores for both value interest and expectation for success. The finding further confirms their resolute commitment to these pursuits, emphasizing their intrinsic motivation and positive outlook. These findings have important implications for educational institutions and policymakers, highlighting the need to nurture and support teachers' intrinsic motivations and aspirations for professional growth through graduate studies. Moreover, teachers participating in graduate studies experience significant competence growth across various dimensions. Their high levels of adaptability, self-confidence, communication skills, work ethic, supervision abilities, interpersonal skills, and organization and management capabilities signify substantial professional development. This reinforces their perceived high level of competence, underscoring the positive impact of advanced education on teachers' skillsets. These results underscore the importance of continuous professional development within the teaching profession and the value of graduate studies in enhancing teachers' capabilities.

Furthermore, positive correlations between value-expectancies and teachers' competencies suggest that teachers with higher value-expectancies are more likely to acquire a diverse set of competencies through their graduate studies. This underscores the influence of motivations on skill development, emphasizing the pivotal role of positive beliefs and intrinsic motivations in fostering professional growth. The presented analysis also reveals a critical and noteworthy connection between teachers' subjective task value beliefs and the competencies they acquire through their engagement in graduate studies. In simpler terms, this suggests that as teachers' subjective task value beliefs increase, their level of competencies acquired through graduate studies also tends to rise. This positive correlation underscores a fundamental principle in educational psychology: the importance of motivation and belief systems in driving educational outcomes.

These findings have important implications for both educators and policymakers. It implies that to foster professional development and the acquisition of competencies among teachers, it is crucial to cultivate and enhance their subjective task value beliefs. Educators and institutions can do this by creating motivating and relevant learning environments, helping teachers understand the practical application of what they are learning, and providing support and resources to boost their confidence in their academic endeavors. In doing so, teachers are more likely to maximize their potential and contribute effectively to their profession, ultimately benefiting students and the education system.

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