

EXPLORING THE JOURNEY OF PROFESSIONAL ADVANCEMENT OF THE WARAYNON GRADUATE STUDENTS: A GROUNDED THEORY

EMMA Q. TENEDERO¹, MARK N. ABADIANO, PhD²

¹ Samar State University, Catbalogan City, Samar, Philippines

² Cebu Normal University, Cebu City, Philippines

ABSTRACT:

This paper comes to an effort to explore the journey of Waraynon graduate students. It aimed to generate a theory on the pursuit of Professional Advancement in a University located in Cebu City. To properly meet the aims of the study, the researcher utilized a grounded theory utilizing inductive approach. The verification used was in-depth interview in semi-structured type given to the ten faculty members of Samar State University who were currently studying or graduated in any of the graduate program of Cebu Normal University. Corollary, the results revealed that the Waraynon graduate student's journey is perplexing yet inspiring, evolving and worthwhile, these lead to Professional Advancement Resilience Theorized by the researcher that, professional advancement is evolving and valuable only when students could be able to broaden horizons beyond the technical or academic world through quality education and could be able to develop schemes to overcome on whatever challenges that would stumble upon the journey.

KEYWORDS: Graduate students, Waraynon, Theory Generation, Tenedero's Professional Advancement Resilience Theory

I. INTRODUCTION

Earning a graduate degree is not a quick or easy process (Jones, 2013), as mentioned in the study of Byers, V. T. et al (2014) but graduate education has been a topic of interest and investigation in higher education (Baird, 1990; Berelson, 1960; Brink, 1999). In fact, augmenting the capabilities of Filipino graduates is a challenge in the Philippines where about 1800 higher education institutions (HEIs) of tremendously uneven quality exist (Lapiz, 2015). For this reason, ensuring that quality systems are in place in a critical mass of these HEIs is the duty of CHED at this juncture in the country's educational history (taborasj.wordpress.com). Moreover, graduate degrees have even more significance from state colleges and universities to attain standards in SUC levelling, NBC 461, and vertical articulation of the master's degree with the undergraduate degree.

According to the provision of the CHED Memorandum Order (CMO) no. 36 series of 1998, "if possible, there should be vertical articulation between the undergraduate and the graduate levels of a discipline (Imperio, et. al, 2009)." This vertical and lateral articulation from Basic to Higher level of education is also based on the premise that the idea of being globally competitive must start in the formative stage of development as it is an essence which has to be rooted in the evolving personality of the learners as they move into the different progressive levels of their educational journey (Manila Bulletin Publishing Corp., 2004).

Accordingly, the Higher Education Institutions has no other way but to adapt the CHED Policies Standards and Guidelines. Employees and staffs are pushed to pursue graduate education which is fitted for them. They need to study even far away from their regions and provinces. Thus, this led to the researcher to explore the Waraynon graduate students on their academic journey in a university.

II. REVIEW OF RELATED LITERATURE

Literature review revealed that graduate education has been described as a process of socialization to an ultimate professional role (Baird, 1990; Isaac et al., 1992; Stein & Weidmen, 1990) that involves learning the "specialized knowledge, skills, attitudes, values, norms, and interests of profession" (Bragg, 1976). It has been assumed that because graduate students have completed undergraduate degrees, they have established to the point where they can handle the new accountabilities of graduate study on their own. Yet the experiences during graduate school can be irresistible.

In a study of Baird (1995) he stated that in order to be successful in graduate school, all students need to go through certain steps; they need to appreciate the structure of the field, to become accustomed with the language and

custom of the field, to get conversant with the people and importance of the program, to find a group of peers, to find an appropriate faculty sponsor, and obtain sufficient financial assistance. These graduate students also must deal with essentials of the program and university requirements.

A study conducted by Globetti et al. (1991) indicates that today's graduate student population is increasingly diverse, especially in terms of international students and women. The purpose of this study was to examine the perceived needs of graduate students at a public university located in the deep south. The findings of this study suggest that goals and needs of graduate students are primarily peculiar in nature. However, the more general needs of graduate students is to know more about different areas of career expansion such as job opportunities in their career area of interest, job seeking skills, and obtaining job experiences in their career areas. Graduate students in this study also wanted help with financial means. They need help in obtaining sufficient funds to finance their education, and they desire support in learning more about other sources of financial aid available. In addition, the result of the study of Globetti showed that to pursue graduate education reflects their desire for personal, intellectual, and professional growth (Ritter & Trudeau, 1997).

A study conducted by Mallinckrodt et al. (1989) found that, compared to men, women reported significantly more negative life changes and significantly more psychological symptoms of stress. An important purpose of this study was to identify specific life events that may be especially stressful. The life events that were identified in this study were meeting deadlines for papers, conflicts balancing academic /social time, significantly increased levels of debt, struggles with decisions about their professional future, increased economic difficulties, negative encounters with professors/advisors, increased difficulties with jobs, final exams, decreased sexual activity, job duties that interfere with academic work, separation from close friends, conflict with partner/spouse, disagreement with friend, major illness of family member, and problems with academic performance. Job related concerns were more frequently reported by women than men (e.g., increased difficulties with a job, job duties interfering with academic work), as were stresses in interpersonal relationships (e.g., separation from close friends, conflict with spouse or partner, major illness of family member).

Sweitzer (2009) found that family and friend support could be as important as advisor support. In contrast, Weidman and Stein (2003) found that the encouragement and collegiality of faculty played the most significant role in graduate students' development as scholars prepared for futures in academia. Additionally, Jairam and Kahl (2012) examined both the positive and negative effects of social support finding that while emotional, practical and professional support can help alleviate stress and social isolation, social relationships can be damaging when supporters are competitive, lack understanding of the student experience, do not communicate effectively, and cannot provide meaningful career advice. One coping strategy to deal with challenges that worked well was reliance on cohort members for support (Byers et al., 2014).

Many of the studies discussed in this section emphasized the existence of academic, social, and personal adjustment problems encountered by international students. Some of the studies dealt with graduate students' experiences. However, none of the studies dealt specifically with the journey of the graduate students studying in distant places. The literature review did not inform whether international graduate students encountered the same adjustment problems as Filipino graduate students, how similar or dissimilar international female graduate students' experience from American female graduate students. It also lack information about why graduate students are studying far away from their hometown or work station.

III. STATEMENT OF OBJECTIVES

The study aimed to generate a theory on the journey of the Waraynon Graduate Students in their pursuit for professional advancement that can shed light on the following research questions: 1) Why graduate students chose to pursue graduate education at the university? and (2) what are the factors that would helped them as a graduate student?

Research Design: Grounded Theory

The Grounded theory using the Straussian approach, to investigate the phenomenon of interest in this preliminary study to generate the theory on the journey of waraynon graduate students in their pursuit for professional advancement.

An approach used for theory generation was inductive method.

Research Environment

This study was conducted in Cebu Normal University Main Campus, Cebu City.

Research Participants/Informants

The 10 participants of the study were all faculty members of Samar State University who were all enrolled and who were graduated in Cebu Normal University, Cebu City.

Research Sampling

The researcher used a purposive sampling. The inclusion criteria of the sample must be a faculty member or employee of Samar State University who were currently enrolled or completed/graduated in any of the graduate program from any of the state universities/colleges in Cebu City. There are 10 participants meet the criterion used to generate the sample.

Research Instrument

This study utilized an in-depth interview via semi-structured type in which the participants were allowed free rein considering that what the participant said is, or might be relevant. The question include are the following: (a) why you chose to pursue graduate education at the university? (b) what challenges, if any, have you experienced since beginning your graduate degree program?; (c) What strategies, if any, have you used to address these challenges?; (e) what factors that helped you, as a graduate student, complete your graduate degree?

For content validity, the instrument underwent expert validation done by the research experts. The applicability of interview schedule was tested through pilot study with ten participants.

Data Gathering

Data Collection: The researcher conducted a semi-structured interview with the ten (10) Waraynon graduate students. All the participants were briefed about the study and written informed consents were solicited for their participation and the use of audio/video recorders to record the interview more accurately.

Coding and Categorizing Data: In this stage, the researcher listened to all the transcribed interview data in the audiotapes several times before the transcription to be more immersed and be able to capture the meanings the participants wanted to convey.” This stage was done immediately after the initial interview with the participants was from line-by-line readings. Maximum codes were constructed about concepts related to the graduate students’ journey in state universities in Cebu city, where some concepts were similar to others while others were not. Themes were formulated through the progress of line-by-line coding and integration of sub-categories through constant comparison, modification and analysis of concepts.

Theoretical Sampling, Constant Comparison. In this stage, the interview was guided based on developed concepts and sub-categories from the findings of preliminary gathered data of the journey of the Waraynon graduate students in Cebu City. Throughout the data gathering and analysis period, emerging categories or themes were constantly compared with each other, similar concepts were integrated and contrasting categories were further explored to identify the solid concepts related to the study topic.

Constant comparative analysis was the primary strategy in the integrated coding and analyzing stages of grounded theory (Duchscher and Morgan, 2004). The goal was to clarify concepts and test hypotheses derived from the data while producing precise descriptions (Jeon, 2004). The making of constant comparisons during data analysis and collection, and theoretical sampling occurred simultaneously in order to ensure that the researcher could actually construct a theory that was grounded in the data (Jeon, 2004).

Memo Writing: The researcher started also to write her memo, reflections, analysis of the initial interview and continued until the theory generation period. She jotted down her analysis on relationship, variation, links between basic concepts, codes and categories, as well as observations, the investigator’s own logic, critical analysis and reflection on categories, the process of integrating the concepts, emerging theoretical categories and core category in the memo. Memo writing is important in grounded theory where the investigator expressed her observations, remarks, reflections, her own ideas, rationale, evaluation and reflections on the phenomena during the study period. If the investigator missed this step and jumped to theoretical writing, then it missed out and some doubts/questions on the validity would naturally surface.

Ethical Considerations: The researcher gathered the informed participants and assured the consenting participants of strict confidentiality, following the ethical principles during the study period to formulate a preliminary theory on the journey of the Waraynon graduate students. The researcher likewise asked for their consent to audiotape the interview session.

IV. RESULTS AND DISCUSSION OF PRELIMINARY STUDY FOR THEORY DEVELOPMENT

The results of preliminary study for theory development were presented as follows: demographic profile of participants, findings of the Journey of graduate students in their pursuit for professional advancement in Theoretical Themes or Categories.

Graduate Student Experience – Reasons, defies, and schemes

The participants expressed their reasons, defies, and schemes with regard to their pursuit of professional advancement. Varied answers surfaced after a one-on-one interview was done.

The following comments were used in formulating and categorizing codes of the study.

Participant 1

“I have pursued graduate education at a university because I am fully convinced that universities have known standards which are comparable to universities abroad”

“One of the challenges I met during my studies is the ability to embrace new and strict implementation of policies on enrollment, submission of requirements per subject, and payment of fees and I experienced having several requirements to submit in my subjects and lacks material time to do it due to the demands of my work”.

“I have learned a lot of methodologies employed by my professors which I am also using in teaching my specialization. The reward is not in monetary form, but rather on experiences and insights I have gained from my professors.

“The university personnel treated me with utmost respect and they were so genuine, accommodating, and approachable.

“The support of my family and newly-found friends and passionate professors made my experience better”

“Intrinsic motivation played a great role for me to complete my graduate degree. Without it, it would have not persevered to achieve what I have aimed for”.

Participant 2

“I chose to pursue graduate education in a university because of the vertical articulation. Graduate courses should be aligned from the undergraduate course and the university is economical, level 4 accredited and center of excellence”.

“The challenges I have experienced since beginning of my professional advancement are travelling...umm the rigors of booking, expenses, academic requirement, and research requirements”.

“Network- making group of friends, camaraderie of friends, and graduate faculty are considerate...that makes my experience better”

“Big help for me that I am granted an scholarship from CHED and dissertation assistance”.

“I am equipped of doing qualitative and quantitative research.”

Participant 3

“I had chosen to enroll for its being the Center of Training and Excellence and university personnel are accommodating”

“I meet different kinds of professionals in the field with diverse ideas and experienced that would add to my bank of knowledge and information”.

“One of the challenges is being active in the research world”.

“One of the strategies is to be engaged in the different websites like research gate, academia, etc. I try to read at least once every week one research paper”.

“It is my family and career goals helped me in this kind of endeavor”.

“It would have been better if the school is just within Catbalogan City”

“It is very challenging and exhausting as well”

Participant 4

“...is well-known for quality education. I know friends whom I looked up to who were products of the school. I know friends whom I looked up to who were products of CNU”

“The rewarding experience in my studies... first, I learned new things in class, I meet other teachers from other schools and we sometimes collaborate on research, IM construction, and sense of accomplishment’

“Support from my direct supervisor, encouragement from colleagues, family, and intrinsic motivation helped me as a student”

“Weather conditions are also my consideration. There are times when the waves are very strong that I get hesitant to travel but I have to for my classes”.

“The university personnel are very professionals, helpful and accommodating”

Participant 5

“To obtain a higher learning level or education especially that most of the universities has a pool of experts/mentors that will help me to broaden my horizon beyond the technical or academic world especially in my research needs”.

“The challenges I have experienced since beginning of my graduate education is dealing with my professors and colleagues, dealing with all the paperwork and reports, and facing the fear of failure during recitations and exams”

“Sense of belongingness or socialization to my professors and colleagues...Time management – do my assignments, projects or report prior to the submission to avoid from cramming...and advance study is always important”

“The benefits I gained in my graduate education...wider knowledge in chosen specialization/program and life-long learning”

“I just keep in mind that these are just challenges, the important is that I will be able to finish my master’s degree soon”.

“I was treated well by the university personnel”

Participant 6

“I pursue graduate education because I want to enhance my knowledge on my field of specialization and to be competent in my field of endeavor”.

“I experienced financial constraints and adjustment to the new learning environment”.

“Just being optimistic that I can overcome the challenging experience”

“I have gained new knowledge specially in terms of conducting research”

“Meeting classmates from different places who are jolly and fun to be with especially of exchanging thoughts and ideas”

“University personnel are all approachable and considerate”

Participant 7

Pursuing graduate education is a must nowadays...when I chose the university I’m in now I took into considerations the convenience both of the class schedule and the tuition fee”.

“Juggling of work and school is very much challenging. There are times when accreditation and exams were in the same schedule and it is very stressful to choose on what to prioritize or when both are equally important”.

“The learning and knowledge that I obtained were very rewarding. I was able to learn more about the profession that are helpful for my professional growth”

“The support and encouragement of my family and friends as well as my colleagues and the administration helped me in the endeavor”.

“Travelling to a different place once in a while becomes my experience better.

“It can be tiring and draining, but after every semester with an inch closer to my goal of completing, it is something that keeps me going”

Participant 8

“I chose to enroll in the University because it is the nearest university where I can enroll on a degree allied to my specialization. I want to try a new learning environment with cheaper tuition...to see if the quality of instruction I’m expecting is provided by the university specifically in research where it is part of their Vision and Mission”

“Financial/budget constraints as we spend food, fare and project weekly...travelling specially during inclement weather and missed trip because of no booking or no more tickets available thereby adding to our expenses because checking-in in a hotel to spend the night and wait for another trip the following day and missed classes due to accreditation, ISO visits and other activities of the university are challenges me in graduate education”

“Language barrier as I’m not familiar with Cebuano dialect”

Send assignment/requirement through email to comply with them and tried on-line booking to catch scheduled trips”

“The benefit I gained in my studies is the official time in travelling to Cebu during Fridays only”

“Secretaries are sometimes not accommodating and do not smile.”

Participant 9

It is for me deepen my knowledge about the field. Basically, in graduate education...I am able to learn high-level concepts, theories, and methodologies. Also in practical terms, it is to pursue professional development while in the academe”

“Financial, physical and mental exhaustion – since classes are held every Saturday and I am yet unable to adapt and properly manage my time, not to mention my academic load are the challenges I am experiencing now”.

“I encountered new professional which would serve as linkage for future endeavors. Also, new learning has been obtained regarding the subject matter which made me refresh or deepen my existing knowledge on the matter. This learning/newly-obtained information will be integrated in the future lessons that I will be teaching.

“...support system; my job to support me financially to pay for my tuition and weekly transportation fare; patience, self-willingness to digest all the readings”

“We are required to read sometimes 2-3 books for a 1-week discussion, or it not books, several papers to digest in a limited time”.

“They are all accommodating and approachable”

Participant 10

“I pursue graduate education for me to experience different environment of learning”.

“ I am being challenged with the distance of travelling and time management with school works and family”

“I can feel that I am not confined in the same place over and over again”.

“It was very satisfying...”

Categorizing, Coding and Themes

Using the Husserlian Method of Data Analysis and Collaizzis’ Thematic Process, the researcher anchored the steps, and just like Collaizzis who asserted that all research occurred through dialogue and that asking the right questions was tantamount to eliciting an accurate description of the experience from study participants (Collaizzi, 1978). On the other hand, Husserl’s focus was on meanings and identifying the essence or central theme of an experience as a way of furthering knowledge.

A descriptive analysis of transcripts revealed that three (3) major themes characterized the participants’ responses to the pursuit of professional advancement. The three major themes were labeled using direct quotations from the participants; this was done to express the original idea conveyed by the participants.

Themes, however, are not to be interpreted as independent from each other but as complementary aspects of a unified pattern. The three (3) themes as deduced from the transcripts of the participants are:

Theme 1: Evolving and worthwhile journey

Theme 2: Perplexing journey

Theme 3: Inspiring journey

Theme 1: Evolving and worthwhile journey

All participants shared their evolving and worthwhile journey of pursuing graduate education in the university. With eagerness, they described their evolving and worthwhile journey in different forms and with different insights but united to these themes, saying that it depends on the experience they have encountered. Most of the participants described their evolving and worthwhile journey in the following terms:

“I have pursued graduate education at a university because I am fully convinced that universities have known standards which are comparable to universities abroad...I have learned a lot of methodologies employed by my professors which I am also using in teaching my specialization. The reward is not in monetary form, but rather on experiences and insights I have gained from my professors and the university personnel treated me with utmost respect and they were so genuine, accommodating, and approachable.” (P1)

“I chose to pursue graduate education in a university because of the vertical articulation. Graduate courses should be aligned from the undergraduate course and the university is economical, level 4 accredited and center of excellence”. (P2)

“The rewarding experience in my studies... first, I learned new things in class, I meet other teachers from other schools and we sometimes collaborate on research, IM construction, and sense of accomplishment”.(P4)

“To obtain a higher learning level or education especially that most of the universities has a pool of experts/mentors that will help me to broaden my horizon beyond the technical or academic world especially in my research needs. Moreover, the benefits I gained in my graduate education...wider knowledge in chosen specialization/program and life-long learning” (P5)

“I pursue graduate education because I want to enhance my knowledge on my field of specialization and to be competent in my field of endeavor”. (P6)

“I chose to enroll in the University because it is the nearest university where I can enroll on a degree allied to my specialization. I want to try a new learning environment with cheaper tuition...to see if the quality of instruction I’m expecting is provided by the university specifically in research where it is part of their Vision and Mission”. (p8)

It is for me to deepen my knowledge about the field. Basically, in graduate education...I am able to learn high-level concepts, theories, and methodologies. Also in practical terms, it is to pursue professional development while in the academe”. encountered new professional which would serve as linkage for future endeavors. Also, new learning has been obtained regarding the subject matter which made me refresh or deepen my existing knowledge on the matter. This learning/newly-obtained information will be integrated in the future lessons that I will be teaching. (P9)

“It was very satisfying...” (P10)

Theme 2: Perplexing journey

Some of the participants faced challenging journey in their pursuit of advancing studies, some of whose responses can be found below:

“One of the challenges I met during my studies is the ability to embrace new and strict implementation of policies on enrollment, submission of requirements per subject, and payment of fees and I experienced having several requirements to submit in my subjects and lacks material time to do it due to the demands of my work”. (P1)

“The challenges I have experienced since beginning of my professional advancement are travelling...umm the rigors of booking, expenses, academic requirement, and research requirements”. (p2)

“Weather conditions are also my consideration. There are times when the waves are very strong that I get hesitant to travel but I have to for my classes”. (P4)

“I experienced financial constraints and adjustment to the new learning environment”. (P6)

“Juggling work and school is very much challenging. There are times when accreditation and exams were in the same schedule and it is very stressful to choose on what to prioritize or when both are equally important”. (P7)

“Financial/budget constraints as we spend food, fare and project weekly...travelling specially during inclement weather and missed trip because of no booking or no more tickets available thereby adding to our expenses because checking-in in a hotel to spend the night and wait for another trip the following day and missed classes due to accreditation, ISO visits and other activities of the university are challenges me in graduate education. Language barrier as I’m not familiar with Cebuano dialect, as well”. (P9)

Theme 3: Inspiring Journey

Some of the participants felt inspired by their family, peers, administration and by themselves in their advance academic pursuit. The following responses can be found below:

“...Intrinsic motivation played a great role for me to complete my graduate degree. Without it, I would have not persevered to achieve what I have aimed for.”(P1)

“...support system; my job to support me financially to pay for my tuition and weekly transportation fare; patience, self-willingness to digest all the readings”(P9)

“The support and encouragement of my family and friends as well as my colleagues and the administration helped me in the endeavor”.(P7)

“As a graduate student, I consider the encouragement from my colleagues & family and support from my direct supervisor as the factors that contribute my schooling.”(P4)

“Obtain a better job opportunity, promotion, improve performance of the current job, and personal development”.(P3)

Hypotheses Derived from the Results:

Sub-categories and the theoretical category of reasons on pursuing graduate education in a university were considered. Going into narrative interview analysis, the researcher was able to generate the following hypotheses to explore the ideas as explanations about the journey of Waraynon graduate students in advance academic pursuit. In grounded theory, hypothesis generation was always derived from the empirical data. The main method of forming a hypothesis in this study involved interviews with the purposive participants. This means forming questions appropriate to the study. In each hypothesis generation, the investigator asked one central interview question and a few guided questions which are described below.

Generation of hypothesis 1: The study participants were asked to share their experiences about why they pursue graduate education in a university. The theme emerged was Evolving and Worthwhile journey.

“I have learned a lot of methodologies employed from my professors which I am also using in teaching my specialization. The reward is not in monetary form, but rather on experiences and insights I have gained from my professors and the university personnel treated me with utmost respect and they were so genuine, accommodating, and approachable.” (P1)

Hypothesis 1: If the pursuit of professional advancement is rewarding or satisfying, then it will be evolving and worthwhile journey for the graduate students.

Proposition 1: Professional advancement will be evolving and worthwhile journey to the students who gained life-long learning and wider knowledge in chosen specialization/program and would be able to learn high-level concepts, theories, and methodologies.

Generation of hypothesis 2: Theoretical category of different challenges stumbled upon the journey of the Waraynon graduate students which emerged from the interviews- psychological symptoms of stress such as financial constraints, heavy academic works, increased demands from work, and hitches of travelling.

“Financial constraints and time management with school works and family are big challenges for me in my graduate studies”.(P8)

“Juggling work and school is very much challenging. There are times when accreditation and exams were in the same schedule and it is very stressful to choose on what to prioritize more when both are equally important”. (P7)

Hypothesis 2: If students faced psychological symptoms of stress in their professional advancement, then it will be perplexing journey.

Proposition 2: The pursuit of professional advancement will be perplexing journey for the graduate students when they are faced with financial constraints, heavy academic works, increased demands of works, and hitches of travelling.

Generation of Hypothesis 3: Theoretical category of schemes used along the journey of the graduate students - inspiring journey.

“It is my family and career goals help me in this kind of endeavor”.(P1)

“As a graduate student, I consider the encouragement from my colleagues & family and support from my direct supervisor as the factors that contribute my schooling”.(P3)

“Obtain a better job opportunity, promotion, improve performance of the current job, and personal development”.(P5)

“For me, support system; my job to support me financially to pay for my tuition and weekly transportation fare; patience; self-willingness to digest all the readings served as the factors that helped me as a graduate student”. (P9)

Hypothesis 3: If graduate students are self-motivated and encouraged by their peers, supervisors, and family to pursue professional advancement, then it will be inspiring journey.

Propositions 3: The pursuit of professional advancement will be inspiring journey when students are motivated intrinsically and extrinsically.

Generated Grounded Theory :

The Pursuit of the Professional Journey of the Waraynon Graduate Students is captured by the following features:

The journey of the Waraynon graduate students is a perplexing journey because of financial constraints, heavy academic works, demands of jobs, and hitches of travels (Theme 2) but it becomes an inspiring journey when a student is intrinsically and externally motivated and be able to develop a scheme of having a sense of responsibility (Theme 3); further, it is an evolving and worthwhile journey when students had deepen and enhanced their knowledge, learn high-level concepts, theories, and methodologies in their chosen filed and broaden their horizons beyond the technical through quality education (Theme 1).

The theory generated can be summarized as follows:

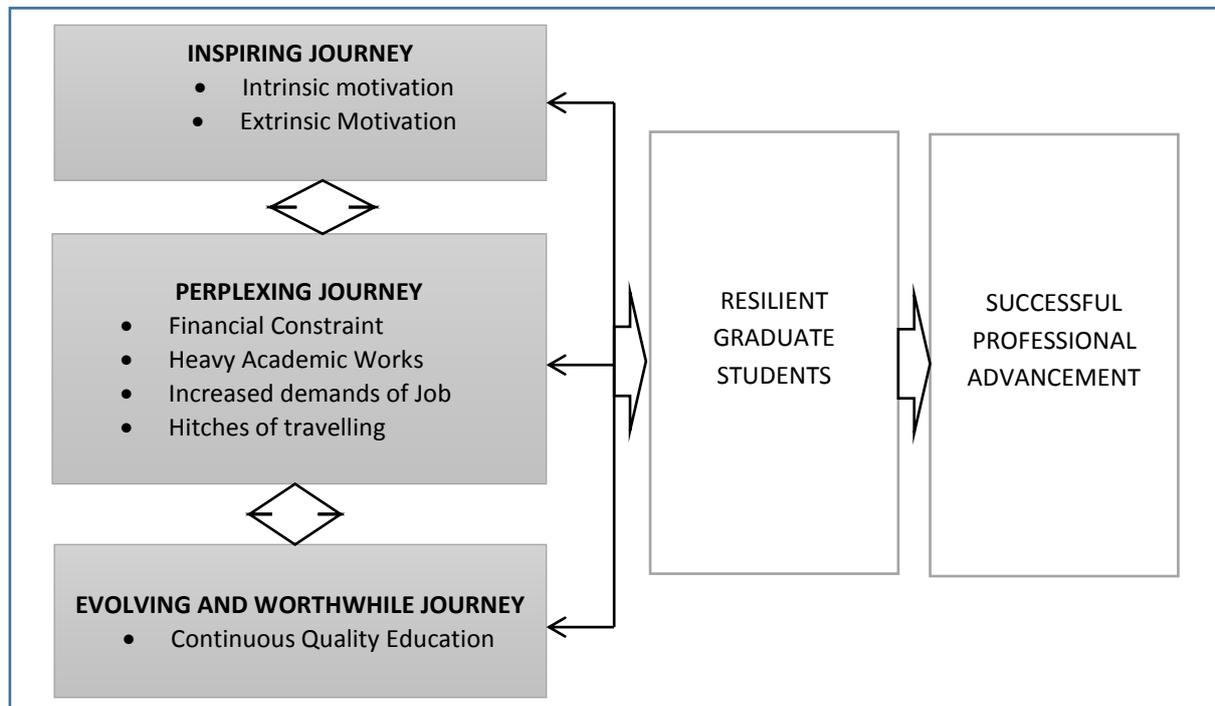


Figure 1. Conceptual Model of Tenedero’s Professional Advancement Resilience Theory

“Graduate Students’ journey is perplexing yet inspiring, evolving and worthwhile.”

Tenedero’s Professional Advancement Resilience Theory states that professional advancement is inspiring, evolving and valuable only when students could be able to broaden horizons beyond the technical or academic world through quality education and could be able to develop schemes to overcome on whatever defies that would stumble upon the journey.

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