



**COLLEGE INSTRUCTORS' INVESTMENT ATTITUDE, SUBJECTIVE
NORMS, AND PERCEIVED BEHAVIORAL CONTROL IN
PROFESSIONAL DEVELOPMENT**

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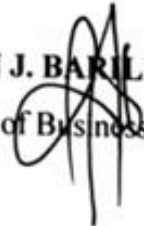

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ABSTRACT

College instructors' professional development is essential to remain current and competent in their profession, equipping them with new teaching methods and strategies to provide quality teaching to their students. This study explored the college instructors' investment attitude, subjective norms, and perceived behavioral control toward professional development. This study utilized the descriptive correlational design. There were 260 college instructors who were chosen through stratified systematic sampling. The study took place in the 8 selected institutions in Misamis Occidental, both in private and public institutions. Respondents Demographic Profile, Investment Attitude, Subjective Norms, and Investment in Professional Development Questionnaire were used as instruments in gathering the data. Frequency, Mean, Percentage, Standard Deviation, Pearson Product Moment Correlation Coefficient, and Multiple Linear Regression Analysis were used as the data analyses. The results revealed that the level of college instructor's investment attitude, perceived behavioral control, and professional development is very high while the college instructors' subjective norms are high. College instructors' investment attitude, subjective norms, and perceived behavioral control greatly influence their investment decision toward professional development. Among the variables, the college instructor's investment attitude and perceived behavioral control are the predictors to their investment decision. When grouped according to profile, only marital status of college instructors has a significant difference. Thus, it is recommended that future research may determine the specific field of expertise of college instructors to study and may also investigate how the availability of institutional support towards investment in professional development influence college instructors.

Keywords: *college instructors, family and social influence, investment attitude, perceived behavioral control, professional development*

This research is dedicated to the authors' beloved family, whose unwavering support and encouragement have been a constant source of inspiration. Their understanding and sacrifices have played a crucial role in the completion of this work.

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INTRODUCTION

Rationale of the study

Investment is the way to accumulate wealth for future financial independence. In today's fiercely competitive world, investment vehicles, including bank deposits, real estate, mutual funds, stocks, bonds, and life insurance, are all available to match an investor's wants (Gupta & Sharma, 2022). Technology development allows everyone to have equal opportunities to use investment data. This change demonstrates that people have started to believe that investing is not just for the wealthy and that anybody may become an investor (Purnamasari, 2021).

Relatively, investment is attractive to many people who, in turn, use investment as a basis for making decisions. The investors can make their own choices while allowing them to reconsider the capacity they need to make an informed decision. Additionally, investment decisions are not as straightforward; they are highly complex to investors due to various biases that might lead to individuals' excitement about specific data and dismissal of others, so they may miss opportunities (Flores & Montano, 2021). However, it is essential to identify specific factors that influence individual investing decisions because financial understanding is necessary for improving an individual's financial condition and achieving personal and social goals (Lusardi & Mitchell, 2023). Therefore, college instructors are not exempted from this.

As knowledge facilitators and working professionals, college instructors invest their hard-earned money in safer environments and generate income from less risky investments (Kiruthika & Gowri, 2023). With their outstanding educational background and presumed access to financial information, they might make investment decisions differently from others.

College instructors play an essential role in the educational success of students. Unlike other levels of education, college instructors juggle teaching, research, and administrative tasks, so they need continuous professional development to sharpen their skills (Richlin, 2023).

Professional development for college instructors can include earning advanced degrees, getting certifications, and attending workshops, seminars, and conferences. Investing in their growth does not just help the instructors; it benefits their students, the institutions they work for, and the entire educational system (Laburnum, 2024). Given that learning and teaching are professional careers, college instructors enhance their ability to learn about new teaching methods and research what they teach in their classes through continuous practice (Arifin et al., 2024).

Attitude is a concept that embraces an individual's attitude, beliefs, or emotions about making investment decisions; hence, it contributes considerably to the process of decision-making (Suka et al., 2022). Positive expectations lead to more active financial management and, thus, an increased probability of outperforming the averages (Nguyen et al., 2023). On the other hand, negative attitudes may lead to non-functioning or inappropriate financial decisions and, hence, unfavorable resurgence (Fleischman et al., 2023). College instructors invested in the professional development of their beliefs that it could improve student engagement and success, enabling them to teach more content and develop critical professional relationships with other college instructors who also attended the workshops (Xie & Rice, 2020). Investigating the investment attitudes of college instructors towards professional development provides insight into their financial perspective and willingness to invest.

In the American context, specifically in Chicago, the professional development of faculty like college instructors needs to adjust to a new mode to fulfill the growing demand for qualified faculty and educators who can teach students in a traditional context and with advanced technologies (Alghanmi, 2022). Bond and Blevins (2020) also supported this fact; they observed that professional development for college instructors has been modified to social network learning. These include the conversational connection between peers with the same interest in learning new knowledge and learning in a place where everyone shares the institution's academic goals.

Research by Malik et al. (2023) conducted in Indonesia, particularly among Tarakan City High School teachers, indicated that past behaviors and attitudes significantly influence the inclination to invest. Meanwhile, subjective norms can also affect investment decisions since it is about a widespread mindset of peers regarding risk-taking (Dervishaj, 2021). College instructors may be influenced by the conventions they use as their sources of knowledge and different social groups. Accordingly, most investments by college instructors are led mainly by connections found in the family, colleagues, and professional associations, making the social environment one of the most prevalent factors for investment (Salim & Khan, 2020).

Social groups such as family, friends, and others contribute a significant share of an individual's behaviors (Hapsari, 2021). In the Philippines, it has been proved that parents and relatives are the primary source of an individual's financial attitudes, which is further affected by internal adaptability and positive reinforcement, while negative reinforcement deletes the attitudes (Co & Centeno, 2023). Peer relationships in the workplace are inextricably linked to financial behavior as individuals encourage each other and talk about significant life changes and investments, causing similar people to start bonding together by having the same attitude and conduct.

Similarly, the stipulated findings are consistent in the Indian community, wherein most college instructors help their spouses or family members make investment decisions (Abhinandan, 2020). Furthermore, only 26% of college instructors make investment decisions independently. Family factors like monthly income, the stage of the family life cycle, and upbringing status impact their saving and investment decisions (Kumar, 2023). Aside from the influence of their families and friends, investment decisions are interconnected to an individual's belief in their ability and confidence towards investment, which is associated with perceived behavioral control (PBC).

Perceived behavioral control (PBC) influences college instructors' investment decisions, which explicitly suggests that investors believe they control

their investment decisions and act accordingly in the environment of financial markets. In most cases, PBC is at a high level, tightly linked to more confidence in operations, getting financial information, and engaging in investments (Ali et al., 2021). College instructors in China were assessing their PhD aspirations in light of the conflicts between the institutional expectation of a wholly committed scholar and the firmly established social-cultural views about women's responsibilities (Dai et al., 2020). In contrast, the faculty members from a Chinese university are motivated to invest in research, and those without a PhD are strongly encouraged to enroll in doctoral programs, highlighting their positive approach toward professional development (Dai et al., 2020).

In the Philippines, easily accessed and consistent attitudes can predict subsequent human behaviors, implying that individuals who consistently display positive attitudes toward investment are likely to save and make diversified investments for future purposes (Co & Centeno, 2023). Meanwhile, attitudes developed from prior experiences can be used to predict subsequent human behavior.

These same patterns may also be applied among college instructors whose investment decisions are influenced by the recommendations of their colleagues. College instructors are motivated to learn and invest in their professional development, producing good outcomes that act as positive feedback. They then enter a positive cycle, where investment in professional development could benefit their economic capital in terms of employment opportunities (Ledesma & Izquierdo, 2023).

Statistically, there are 145,815 college instructors in higher education—and 7,075 college instructors in Northern Mindanao (PSA, 2021). According to Abhinandan (2020), a country's economic growth depends on individuals' savings, and proper funds are needed for economic development. Therefore, knowing how college instructors behave towards investment is essential to their end and the economy.

While there have been studies concerning investment decisions among individuals and professionals, there was no research in the local context that focuses primarily on the investment attitudes of college instructors, speculative norms and perceived behavioral control towards their investment in professional development (Rahadjeng & Fiandari, 2020; Dsa & Pallavi, 2024). Thus, this study will fill in the existing knowledge and literature gaps. It will deeply explore the college instructors' investment attitude, subjective norms, and perceived behavioral control toward investment in professional development while establishing a distinctive comparison among the differences in demographic profiles and employment contexts among college instructors.

The study covered college instructors from both private and public higher education institutions. Prior studies mainly focused on working professionals' investment decisions without defining the profession's nature (Rahadjeng & Fiandari, 2020; Dsa & Pallavi, 2024). The current study will contribute to multiple areas, including higher education institutions and even the public and private sectors in the community. The data gathered could provide insights related to the investment practices of people working in higher education institutions (HEI), which helps financial institutions and advisors working in this area to identify the specific preferences of this demographic. Finally, it also guides policymakers and educators in designing interventions to promote financial literacy and responsible investment practices among college students and beyond.

Theoretical Framework

This study was anchored on two theories: The Theory of Planned Behavior by Ajzen (1991) and Behavioral Finance Theory by Daniel Kahneman (1974).

The Theory of Planned Behavior is applied across various disciplines and contexts to explain human behavior. The theory asserts that an individual's behavior is explained by their attitude, subjective norms, and perceived behavioral control (Ajzen, 1991). It aims to predict actions that are completely beyond a person's control. In this vein, an individual's motivation to behave is the primary factor

determining their behavior. Subjective norms, views of behavior control, and attitudes toward displaying a behavior determine a person's intention to do so (Rahadjeng & Fiandari, 2020).

The theory has been applied to professional development and investing practices in contexts that include both professional development and investment practices. In this study, the use of the theory of planned behavior will help in understanding how attitude, subjective norms, and perceived behavioral control influence how college instructors invest in continued professional development.

Attitude refers to how a person determines whether doing something can be beneficial (Ajzen, 1991). A person who has the motivation to invest is driven by the belief that it will have a beneficial long-term and short-term effect (Gainau, 2020). In investment intentions, attitude is relevant as it reflects individuals' beliefs regarding the benefits and drawbacks of investing. College instructors pursue professional development, believing it could improve student engagement and enhance their teaching (Xie & Rice, 2020).

Moreover, subjective norms measure the influence of social pressure exerted by one's peers or family on an individual's intention to invest. Strong, positive subjective norms increase the behavioral intention of an individual. For example, if investment products are popular within social groups, there would be a significant likelihood of someone joining them. Hence, subjective norm measures the extent to which an individual believes that social pressure affects an individual interest in investing, which shows that it positively affects individuals to invest (Malik et al., 2023).

The other related factor from the said theory is perceived behavioral control, which refers to how easily an individual perceives performing the intended behavior based on past experiences and encountering obstacles (Ajzen, 1991). Regarding investment intentions, this perspective encompasses learning outcomes and personal experience regarding investing activities. Similarly, literature on financial management supports that a higher perception of behavioral control has been

associated with an individual's greater control in performing an intended financial behavior (She et al., 2024).

Meanwhile, behavioral finance theory integrates psychology and economics to study individuals' financial decisions (Pandeyl et al., 2021). The theory states that emotions, cognitive biases, and heuristics all play a role in investment decisions among individual investors (Acharya et al., 2023). Instead of making decisions using a rational approach, the unemotional thought process asserts traditionalists' claim, which proposes that various biases and cognitive errors can take over, impairing people's decision-making regarding money.

In behavioral finance, behavioral biases such as overconfidence, loss aversion, herding behavior, and anchoring individuals appear to be more sensitive to losses than to gains – loss aversion. Accordingly, cognitive psychology literature provides evidence of these biases, which are utilized in a financial setting. Among these are the overconfidence bias, herding bias, and disposition effect (Ranaweera & Kawshala, 2021). Overconfidence has a significant influence on investment decisions. However, results do not indicate that herding bias significantly influences investment decisions.

Furthermore, behavioral finance has expanded beyond the study of individual investors to explore how emotions such as fear and greed impact investment decisions. Research in cognitive biases has helped identify some market trends that traditional economic theories might not predict. Meanwhile, the study of heuristics and biases has identified several market inefficiencies that may help investors and policymakers better understand market behavior (Ruggeri et al., 2023). From the review of available literature on behavioral finance and behavioral biases, it can be concluded that behavioral finance offers a psychology-based framework to explain stock market anomalies, such as extreme rises or falls in the stock market.

Behavioral finance includes psychology, sociology, and other research methods for the study of the investment behavior of investors in financial markets (Shukla et al., 2020). These behavioral technologies have helped examine some of

the complexities of financial decision-making and the degree to which human behavior is not reflected in the traditional textbook vision of the typical investor. More accurate models of the market, and thus better investment strategies and policies designed to promote financial stability, could all follow from our continuing study of how human behavior penetrates the world of finance.

Thus, the theories served as a framework for expounding on the study's variables. The theory of planned behavior helps to expound the four variables; however, it was primarily used for expounding the variables, attitude, subjective norms, and investment toward professional development. Applying this theory gave valuable insights into college instructors' attitudes and investment decisions. This helps us understand their beliefs, values, and perceptions towards investing and how these factors influence their investment behavior. The behavioral finance theory was used to expound on the variable, perceived behavioral control. Using this theory principle helped in understanding how these subjective norms, like social or family pressures, would impact the decision-making processes of instructors' investments. Consequently, it also help us understand the psychological and behavioral contexts of college instructors' subjective investment norms.

Conceptual Framework

College instructors' investment decisions toward professional development will vary depending on their attitude, influenced by subjective norms, perceived behavioral control, or even environmental factors that could influence their decision. Professional development refers to how they study and use newly acquired information in practice (Hauge & Wan, 2019). It is a process that aims to enhance the skills and knowledge of educators like college instructors to equip them better to teach their subjects effectively (Arifin et al., 2024). According to past research, professional development and learning for teachers is about the growth and development of teachers' knowledge, leading to improvement in their practice to improve student learning outcomes. It also describes teacher practice changes as knowledge, comprehension, skills, behavior, attitudes, values, and beliefs shift.

The term "**investment attitude**" relates to college instructors' beliefs, attitudes, ideas, sentiments, and worries about their careers and teaching programs. It is an essential factor because it assesses how students behave, and what they do in the classroom further influences their qualities and academic performance (Hussain et al., 2019). The study from Alzahrani & Nor (2021) stated that if college instructors have a positive attitude towards professional development programs, they will apply the information and skills they gain in the classroom, improving their students and, as a result, students' outcomes. In contrast, if they perceive these programs negatively, college instructors tend to ignore them, leading to no changes in their teaching methods.

Professional goals are what someone has established for their profession, including skills they want to learn, promotions they want to attain, salary they want to earn, and career changes they wish to make. Professional development of college instructors is essential to improving education and student outcomes. Previous research has shown that professional goals are there to promote students' learning and improve their performance. College instructors' professional development should be considered a crucial issue and included in a more significant reform (Aldurab, 2023). According to the study of Sindakis (2023), the professional development of college instructors is critical to improving educational outcomes. Investing in ongoing learning opportunities for educators allows college instructors to improve their teaching techniques, keep up to speed with the latest research and trends, and meet the evolving needs of students.

Professional development is crucial for college instructors to enhance their *professional beliefs* and practices, student progress, and educational innovations. Several studies have looked into different areas of college instructors' professional development. Professional development for college instructors may increase the subject knowledge and abilities while also strengthening classroom practice (Abdulra, 2023). From the study of Alzahrani & Nor (2021), the beliefs and views of instructors concerning Professional Development Plans impact their classroom practice. Targeting college instructors to alter their thoughts and beliefs is vital to

guarantee that their classroom practices are ready to be modified based on what they have learned in such professional training programs.

Subjective norms are the beliefs regarding whether most people accept or disapprove of a person's behavior. It refers to a person's opinions about whether peers and others who are important to him or her believe the individual should engage in the conduct (LaMorte, 2022). Meanwhile, from other research, subjective norms refer to the social understanding of an individual's perception of the opinions of others who support or disapprove of doing something. Individuals' investment decisions are not only shaped by their own analysis. However, they are also significantly influenced by the opinions and *social pressures* exerted by others such as family and friends. According to the studies from Erna & Yulist (2020), subjective norms are influenced by various factors related to the individual concerned, which becomes a source of reference in making decisions, including colleagues, family, and financial expert opinion (Rajitha, 2023).

Social pressure is the impact people feel from others in their social circle or society when acting, thinking, or behaving in a particular manner. It can drive desirable behaviors such as kindness or laborious effort. However, it can also push people towards destructive behaviors, such as committing harmful norms or engaging in dangerous activities to fit in (Nikki, 2024). The teaching profession has constantly changed over the past few decades due to numerous sociological, pedagogical, economic, and technical changes. While some instructors see these shifts as opportunities for growth and skill development, others see the constant change as frightening and unpleasant (Vermote, 2023). Meanwhile, according to the study by Hauge and Wan (2019), social interactions and surroundings are critical to instructors' learning and growth.

The relationship between *family influence* and academic fulfillment and happiness via self-confidence in career choices was significant; age, income, and parents' education were used as control factors. Family influence and academic satisfaction were positively connected to self-efficacy and contentment while making career decisions (Nikolopoulou, 2021). Numerous research has been

conducted to investigate the influence of marriage on investment decisions, the impact of gender differences, and the relationship between professions at different stages of life. Moreover, it is essential to know how household affects investment decision-making as their decision varies by age, sex, marital status, education, employment, job experience, etc. (Praba, 2020).

Perceived behavior is formed based on individual past experiences, assessments, and a subjective view of the performance of the particular behavior (Rizani, 2023). This finding may be influenced by the difficulty or perceived ease of performing certain practices. This was supported by several studies showing that behavioral control positively affects investment decisions (Rahayu et al., 2023). According to the research of Prasetyo and Kurniasar (2023), behavioral control influences behavior in investment decision-making due to the belief in the presence of factors that inhibit behavior and make it easy or difficult to perform. A previous study of one hundred college and university faculty on the effects of four demographic characteristics on placement decisions and their effects on behavioral biases found that age 14 and years of experience showed significant effects on anchoring and representative biases (Pandey & Dhimi, 2021).

Professional commitment is a psychological opposition that reflects attitudes toward one's chosen vocation. It is a relationship in which the individual's ideas and ambition for a profession are progressively integrated with the profession's values and professions, as well as engagement in the profession's development and advancement and commitment to its membership. It might be characterized by a strong inner urge to pursue the profession. Professional commitment has received increasing, although still limited, attention in teaching (Adiv, 2021). Moreover, college instructors' professional commitment is also critical to achieving high-quality instruction. The implications of low levels of professional commitment by teachers and a succeeding high turnover of teachers suggest more students in a class as well fewer subjects being offered, and the employment of inexperienced or unqualified teachers, which can have detrimental instructor-student learning. In contrast, instructors' solid professional dedication has

resulted in higher-quality education and more successful student results (Ee et al., 2022).

Overconfidence is the propensity to overestimate one's knowledge and talents in a particular subject. People's perceptions of possibility and achievement can vary from reality because they have inaccurate beliefs about their performance, conduct, or traits (Kassiani, 2023). Gaining overconfidence in their teaching skills and developing their teaching ability, in general, are concerns not only for new teachers but also for experienced teachers when they encounter new challenges that appear to threaten their long-held values and beliefs about learning and teaching, particularly if these may necessitate changes to their teaching practices (Gerardo, 2020). Moreover, psychologists say overconfidence helps the individual exaggerate his abilities and minimize the fear of loss (Iram et al., 2020).

Motivation is defined as why people decide to accomplish something and how long individuals are willing. It is defined as something that influences what motivates people to teach, how long they continue in their initial teacher education programs and later in the field of teaching, and how much they interact with their education programs and their profession as educators (Pandulo et al., 2023). It gives direction to intentions and actions. The study of Zhang (2023) described motivation as one determinative factor of human behavior concerning how people allocate their efforts in pursuit of their goals. Thus, the interest in depicting the relationship of such a construct with scholarly achievement has risen. In this way, motivating oneself is important in achieving goals in general and in acquiring knowledge in particular.

Investment decision is the process of dealing with challenging issues while investing. *Investment in instructors' professional development* relates to college instructors' willingness "to learn something that they believe could "give them a good return on that investment" (Ledesma & Izquierdo, 2023). People cannot make investment decisions solely on their current resources. As a result, the most challenging aspect of investment decisions is determining the best sort of investment (Sorongan, 2022). The findings from Peng (2022) indicated that Chinese

instructors had low participation in decision-making, medium institutional support for professional growth, relatively low nonmonetary cost-benefit appraisal, medium practicality and fairness appraisal of the new system, and relatively high behavioral intentions to increase efforts under the new system. Furthermore, engagement in decisions had a strong direct impact on practicability and non-monetary cost-benefit analysis. Professional development substantially impacts practicability, fairness, non-monetary cost-benefit analysis, and behavioral goals.

Several kinds of college instructors' indicators are used to assess college instructors' professional growth. They include *professional knowledge* and practice, professional involvement, and self-management skills among students. Furthermore, professional knowledge has a significant, beneficial influence on teaching practice and educational participation. The capacity to execute didactic transposition is the most crucial aspect of professional knowledge (Alzankawi, 2020). According to the study of Avanti (2022), professional development enables instructors to increase their skills and knowledge while growing as educators. It is a method to improve teaching skills, progress your career, better understand your pupils, and push oneself within and beyond the classroom.

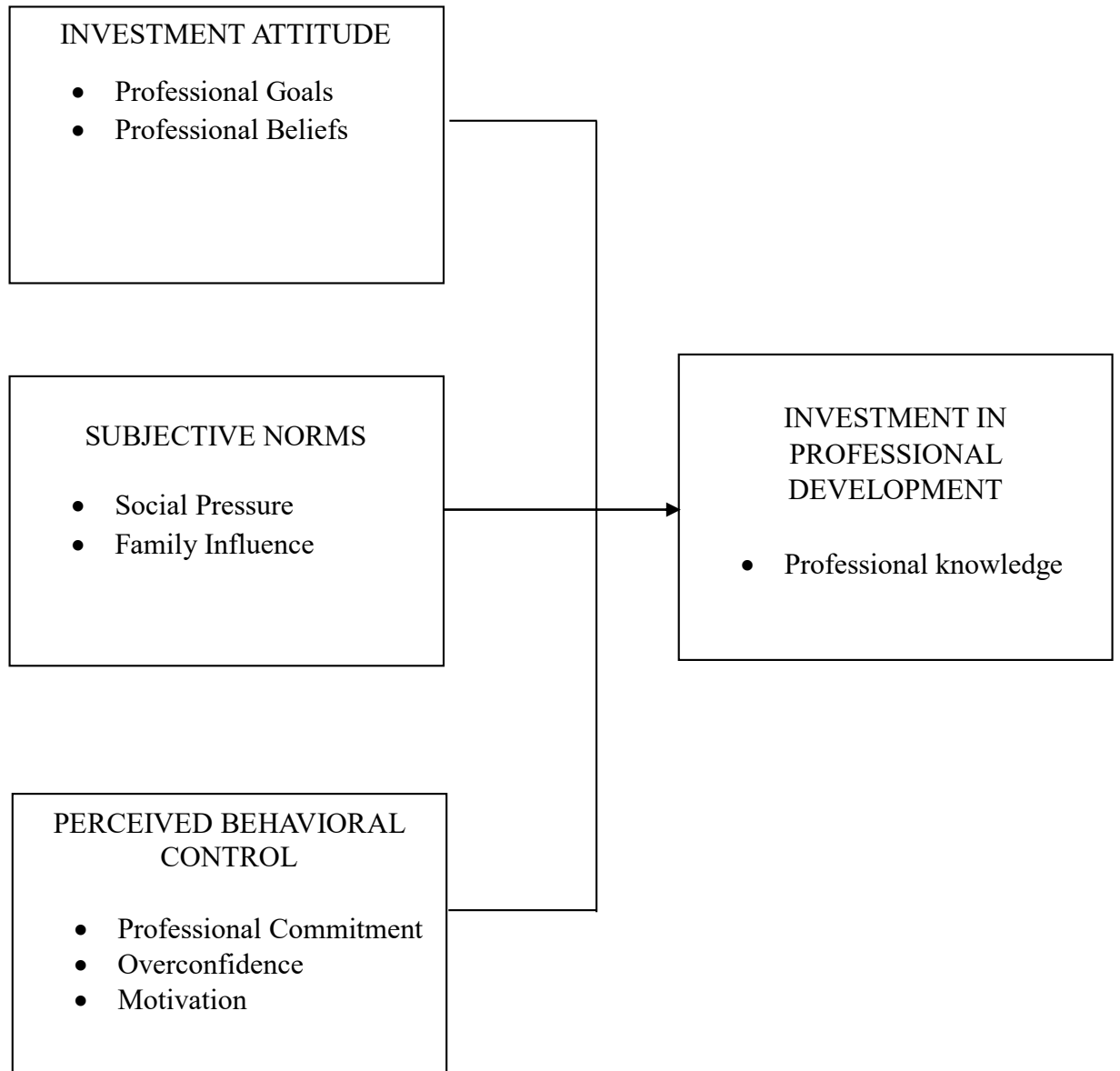


Figure 1 Schematic Diagram of the Study

Statement of the Problem

This study explored the college instructors' investment attitude, subjective norms, perceived behavioral control toward professional development in Misamis Occidental. Specifically, this study sought to answer the following research questions:

1. What is the profile of the respondents in terms of sex, age, marital status, educational level, type of institution employed, employment status, years of working and monthly income?
2. What is the level of college instructors' investment attitude in terms of professional goals, and professional beliefs?
3. What is the level of college instructors' subjective norms for professional development investment in terms of social pressure, and family influence?
4. What is the level of college instructors perceived behavioral control for professional development in terms of professional commitment, overconfidence, and motivation?
5. What is the level of college instructors' investment in professional development in terms of professional knowledge?
6. Is there a significant relationship between college instructors' attitude and investment in professional development?
7. Is there a significant relationship between college instructors' subjective norms and investment in professional development?
8. Is there a significant relationship between college instructors' perceived behavioral control and investment in professional development?
9. Is there a significant difference among college instructors' investment in professional development when grouped according to profile?
10. What are the significant predictors of the college instructors' investment in professional development?

Null Hypotheses

HO1: There is no significant relationship between college instructors' investment attitude and investment in professional development.

HO2: There is no significant relationship between college instructors' subjective norms and investment in professional development.

HO3: There is no significant relationship between college instructors perceived behavioral control and investment in professional development.

HO4: There is no significant difference among college instructors' investment in professional development when grouped according to profile.

HO5: There are no significant predictors of the college instructors' investment in professional development.

Significance of the Study

The current study contributes to multiple areas, including higher education institutions and even the public and private sectors in the community. The data gathered could provide insights related to the investment practices of people working in higher education institutions (HEI), which helps financial institutions and advisors working in this area to identify the specific preferences of this demographic. Finally, it also guides policymakers and educators in designing interventions to promote financial literacy and responsible investment practices among college students and beyond.

RESEARCH METHODOLOGY

Research Design

A descriptive correlational design by Lathom and Radocy (1995) was used in the study. It is a quantitative, non-experimental research design where the researchers investigate relationships between variables without the researcher controlling or manipulating any of them. These designs were integrated to create a more structured data collection, interpretation, and analysis. A descriptive approach aims to describe the characteristics of a population or a phenomenon accurately and systematically. Subsequently, a correlational research design is utilized to examine the relationships between or among two or more variables (Devi & Lepcha, 2023). The descriptive-correlational design tries to explain the relationship between two or more variables without making any claims about cause and effect (Bhat, 2024). This design was appropriate for the study since it explored the relationship between the college instructors' investment attitude, subjective norms, and perceived behavioral control toward their investment decisions.

Locale of the Study

This study was conducted among college instructors in 8 selected public and private higher education institutions in the province of Misamis Occidental. Misamis Occidental is a province in Mindanao characterized by its well-preserved traditional elements, including tertiary educational institutions that are associated with as home to various universities and research institutions, providing access to essential resources such as libraries, laboratories, and fieldwork opportunities. The presence of these educational and business establishments contributes to the creation of a favorable investment climate for college instructors, influencing their investment perceptions, behavioral control, and subsequent financial decisions. This enables instructors to feel confident and have better access to investment opportunities and business knowledge, thereby affecting their investment behavior and leading to economic development in the area.

Respondents of the Study

There were 260 college instructors, both from public and private institutions, as respondents, selected through a stratified systematic sampling technique. The sample size was determined using the Raosoft calculator, which facilitated the calculation based on a total population of 801 college instructors. It was set with a 5% margin of error and a 95% confidence level. In choosing the respondents, the following criteria were used: (1) they must be a college instructor, (2) they must be a full-time employee of their institution, (3) must have a monthly gross income ranging within Php 15,000 – Php 50, 000 or above, (4) they have served the institution for at least 1 year, and (5) have an informed consent to participate in the study. Those who were not college instructors were not among the respondents of the study.

Data Gathering Instruments

The following research instruments were used in gathering the data from the respondents:

- A. *Investment Attitude Questionnaire*. This is a 4-point Likert scale questionnaire that is adapted and modified from Guggemos & Seufert (2021), Mideda et al. (2023), Conradty & Bogner (2020), and Barghani (2021). The questionnaire consists of 2 constructs: Professional Goals and Professional Beliefs. It has 11 indicators (See Appendix A).

In determining the level of investment attitude among working professionals, the following scale was used:

Responses	Continuum	Interpretation
4 – Strongly Agree (SA)	3.25-4.0	Very High (VH)
3 – Agree (A)	2.50-3.24	High (H)
2 – Disagree (D)	1.75-2.49	Low (L)
1 – Strongly Disagree (SD)	1.0-1.74	Very Low (VL)

B. Subjective Norms Questionnaire. This is a 4-point Likert scale questionnaire that is adapted and modified from Flores et al. (2021), & Skoglund et al. (2020). The questionnaire consists of 2 constructs: Social Pressure and Family Influence. It consists of 13 indicators (See Appendix D).

In determining the level of subjective norms among working professionals, the following scale was used:

Responses	Continuum	Interpretation
4 – Strongly Agree (SA)	3.25-4.0	Very High (VH)
3 – Agree (A)	2.50-3.24	High (H)
2 – Disagree (D)	1.75-2.49	Low (L)
1 – Strongly Disagree (SD)	1.0-1.74	Very Low (VL)

C. Perceived Behavioral Control Questionnaire. This is a 4-point Likert scale questionnaire that is adapted and modified from Almeida et al. (2021), Conradt & Bogner (2020), and Ramzan & Khurram (2023). It consists of 3 constructs namely: Professional Commitment, Overconfidence, and Motivation. It has 18 indicators (See Appendix E).

In determining the level of perceived behavioral control among working professionals, the following scale was used:

Responses	Continuum	Interpretation
4 – Strongly Agree (SA)	3.25-4.0	Very High (VH)
3 – Agree (A)	2.50-3.24	High (H)
2 – Disagree (D)	1.75-2.49	Low (L)
2 – Strongly Disagree (SD)	1.0-1.74	Very Low (VL)

D. Investment in Professional Development Questionnaire. This is a 4-point Likert scale questionnaire that is adapted and modified from Yangambi (2021), Fernandez (2024), and Arrieta (2021). It consists of one construct the Professional Knowledge and it has 10 indicators (See Appendix F).

In determining the level of perceived behavioral control among working professionals, the following scale was used:

Responses	Continuum	Interpretation
4 – Strongly Agree (SA)	3.25-4.0	Very High (VH)
3 – Agree (A)	2.50-3.24	High (H)
2 – Disagree (D)	1.75-2.49	Low (L)
3 – Strongly Disagree (SD)	1.0-1.74	Very Low (VL)

Data Gathering Procedure

Before conducting the study, the researchers sought consent from the college dean and advisers before obtaining any data. The researchers also submitted a request letter to the institutions, asking for permission to conduct a survey in their esteemed institutions. After the authorization was granted, the researchers sent out questionnaires. The face-to-face data collection was done among college instructors in the eight selected higher education institutions in Misamis Occidental, both private and public. The respondents were given a letter of consent before being asked to complete the survey questionnaires. Once the questionnaires were answered, the researchers retrieved them. The data that was obtained from the questionnaire were tallied, analyzed, and interpreted.

Statistical Treatment

The following statistical tools were used in analyzing and interpreting the data that was collected in this study:

Frequency and Percentages. These tools were used to determine the demographic profile of the respondents in terms of sex, educational background, and employee rank.

Mean and Standard Deviation. These tools were used to measure investment attitude, subjective norms, perceived behavioral control, and decisions.

Pearson Product-Moment Correlation Coefficient. This tool was used to identify the extent of the relationship among the variables: Investment Attitude,

Subjective Norms, Perceived Behavioral Control, and Investment Decisions among working professionals.

Multiple Linear Regression Analysis. This tool was used in determining the significant predictors of working professionals' investment decision.

Ethical Considerations

Ethical approval was sought first from the college dean and was conferred by the thesis adviser before the study was conducted. It was mandatory for every respondent to provide written, informed consent. Each respondent was approached individually and the study's objectives and the procedure for gathering the data were explained. They were given an appropriate period of time and place to voice any queries or concerns. It was made clear that participation in the study was entirely optional, and withdrawing from taking part or stopping at any point while it was ongoing would not have an impact on their treatment or employment.

Furthermore, the respondents' privacy and confidentiality were protected by not disclosing any of their personal information during data collection, analysis, and publication of the study findings. The confidentiality and privacy of the respondents' answers from the survey conducted were meticulously protected throughout the data collection until the dissemination of the findings. Consequently, their names, age, and position were kept confidential from the readers and were replaced by words and numbers. Accurate information was gathered, and reliable sources were utilized. This study was on clear research that adhered to ethical concerns at all phases of the research process as the data were gathered.

RESULTS AND DISCUSSIONS

Demographic Profile of the Respondents

Table 1 reveals the respondents' profiles regarding sex, age, marital status, educational level, type of institution employed, employment status, years of working, and monthly income. It is shown that most of the respondents were female, totaling 151 out of 260 respondents or 58.08% percent, while the males surveyed were only 109 or 41.92% percent. Moreover, the table also displays the age distribution of the college instructors. In terms of age, there were 54 college instructors (20.77%) for ages 23 – 25 years old; 80 college instructors (30.77%) for ages ranging from 26 – 30 years old; 54 college instructors (20.77%) for ages ranging from 31 – 35 years old; 34 college instructors (13.08%) for ages 36 – 40 years old; 16 college instructors (6.15%) for ages 41 – 45 years old; 12 college instructors (4.62%) for ages 46 – 50 years old; 6 college instructors (2.31%) for ages 51 – 55 years old; 2 college instructors (0.77%) for ages 56 – 60 years old; and, 2 college instructors (0.77%) for ages over 60 years old. Meanwhile, in terms of respondents' marital status, out of 260 respondents, 137 college instructors (52.69%) who invest in professional development are single. One hundred thirteen (113) college instructors who invest in professional development (43.46%) are married. Ten (10) college instructors who invest in professional development (3.85%) are widowed. And none of the college instructors are divorced (0%).

Considerably, 221 (85%) college instructors have a master's degree as their investment for professional development. Meanwhile, 39 (15%) of the college instructors have a doctorate and professional degree as their investment for professional development. The study also reveals that 169 (65%) college instructors are employed in a public institution, and 91 (35%) are employed in a private institution. Apart from this, in terms of the respondents' employment status, all respondents are employed full-time in their respective institutions.

Furthermore, 53 (20.38%) of the college instructors have worked 1 – 2 years in their employed institution. 112 (43.08%) have worked 3 – 4 years in their employed institution. 68 (26.15%) college instructors have worked 5 – 10 years. At

the same time, 27 (10.38%) college instructors have worked in their employed institution for over ten years.

In addition, 26 of the college instructors (10%) have a monthly income under Php 15,000. 79 college instructors (30.38%) have a monthly income ranging from Php 15,000 to Php 20,000. 57 college instructors (21.92%) have a monthly income ranging from Php 21,000 to Php 25,000. 59 college instructors (22.69%) have a monthly income ranging from Php 26,000 to Php 30,000; and 39 college instructors (15%) have a monthly income of over Php 30,000.

The findings reveal that women invest more in professional development than men, reflecting a higher commitment to enhancing their teaching skills and overall quality as educators. Additionally, people in their late twenties to early thirties are more likely to proceed to professional development, indicating that college instructors who are relatively new in the field and young are essentially focused and driven in their continuous pursuit of knowledge. However, instructors in the age brackets over 60 comprise only 0.77% of the respondents. Which means that having the lower scope of the sample implies a lower likelihood of this age group investing in professional development.

Apart from this, the findings reveal that 52.69% of the respondents are single. This implies that single college instructors have greater flexibility in their schedules than their married counterparts, allowing them to engage and proceed in professional development. Instructors who are single can freely do what they want without having to consult their partners and ask for their approval. They hold the authority whether to invest in this improvement opportunity or not. In terms of years of employment, most of the college instructors have worked 3 – 4 years in their employed institution, comprising 43.08%. This implies that the instructors are new to their roles and to the institution and yet were able to pursue professional development. From the findings, most instructors are young, from the age bracket 26 – 30, which coincides with the result for the years of employment. College instructors aged 26 – 30 initially stay in the institution they first land a job in, and

despite their limited experience, they still pursued professional development, which is crucial for enhancing and sharpening their teaching effectiveness.

Furthermore, the monthly income distribution among college instructors indicates a concentration of salaries in the lower to mid-range levels, with around 60% of the instructors having a monthly income that does not exceed Php 25,000. This may emphasize that college instructors may face financial strain initially, which may affect their performance and willingness to invest in professional development.

The findings of this study are best supported by existing literature that helps in providing a concrete discussion and evidence of the recent study. In the Philippines, there is an evident dominance of female instructors in the education system, be it in primary, secondary, and even higher education, being approximately 88.4% of the entire population of teachers (Bongco & Ancho, 2020). This representation of female dominance in the teaching profession is deeply rooted in Filipino values and gender stereotypes that females having nurturing and caring qualities are perceived and suited to become educators.

Zheng (2023) stated that young instructors have shifted their roles, from a reserve force to a main force of the university faculty. Young instructors have joined the teaching profession in the past decades, and most of them are in the front line of teaching. Being new and young are perceived by them as more suitable to the teaching profession as they are enthusiastic and can relate more to the needs and wants of students. However, old instructors are still perceived as more effective than younger instructors as they have more experience in the profession.

College instructors employed in a public institution spend significantly more time and effort on training and development (Elliott, 2020). Providing public sector employees like college instructors employed in public institutions with the tools and resources for growth has proven to provide an employee with the motivation to thrive. They are mainly funded by the government, and their salaries are from the government, which explains their high salary compared to private ones

(Epps, 2023). On the other hand, private institutions rely more on student tuition fees (Epps, 2023) for their salaries and academic programs.

Instructors are associated with having a noble profession of shaping future generations but often experience economic hurdles that greatly affect their livelihood and ability to deliver quality education. Most instructors rely on their salaries as their primary source of income. It is from their salaries that they get to cover their expenses and sustain their needs and wants. With low to mid-range salaries, it may be impossible to retain those who are already in the profession.

Thus, it can be inferred that female instructors dominate the teaching profession career in higher education institutions. They are qualified to teach by showing their competence and enthusiasm in delivering instructions to aspiring professionals. Significantly, higher education institutions may create a professional development plan that would also empower their instructors to advance their professional development, especially those young ones.

Table 1. Respondents' Demographic Profile (n=260)

	Category	Frequency	Percentage
Sex	Male	109	41.92
	Female	151	58.08
Age	23-25	54	20.77
	26-30	80	30.77
	31-35	54	20.77
	36-40	34	13.08
	41-45	16	6.15
	46-50	12	4.62
	51-55	6	2.31
	56-60	2	0.77
	Over 61 years old	2	0.77
Marital Status	Single	137	52.69
	Married	113	43.46
	Divorced	0	0
	Widowed	10	3.85
Educational Level	Master's Degree	221	85.00
	Doctorate and/or Professional Degree	39	15.00
Type of Institution Employed	Public	169	65.00
	Private	91	35.00
Employment Status	Full-time	260	100
Years of Working	1-2 years	53	20.38
	3-4 years	112	43.08
	5-10 years	68	26.15
	Over 10 years	27	10.38
Monthly Income	Under Php. 15,000	26	10.00
	Php. 15,000 – Php. 20,000	79	30.38
	Php. 21,000 – Php. 25,000	57	21.92
	Php. 26,000 – Php. 30,000	59	22.69
	Over Php. 30,000	39	15.00

Level of Investment Attitude among College Instructors

Table 2 shows the investment attitude level regarding professional goals and beliefs among college instructors with a very high result across all constructs ($M=3.68$; $SD= 0.34$). The professional goals of college instructors are very high ($M= 3.69$; $SD= 0.34$), indicating that they are determined in their pursuit of continuing professional development. Similarly, the college instructors' professional beliefs forecast a high level ($M= 3.67$; $SD=0.33$), emphasizing that college instructors perceive professional development positively and view it as beneficial to their teaching profession. Meanwhile, the low standard deviation across the constructs suggests high consistency in respondents' investment attitudes, reinforcing that college instructors demonstrate a positive attitude toward investment in professional development.

The findings reveal a favorable disposition toward investments among college instructors with clear professional goals and professional beliefs. This high rating of investment attitude suggests that these instructors are not only committed to teaching but are also dedicated to investing in continuous professional development, fostering a learning environment that ultimately benefits their students. Ideally, one notable strength found in the study is their professional goals. College instructors are goal-driven and actively seek continuous professional development, which is essential in fostering success in student learning. Additionally, engaging in professional development helps instructors to be aware of new teaching methods and strategies, allowing them to stay relevant and effectively meet the varying needs of students.

Moreover, the professional beliefs of college instructors are also noteworthy, reflecting their commitment to achieving continuous excellence in their teaching and contributing to student success. Firm belief not only drives instructors to consistently enhance their skills but also leads to understanding how their teaching can impact their students. They set a good example for their students by showing them that learning never stops after college because there is much more to learn, and that learning is continuous.

The findings of this study are best supported by existing literature that helps in providing a concrete discussion and evidence of the recent study. Rahadjeng and Fiandari (2020) stated that an individual will act according to the attitude they have towards a behavior. An individual will definitely do the behavior that he considers positive. Moreover, these findings align with the results of Shi (2021), in which a minority of English teachers in middle school have a highly positive attitude toward their professional development. It extends to college instructors as they also portray a positive attitude in their professional development. College instructors with positive attitudes see professional development as beneficial to their teaching (Vela et al., 2023). Improving their teaching benefits the students, increasing their learning and success. When one of the professional goals of college instructors is to increase students' learning and improve their performance, the professional development of college instructors should be considered a key factor (AbdulRab, 2023).

College instructors' professional beliefs and attitudes affect their willingness to invest in professional development (Alzahrani and Nor's, 2021). Professional beliefs significantly influenced college instructors' willingness to invest in professional development. Fernandes et al. (2023) indicated that instructors who hold strong beliefs are most likely to engage in professional development, as they view it as something crucial for improving their teaching. This consistency of results with other studies shows that college instructors have a positive attitude regarding their professional goals and beliefs.

Thus, college instructors in Misamis Occidental exhibit a positive attitude toward professional development with regard to professional goals and professional beliefs. They are highly motivated by their career goals and have strong beliefs about the positive outcomes of their investment. Significantly, college instructors with a positive investing attitude can continue their proactive approach to professional development, which signals their dedication to lifelong learning, which not only benefits their own growth but also contributes to the overall quality of education.

Table 2 Level of Investment Attitude among College Instructor (n=260)

Constructs	M	SD	Interpretation
Professional Goals	3.69	0.34	Very High
Professional Beliefs	3.67	0.33	Very High
Overall Level of Investment Attitude	3.68	0.34	Very High

Note: Investment Attitude Scale: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

Level of Subjective Norms among College Instructors

Table 3 shows the level of subjective norms regarding social pressure and family influence, which are perceived as high by the college instructors (M =3.21; S =0.46). The social pressure on college instructors was high (M=3.09; SD=0.46), indicating that college instructors feel moderate to high expectations from their peers or colleagues to engage in professional development activities. Meanwhile, the college instructors' family influence forecast is very high (M=3.33; SD=0.46), signifying that family members' support and possibly encourage the instructors to invest in professional development. Moreover, the low standard deviation across the constructs suggests high consistency in respondents' subjective norms regarding the influence of social pressure and family influence on their decisions to invest in professional development. The high consistency shows that college instructors widely agree on the importance of subjective norms in their investment decisions.

The findings reveal that the college instructors exhibit a high level of psychological factors, implying that they are highly influenced by social pressure and their families. The data reveals high social factors and family influence among college instructors. The high level of social pressure suggests that due to the expectations and opinions of their social group, instructors feel pressured and believe that they should do what their social groups expect from them. It is through social pressure that an individual makes decisions and does things to keep up and fulfill the expectations of others. At some point, social pressure positively impacts an individual, pushing them to strive and do something that is yet to be seen as

positive and advantageous. College instructors, surrounded by peers and colleagues who are driven and active in continuous development, are more likely to be pressured and feel the need to act and invest in their own professional development.

Additionally, family influence is very high, indicating that college instructors greatly consider the opinions and insights of their families. Initially, it is from the families that an individual gets to discover what they want in life. It is the primary source of information, values, beliefs, and aspirations of an individual since day one. It helps in shaping an individual's behavior and decision-making across various domains, including consumer behaviors, educational choices, and career paths. College instructors are perceived as family-oriented; their investment attitudes and behaviors are definitely influenced by their families.

The findings of the study are linked with some research by notable authors. The research of Veena (2020) supported the stipulated findings that an individual's family members' opinions influenced 30.9% of socially conscious individuals making investment decisions. It clearly shows that college instructors, as individuals, refer to their peers, colleagues, family, and social groups when making investment decisions. They tend to consider other people's opinions, especially their family, in their decision (Oehler et al., 2021). Additionally, social groups such as family, friends, and significant others impact a significant share of an individual's behavior. An individual's behavior sometimes depends on others' opinions and views of the possible action. If an individual's significant others have a negative view of the behavior, most likely, an individual will no longer continue that certain behavior.

Thus, social pressure and family influence the impact of college instructors while making career decisions. College instructors value the opinions of their family and social group and perceive them as significant individuals. Subjective norms adequately influence college instructors to invest in professional development. College instructors must have a sense of consciousness to consider the opinions and views of other people with their intention to invest in professional development. This suggests that with excellent social pressure and family influence,

a college instructor would be willing to take risks and invest in professional development. In this case, the success of professional development does not solely depend on the instructor but also on the people who push and support him, which can lead the path to the success of his professional development.

Table 3. Level of Subjective Norms among College Instructor (n=260)

Constructs	M	SD	Interpretation
Social Pressure	3.09	0.46	High
Family Influence	3.33	0.46	Very High
Overall Level of Subjective Norms	3.21	0.46	High

Note: Subjective Norms Scale: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

Level of Perceived Behavioral Control among College Instructors

Table 4 reveals the level of perceived behavioral control among college instructors. The findings indicate that the perceived behavioral control of college instructors has Very High results (M=3.57; SD=0.38). The professional commitment of college instructors was very high (M=3.61; SD=0.38), suggesting that college instructors have a strong attachment to their profession and value their roles and responsibilities significantly. The overconfidence of college instructors was very high (M=3.44; SD=0.38), indicating that college instructors perceive themselves as capable of doing professional development and believe that they can achieve it as long as they believe in their abilities and capabilities. In addition, the motivation of college instructors was also determined to be very high (M=3.65; SD=0.38), suggesting that college instructors are driven and enthusiastic about their investment in professional development. The results indicate that the better the perceived behavioral control, the more the intention of college instructors to invest in professional development. Specifically, the highest mean of 3.65 for motivation indicates that instructors are not only committed but also driven to seek opportunities for growth. Meanwhile, the low standard deviation across all

constructs suggests that the responses of college instructors are consistent and concentrated around the mean. This uniformity of responses implies that the majority of instructors share similar views regarding their commitment, confidence, and motivation for professional development.

The findings indicate that the bond between college instructors and their profession encompasses their values, goals, and dedication to determine how committed they are to their respective professions. This commitment signifies not only how engaged and invested they are in their roles and responsibilities but also includes their willingness to invest their time, resources, and effort into continuous professional development. College instructors who perceive a strong commitment are more active in seeking out professional development activities.

Aside from professional commitment, overconfidence and motivation play a significant role in shaping college instructors' investment decisions. College instructors with very high levels of overconfidence emphasize that they are very sure and confident of their capabilities, leading to overestimation of their abilities and could result in poor investment decisions. Given that instructors are well versed in knowledge, resulting in overconfidence, it may or may not lead them to poor decision-making. Concurrently, motivated instructors are driven to engage in improvement opportunities, increasing their likelihood of investing in professional development. Motivated by career growth and enhancement of skills, college instructors will absolutely invest in professional development.

This finding is supported by Hott and Smith (2018), who stated that college instructors committed to their profession are more interested in receiving specific professional development and training. Professional development demonstrates one's commitment to lifelong learning and continuous improvement. However, it can also enhance one's resume, thus opening opportunities for a higher level of position within the institution and probably outside (Agarwal, 2024). Moreover, Noben et al. (2021) found that when college instructors feel more confident in their teaching competencies and capabilities, they are more likely to improve their competencies and employ a more student-centered teaching method. Some

instructors describe their growth mainly as becoming more confident as educators or increasing their knowledge and skills (Noben et al., 2021). This aligns with Kahneman's view that an individual's confidence in their ability to make informed decisions can greatly influence their actions and beliefs (Pilat & Krastev, 2024). Furthermore, college instructors with significantly high motivation are more likely to invest in professional development. Vela et al. (2023) supported this in their research by stating that university faculty members' motivation to attend the program affects the effectiveness and success of professional development.

Thus, it can be inferred that college instructors are committed to enhancing their skills, confident in their own capabilities to invest in professional development opportunities, and motivated to seek growth and enhance their teaching skills. These attributes of college instructors will not only bring benefit to themselves but also impact students learning and increase their educational success. In this vein, college instructors who are feeling confident and motivated in their investment decision towards professional development may continue to engage and participate in such development opportunities as doing so will not only benefit themselves but also bring a positive impact to their students.

Table 4. Level of Perceived Behavioral Control (n=260)

Constructs	M	SD	Interpretation
Professional Commitment	3.61	0.38	Very High
Overconfidence	3.44	0.38	Very High
Motivation	3.65	0.38	Very High
Overall Level of Perceived Behavioral Control	3.57	0.38	Very High

Note: Perceived Behavioral Control Scale: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

Level of Investment in Professional Development among College Instructors

Table 5 reveals the level of investment in professional development among college instructors. According to the findings, college instructors who invest in their professional development have a very high professional knowledge ($M=3.64$; $SD=0.31$). In the context of investment among college instructors toward professional development, the result was very high ($M=3.64$; $SD=0.31$), demonstrating that college instructors have a very high degree of professional knowledge, showing a consistently high level of professional knowledge among those who invest in their professional development.

The findings reveal that college instructors possess a high degree of professional knowledge and understanding of pedagogical advancements. This knowledge encompasses not only subject expertise but also provides instructors with a framework to evaluate their teaching effectiveness and better engage with students. This connection between professional knowledge and professional development is substantial. College instructors with a strong foundation of professional knowledge recognize the importance of engaging in professional development and are more likely to invest in professional development. Their knowledge allows them to view investment in professional development positively, acknowledging its positive impact both on their career and on their students.

The findings of the study are linked with some research by notable authors. The studies from Abakah (2023) showed that instructors were more likely to participate in informal continuing professional development (CPD) activities than in organized ones. As a result, instructors invested in CPD events when their expected resources surpassed the cost of participation. Vela et al. (2023) found that university faculty members pursuing professional development tend to see the importance of engaging in such programs. They are focused on expanding their knowledge and skills while primarily thinking of the benefits they can have for their students (Noben et al., 2021).

Furthermore, good professional knowledge will form a good attitude (Rahadjeng & Fiandari, 2020); the knowledge helps make the right decisions to

invest so as not to make the wrong investment. It is also stated in the research of Greisel et al. (2023) that as soon as teachers, in general, use knowledge explicitly, their intentions become relevant.

Thus, the findings imply that college instructors with excellent professional knowledge are more likely to seek out and invest in professional development. Their investment in professional development enhances their teaching effectiveness and positively affects the student's performance and success. Their familiarity with effective training methods directly influences them to invest in professional development. In this vein, college instructors can make use of their professional knowledge and engage in different improvement opportunities that they perceive as beneficial and important.

Table 5. Level of Professional Development (n=260)

Constructs	M	SD	Interpretation
Professional Knowledge	3.64	0.31	Very High
Overall Level of Perceived Behavioral Control	3.64	0.31	Very High

Note: Investment in Professional Development Scale: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

Significant Relationship between College Instructors' Investment Attitude and Professional Development

Table 6 shows the significant relationship between college instructors' investment attitude and their investment in professional development which shows a highly significant relationship (r-value= 0.58; p-value=0.00). The correlation coefficient of 0.58 indicates a strong positive correlation between the college instructors' investment attitude and professional development in Misamis Occidental. The strong positive correlation of 0.58 means that as their attitude towards investment improves, so does their actual investment in professional development. The importance of fostering a positive attitude towards professional growth among instructors directly influences their participation in professional

development activities. This implies that this correlation is highly significant, meaning the likelihood of this relationship happening by chance is very high, leading to the rejection of the null hypothesis. In this vein, there is a strong link between how instructors feel about investment and how much they invest in their professional development.

The study's findings reveal that college instructors with a positive attitude tend to exhibit a higher willingness to invest in professional development, driven by their professional goals and benefit. This positive attitude of college instructors is often associated with their greater risk tolerance. They are more likely to take risks in investing their money and effort towards professional development, believing that it could improve their teaching skills, elevate their careers, and positively impact the success of their students.

The findings of the study are linked with some research by notable authors. According to the research of Irgatoglu (2021), college instructors are more likely to participate actively in different professional development activities if they have a good attitude towards professional development. A study involving English as a Foreign Language (EFL) instructors revealed that individuals with positive attitudes toward professional development had greater levels of self-directed learning preparedness, which, in turn, linked with their engagement in continuous professional development (Irgatoglu, 2021).

Meanwhile, Archie et al. (2022) mentioned that, while positive attitudes often encourage participation, time restrictions, and departmental support might hinder teachers' involvement in professional development. Factors like collaborative activities being less preferred and reflective activities being more favored suggest a nuanced understanding of what professional development activities instructors are willing to invest in.

The findings show a supporting connection with the anchored Theory of Planned Behavior, which states that the concept of attitude toward behavior can positively influence an individual's behavior (Ramandhanty et al., 2021). When an individual has a better attitude towards a particular behavior or action, they are more

likely to act (Yang et al., 2021). The integration of the Theory of Planned Behavior offers a valuable framework for understanding how investment attitude influences the behavior of college instructors towards investing in professional development.

Thus, the study reveals a profound connection between the investment attitude of college instructors and their willingness to invest in professional development. The findings demonstrate a strong positive correlation, indicating that college instructors are more likely to invest in professional development, given their positive attitude towards it. College instructors with positive investment attitudes tend to embrace investment behaviors such as continuous professional development. Moreover, it can be seen that by cultivating a positive investment mindset, individuals can enhance and sharpen their ability to make informed investment decisions, allowing them to grow and embrace different investment tools that can give them other opportunities and sources of income.

Table 6. Significant Relationship between College Instructors' Investment Attitude and Investment in Professional Development (n=260)

Variable	r-value	p-value	Interpretation
Investment Attitude and Investment in Professional Development	0.58	0.00	Strong Positive Correlation/Highly Significant

*Note: 1). Perfect Negative Correlation (-0.61 to -1.00), Strong Negative Correlation (-0.31 to -0.60), Moderate Negative Correlation (-0.11 to -0.30), No Correlation (0.00), Weak Positive Correlation (0.01 to 0.10), Moderate Positive Correlation (0.11 to 0.30), Strong Positive Correlation (0.31 to 0.60), and Perfect Positive Correlation (0.61 to 1.00) 2). **p<0.01 (Highly Significant); *p<0.05 (Significant); *p>0.05 (Not Significant)*

Significant Relationship between College Instructors' Subjective Norms and Professional Development

Table 7 shows the significant relationship between college instructors' subjective norms and their investment in professional development. The results show that subjective norms and professional development have a highly significant relationship (r-value= 0.29; p-value=0.00), resulting in researchers rejecting the null hypothesis. This finding means that the two constructs in subjective norms can significantly influence college instructors' investment in professional development.

The findings reveal that college instructors' level of subjective norms significantly influences the college instructor's decision to invest in professional development ($r: 0.29$; $p: 0.00$). College instructors are likely influenced by the views and expectations of their friends, family, colleagues, and significant others when considering investments in their professional pursuits. If college instructors perceive high expectations from their peers and family, they are likely to comply, driven by the pressure they feel and for the benefit of social acceptance.

The findings of the study is best supported by pieces of existing literature that help provide a concrete discussion and evidence of the premise provided. Malik et al. (2023) supported the findings of this study, who found that subjective norms positively affect individuals who invest. Subjective norms relate to an individual's view of social pressure that affects the interest of college instructors to do or not to do behavior in investing. In addition, Fiandari et al. (2020) also supported the findings that the better the subjective norms, the greater an individual's intention to invest.

In contrast, some studies show that the association between subjective norms and professional development is unimportant, and it does not significantly impact the college instructors' decision-making to invest in anything such as professional development. Subjective norms, compared to attitude and perceived behavioral control, have the weakest impact on an individual's intention to behave and act (Urton et al., 2023). Their research found out that subjective norms did not significantly affect intention. College instructors, as educators and working professionals, may make wise decisions about their investment and professional attainment without the opinions of others.

The findings show a supporting connection with the anchored Theory of Planned Behavior by Ajzen (1991). The findings postulated high subjective norms regarding college instructors' social pressure and family influence. The theory of planned behavior states that subjective norms measure the influence of social pressure exerted by one's peers or family on an individual's intention, and it positively affects individuals to invest (Malik et al., 2023). Moreover, the theory of

planned behavior reveals that an individual's subjective normative pressure derives from their beliefs about other people's opinions about the intended behavior and the extent to which these other people are essential to the individual (Urton et al., 2023).

Thus, the findings suggest that as college instructors in Misamis Occidental get socially pressured and highly influenced by their families, they are more likely to seek investment toward professional development. Understanding how different social groups influence college instructors' behavior contributes to creating a supportive and inclusive learning environment. Furthermore, the increase in social pressure and influence on college instructors can drive them to pursue and invest in professional development.

Table 7. Significant Relationship between College Instructors' Subjective Norms and Investment Professional Development (n=260)

Variable	r-value	p-value	Interpretation
Subjective Norms and Investment in Professional Development	0.29	0.00	Moderate Positive Correlation/Highly Significant

*Note: 1). Perfect Negative Correlation (-0.61 to -1.00), Strong Negative Correlation (-0.31 to -0.60), Moderate Negative Correlation (-0.11 to -0.30), No Correlation (0.00), Weak Positive Correlation (0.01 to 0.10), Moderate Positive Correlation (0.11 to 0.30), Strong Positive Correlation (0.31 to 0.60), and Perfect Positive Correlation (0.61 to 1.00) 2). **p<0.01 (Highly Significant); *p<0.05 (Significant); *p>0.05 (Not Significant)*

Significant Relationship Between College Instructors' Perceived Behavioral Control and Professional Development

Table 8 shows the significant relationship between college instructors' perceived behavioral control and their investment in professional development. The result shows that the perceived behavioral control and investment in professional development have a very significant relationship (r: 0.67; p: 0.00), making the null hypothesis rejected. This shows a positive correlation between college instructors' perceived behavioral control and their investment in professional development.

The correlation study findings demonstrate further that instructors' decisions about engaging in professional development have a significant relationship with

perceived behavioral control. The study's r-value of 0.67 indicates a strong positive relationship between perceived behavioral control and investment in such development. A p-value of 0.00 indicates that the relationship between variables is statistically significant. This suggests that college instructors are more likely to actively pursue continuous professional development and increase their knowledge and skills.

The findings indicate that when an instructor feels that they are in control of their abilities and circumstances, they are more likely to invest in professional development. When they feel confident with their capabilities and ability to balance their work and life, they are more likely to invest in professional development. This confidence and commitment of college instructors was driven by their motivation to continuously seek improvement, enhance their teaching skills, and better meet the changing and varying needs of their students. However, it is not only their confidence and motivation that drive them to seek professional growth but also their commitment to their work. Their commitment to teaching students and providing them with quality education drives them to continuously seek growth and learn the advancing methods of teaching through investing in professional development.

The findings of the study are linked with some research by notable authors. Semanko et al. (2020) stated that college instructors' participation in professional development activities is influenced by their perceived behavioral control, characterized by their confidence in their capacity to invest in their professional development. It was shown that teachers who feel more in charge of their teaching are more likely to participate actively in professional development programs and use innovative techniques.

In line with the study by Mierau (2024), which examined the influence of perceived behavioral control on investment in professional growth activities, teachers with more perceived control were more likely to engage in professional development efforts. This involvement was positively connected with enhanced teaching quality and reduced burnout rates in educational contexts.

The findings entail a supporting connection with the anchored Behavioral Finance Theory by Daniel Kahneman (1974). With the high level of perceived behavioral control, the theory supports those psychological factors, such as professional commitment, overconfidence, and motivation to significantly influence individuals' investment decisions. The theory suggests that with higher perceived behavioral control, emotional factors can significantly influence an individual's decision-making (Gupta, 2020). When college instructors feel motivated and committed to achieving their investment objectives, their perceived control is enhanced, leading them to seek out and embrace investment activities (Rizani et al., 2024).

Thus, based on the analyzed data, a perfect positive correlation exists between perceived behavioral control and professional development among college instructors in Misamis Occidental. Specifically, the results indicate that instructors with high PBC more often invest in professional development. This connection implies that when college instructors believe they have the qualities and what it takes to engage in professional development, they are more likely to participate in such programs. Such insights can inform institutional strategies and help institutions implement targeted programs aimed at building instructors' confidence and competence in professional development initiatives.

Table 8. Significant Relationship between College Instructors' Perceived Behavioral Control and Professional Development (n=260)

Variable	r-value	p-value	Interpretation
Perceived Behavioral Control and Investment in Professional Development	0.67	0.00	Perfect Positive Correlation/Highly Significant

*Note: 1). Perfect Negative Correlation (-0.61 to -1.00), Strong Negative Correlation (-0.31 to -0.60), Moderate Negative Correlation (-0.11 to -0.30), No Correlation (0.00), Weak Positive Correlation (0.01 to 0.10), Moderate Positive Correlation (0.11 to 0.30), Strong Positive Correlation (0.31 to 0.60), and Perfect Positive Correlation (0.61 to 1.00) 2). **p<0.01 (Highly Significant); *p<0.05 (Significant); *p>0.05 (Not Significant)*

Significant Difference Among College Instructors' Investment in Professional Development When Grouped According to Profile

Table 9 presents the significant differences among college instructors' investment in professional development when grouped according to profile. The demographic items that were investigated in this research are sex, age, marital status, education level, type of institution, years of working, and monthly income of college instructors in relation to their investment attitude, subjective norms, and perceived behavioral control towards professional development.

The findings reveal that there is no significant difference in college instructors' sex, age, educational level, type of institution employed, years of working, and monthly income towards investment in professional development. Only the marital status of college instructors showed a significant difference. For the variable sex, the f-value is 0.007, and the p-value is 0.933. This implies that the variation of college instructors in terms of sex is low. The p-value of 0.933 shows that there is a high probability (93.3%) that the observed differences in investment in professional development are due to random chance rather than a true effect of sex. The age of college instructors with an f-value of 1.255 and a p-value of 0.268 shows no significant difference.

The educational level is also shown in the table with the f-value is 0.512, and the p-value is 0.475, indicating no significant difference in means among the educational level of college instructors. For the type of institution, the f-value is 3.186 and the p-value is 0.075. In terms of years of working, the f-value is 2.437 and the p-value is 0.065. For the monthly income, the f-value is 1.761, and the p-value is 0.137. These results of college instructors' type of institution employed, years of working, and monthly income indicate that there is no significant difference in means among those groups, leading to the acceptance of the null hypothesis among these groups. On the contrary, college instructors' marital status showed a significant difference with a f-value of 3.062 and a p-value of 0.048, resulting in researchers rejecting the null hypothesis in this group.

The findings indicate that there are no significant differences in college instructors' sex, age, educational level, type of institution employed, years of working, and monthly income towards professional development, suggesting uniformity in investment behaviors across this demographic. However, the notable significant difference in terms of marital status highlights how personal life circumstances can substantially affect financial priorities and decisions in professional development. It suggests that married college instructors may either have greater financial obligations or different motivations affecting their investment in growth opportunities compared to their single counterparts. Married instructors may approach investment in professional development differently than their single counterparts. They might view professional development as a means to enhance their earning potential, leading to a more favorable attitude toward investing in their education. The perspective that increasing qualifications often corresponds with salary increases creates a compelling case for married instructors to pursue further studies.

Conversely, the financial responsibilities associated with marriage may also instill a degree of caution among instructors. For many, prioritizing immediate family needs over personal and professional development can lead to wariness about investing in training or any certifications that can incur additional costs without a guaranteed return on investment.

The findings of this study corroborate with relative studies signifying that there is no significant difference among age, designation, qualification, and perception of the institution's faculty. However, the results of sex, and experience showing no significant difference contradict to Suraj and Bharathi (2020) findings, indicating that there is a significant difference when college instructors are grouped according to sex and experience.

Furthermore, the findings show that among the demographic profiles, the marital status of college instructors shows a significant difference. This indicates that marital status is a relevant factor that influences the extent of college instructors' participation in professional development. According to Trahan (2017), instructors

categorized by different marital statuses, such as single, married, divorced, and widowed, exhibit variations in their level of engagement in investing in professional development. Such differences reflect underlying factors, such as financial obligations and commitments, and personal responsibilities, which vary across different marital statuses (Denson & Szelenyi, 2022). On the contrary, Okanta (2023) stated that marital status does not significantly influence instructors' performance. It does not matter whether the instructor is single or married.

Thus, the marital status of college instructors emerges as a significant demographic factor influencing their investment in professional development. This difference likely arises from the varying levels of responsibilities, support, and obligations. Married instructors may have greater responsibility and financial burden compared to their single counterparts, stopping them from investing in professional development or driving them to invest with the belief of increasing salary. Understanding the impact of marital status may be crucial for institutions aiming to support instructors effectively, tailoring professional development initiatives to address the unique challenges and motivation factors associated with marital life.

Table 9. Significant Difference Among College Instructors' Investment in Professional Development When Grouped According to Profile

Variable	f-value	p-value	Interpretation
Sex	.007	.933	No Significant Difference
Age	1.255	.268	No Significant Difference
Marital Status	3.062	.048	There is Significant Difference
Education Level	.512	.475	No Significant Difference
Type of Institution	3.186	.075	No Significant Difference
Years of Working	2.437	.065	No Significant Difference
Monthly Income	1.761	.137	No Significant Difference

Note: Dependent Variable: Investment Decision in Professional Development

Significant Predictors of The College Instructors' Investment in Professional Development

Table 10 shows the significant predictors of the college instructors' investment in professional development. The results indicate that investment attitude and perceived behavioral control are positive predictors, leading to the rejection of the null hypothesis. Meanwhile, subjective norms are not a predictor of college instructors' investment in professional development. The investment attitude is a positive predictor with a b-value of 0.495 and a p-value of 0.000, indicating a strong influence on the likelihood of college instructors investing in professional development. The second independent variable, subjective norms, is not a predictor, with a b-value of -0.001 and a p-value of 0.987, emphasizing a negligible and negative predictive relationship with investment in professional development. Lastly, the variable perceived behavioral control is also a predictor with a b-value of 0.251 and p-value of 0.000, demonstrating a moderate positive influence on professional development investment decisions.

The findings reveal that both investment attitude ($b = 0.495$; $p = 0.000$) and perceived behavioral control ($b = 0.251$; $p = 0.000$) serve as positive predictors of college instructors' investment in professional development, emphasizing the significant role of commitment, motivation, and self-efficacy in guiding their decision. When instructors foster a positive attitude toward investment in their professional development and feel confident in their abilities to pursue development opportunities, they are more likely to take proactive steps toward enhancing their skills. Conversely, the absence of subjective norms as a predictor suggests that external social pressures or influences do not significantly impact instructors' investment behaviors, resulting in the researchers accepting the null hypothesis for this variable.

The findings of this study are best supported by existing literature that helps in providing a concrete discussion and evidence of the recent study. Greisel et al. (2023) supported this finding, as they found that subjective norms did not predict intentions significantly. This means that college instructors' intention to invest in

professional development is independent of how strongly they are pressured and influenced by their social environments to invest in professional development. Hassan et al. (2024) indicated that while subjective norms can influence behaviors in various contexts, their impact on an individual's behavior may vary depending on specific situations and personal beliefs.

Rahadjeng and Fiandari (2020) stated that perceived behavioral control is a predictor and is highly significant to an individual's behavior when investing. The better the perceived behavioral control of an individual, the more intention to invest will be most likely to increase. It is perceived to be an important factor for college instructors, suggesting that self-efficacy and the belief in one's ability to engage in a certain behavior significantly impact their investment behavior (Sci, 2024).

The findings of the study entail a connection with the anchored Theory of Planned Behavior (Azjen, 1991), which postulates that attitude, subjective norms, and perceived behavioral control are significant predictors of an individual's investment behavior. Investment in professional development opportunities increases as college instructors' investment attitude becomes more favorable. This finding is supported by Ye et al. (2023) and Karl (2021), who stated that a positive attitude toward investment in continuous learning and professional development correlates with higher engagement levels among educators. Positive attitudes encourage college instructors to view professional development not merely as an obligation to better deliver lessons to students but as an essential element for their career and personal growth.

Thus, the findings underscore the importance of fostering positive attitudes and enhancing perceived behavioral control among college instructors to encourage them to invest in professional development. The lack of significance found in subjective norms indicates that simply conforming to social expectations may not be a strong motivator for college instructors. This emphasizes the need for institutions to foster environments that support and enhance positive attitudes and perceived behavioral control while also recognizing that social expectations may be

less influential in driving investment behaviors in professional development among college instructors.

Table 10. Significant Predictors of The College Instructors' Investment in Professional Development

Variable	b-value	p-value	Interpretation
Investment Attitude	.495	.000	Positive predictor
Subjective Norms	-.001	.987	Not a predictor
Perceived Behavioral Control	.251	.000	Positive predictor

a. Dependent Variable: Investment Decision in Professional Development

CONCLUSIONS AND RECOMMENDATIONS

Summary

This study explored the college instructors' investment attitude, subjective norms, and perceived behavioral control toward professional development in Misamis Occidental. Specifically, this study sought to answer the following research questions: (1) What is the profile of the respondents in terms of sex, age, marital status, educational level, type of institution employed, employment status, years of working, and monthly income?; (2) What is the level of college instructors' investment attitude in terms of professional goals, and professional beliefs?; (3) What is the level of college instructors' subjective norms for professional development investment in terms of social pressure and family influence?; (4) What is the level of college instructors perceived behavioral control for professional development in terms of professional commitment, overconfidence, and motivation?; (5) What is the level of college instructors' investment in professional development in terms of professional knowledge?; (6) Is there a significant relationship between college instructors' attitude and investment in professional development?; (7) Is there a significant relationship between college instructors' subjective norms and investment in professional development?; (8) Is there a significant relationship between college instructors' perceived behavioral control and investment in professional development?; (9) Is there a significant difference among college instructors' investment in professional development when grouped according to profile?; (10) What are the significant predictors of the college instructors' investment in professional development?

This study utilized the descriptive correlational design, which took place in 8 selected institutions, both private and public, in Misamis Occidental. 260 college instructors were chosen as respondents using the stratified sampling technique. College Instructors' demographic profiles, investment attitudes, subjective norms, perceived behavioral control, and investment in professional development questionnaires were used to gather the data. *Mean, Standard Deviation, Frequency,*

Percentages, Pearson Product-Moment Correlation Coefficient, and Multiple Linear Regression Analysis were used as a statistical tool to analyze the data gathered.

Findings

The study yielded the following findings:

1. Most of the college instructors are female, with 151 out of 260 respondents. Majority of the respondents were aged 26 – 30 years old, single and have attained a master's degree in their respective fields. Furthermore, most instructors surveyed are publicly employed and are full-time employees. Most have served their respective institution for 3 – 4 years, and most have a monthly income of Php 15,000 – Php 20,000.
2. College instructors' level of investment attitude is very high for both professional goals and professional beliefs.
3. The level of subjective norms among college instructors regarding social pressure and family influence was high. Social pressure was rated high, and family influence postulated very high.
4. College instructors' level of perceived behavioral control, including their professional commitment, overconfidence, and motivation, postulated a very high result.
5. The level of professional development among college instructors postulated a very high result.
6. The college instructors' investment attitude has a strong positive correlation to their investment in professional development.
7. Subjective norms and professional development among college instructors showed a highly significant relationship and a moderate positive correlation.
8. There is a perfect positive correlation and highly significant relationship between perceived behavioral control and professional development.

9. The marital status of college instructors emerges as the only demographic factor that makes a significant difference to their investment in professional development.
10. The college instructors' investment attitude and perceived behavioral control are the predictors of their investment in professional development.

Conclusion

The researchers concluded that:

1. The demographic profile of college instructors in Misamis Occidental shows a relatively young and female dominance in the population who are qualified to teach in the college level.
2. College instructors are not only optimistic about their personal career goals but also show great conviction regarding the benefits of their investment. Fostering a positive investment attitude towards professional development increases the possibility of engaging in such programs.
3. College instructors invest in their professional development according to what their social environment expects from them. They may be influenced by the recommendations of their family and may feel pressured to invest in such a program.
4. College instructors feel empowered and capable of managing their professional development effectively with a strong sense of control. This empowerment enhances their willingness to take initiative and engage in continuous learning, ultimately benefiting both their professional growth and student success.
5. The dedication of these college instructors imply that they prioritize the continuous advancement of their skills, embracing the positive results and effects of professional development to their career and students' learnings.
6. College instructors who foster positive investment attitude toward professional growth opportunities are more likely to engage in growth initiatives. Investment attitude regarding professional goals and beliefs are

crucial determinants of instructor's willingness to invest in professional development.

7. Subjective norms influence college instructors' willingness to invest in professional development. College instructors who feel both pressured and supported by social groups and family are more likely to seek out and invest in professional development.
8. College instructors are more likely to actively pursue continuous professional development and increase their knowledge and skills.
9. Married instructors may have different motivations, responsibilities, and resources influencing their willingness to invest in professional development. Their decisions towards investing in professional development may vary depending on their marital status.
10. College instructors who foster positive investment attitudes and beliefs in their capabilities are expected to engage actively in professional development.

Recommendation

Based on the conclusion drawn from this study, here are some recommendations for further research:

1. Future research may explore the availability and influence of scholarships or financial support offered by institutions for professional development, investigating whether financial support from the institution makes a significant difference in college instructors' investment decision-making toward professional development.
2. Future research may study the influence of institutional policies on college instructors' willingness to invest in advanced degrees, such as master's and doctoral degrees, to improve their teaching.
3. Future research may investigate a specific field of expertise or departments of the college instructors to study, as the nature of their professional specialization may have a varying level of development and advancement;

for some departments, participation in such programs may be necessary for maintaining professional competence and quality of instruction, while other departments may be more lenient, allowing instructors the discretion in their participation.

4. Educational institutions may focus on creating a support group and encouraging environment within their institution that could enhance the perceived behavioral control of their faculty towards investment in professional development.
5. Both public and private higher education institutions may provide policy framework for faculty development programs for their faculty to be empowered and further their professional development. They may integrate scholarship grants to provide educational support to their faculty members.

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APPENDIX A

RESPONDENTS' DEMOGRAPHIC PROFILE QUESTIONNAIRE

Direction: Read each statement carefully and write a check mark (/) on the columns that contain your answer.

I. Personal Information

1. Gender ☐ Male ☐ Female

2. Age

- | | | |
|--|--|--|
| ☐ 23-25 years old | ☐ 41-45 years old | ☐ Over 61 years old |
| ☐ 26-30 years old | ☐ 46-50 years old | |
| ☐ 31-35 years old | ☐ 51-55 years old | |
| ☐ 36-40 years old | ☐ 56-60 years old | |

3. Marital Status

- ☐ Single ☐ Married ☐ Divorced ☐ Widowed

4. Education Level

- ☐ Master's Degree ☐ Doctorate and/ or Professional Degree

5. Are you affiliated with a public or private educational institution?

- ☐ Public Institution ☐ Private Institution

6. What is your current employment status?

- ☐ Full time

7. Years of Working

- ☐ 1 - 2 years ☐ 3 - 4 years ☐ 5 – 10 years ☐ Over 10 years

8. Estimated Average Monthly Income

- | | | |
|---|---|---|
| ☐ Under ₱15,000 | ☐ ₱15,000 – 20,000 | ☐ ₱21,000 – 25,000 |
| ☐ ₱26,000 – 30,000 | ☐ Over ₱30,000 | |

RESPONDENTS' LEVEL OF INVESTMENT ATTITUDE QUESTIONNAIRE

Adapted and Modified Questionnaire from: Guggemos & Seufert (2021), Medida et al. (2023), Conradty & Bogner (2020), & Barghani (2021)

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale:

- 4 - Strongly Agree
- 3 – Agree
- 2 – Disagree
- 1 - Strongly Disagree

INDICATORS	RESPONSES			
<i>A. Professional Goals</i>	4	3	2	1
1. I want to improve throughout my teaching career.				
2. I want to advance within the profession and establish a strong reputation.				
3. I pursue professional development to stay competitive in my field.				
4. I feel that professional development activities help me meet my career aspirations.				
5. I pursue professional development to enhance my skills and to increase my earning potential.				
<i>B. Professional Beliefs</i>				
1. I believe that investment in professional development is crucial for effective teaching.				
2. I believe that investing in professional development helps me achieve my career goals.				
3. I think that professional development positively impacts students.				
4. I believe continuous learning is essential for educators.				
5. I feel that professional development helps me stay updated with the latest teaching methods.				

Appendix A – Level of Investment Attitude Questionnaire Contd.

6. I think professional development is necessary for maintaining teaching quality.				
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RESPONDENTS' LEVEL OF SUBJECTIVE NORMS QUESTIONNAIRE

Adapted and Modified Questionnaire from: Flores et al. (2021), & Skoglund et al. (2020)

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale:

- 4 - Strongly Agree
- 3 – Agree
- 2 – Disagree
- 1 - Strongly Disagree

INDICATORS	RESPONSES			
	4	3	2	1
<i>A. Social Pressure</i>				
1. I refer from the opinions of my friends and colleagues to determine my investment behavior and engage in professional development.				
2. I should invest in professional development like my friends do.				
3. I believe my colleagues expect me to participate in professional development activities.				
4. I value the recommendations of friends and colleagues when making investment decisions.				
5. I am influenced by my peers to take investment in professional development.				
6. I consider the reactions of others in making my investments.				
7. I am influenced by my colleagues to attend workshops or seminars related to teaching.				
<i>B. Family Influence</i>				
1. I take into account my family's decision on a particular investment, which influences my own investment decisions.				
2. I feel supported by my family members in my professional development pursuits.				
3. I consider the opinions of family members in making investment towards professional development.				
4. I perceive my family's influence as a motivating factor for me to invest in professional development.				
5. I believe that my family's expectations impact my choice regarding professional development opportunities.				

Appendix A – Level of Subjective Norms Questionnaire Contd.

6. I value my family's encouragement as it motivates me to achieve specific professional development goals.				
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RESPONDENTS' LEVEL OF PERCEIVED BEHAVIORAL CONTROL QUESTIONNAIRE

Adapted and Modified Questionnaire from: Almeida et al. (2021), Conradty & Bogner (2020), and Ramzan & Khurram (2023)

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale:

- 4 - Strongly Agree
- 3 – Agree
- 2 – Disagree
- 1 - Strongly Disagree

INDICATORS	RESPONSES			
<i>A. Professional Commitment</i>	4	3	2	1
1. I am willing to put in a great deal of effort beyond that normally expected in order to improve my teaching and help my students.				
2. I am committed to staying updated with the latest educational practices.				
3. I believe it is important to invest time and effort in enhancing my teaching methods.				
4. I am dedicated to adopting new skills that benefit my students.				
5. I demonstrate a commitment to lifelong learning in my teaching career.				
6. I am committed to exploring innovative approaches to teaching and learning.				
<i>B. Overconfidence</i>				
1. I am confident I will do well in professional development.				
2. I believe I can earn my professional development easily.				
3. I am sure I can attain professional development with great results.				
4. I have the capability to pursue and attain professional development.				

Appendix A – Level of Perceived Behavioral Control Questionnaire Contd.

5. I do not hesitate to invest in professional development.				
6. I can decide on my own either to invest or not in professional development.				
7. I can achieve what I want to if I am determined.				
<i>C. Motivation</i>				
1. I am willing to seek professional development as it could improve my teaching.				
2. I am motivated by the potential benefits of professional development in my career.				
3. I am driven to participate in professional development to enhance my career.				
4. I am motivated to invest in professional development to fulfill my professional responsibilities.				
5. I am motivated to engage in professional development to earn professional credentials.				

RESPONDENTS' LEVEL OF INVESTMENT DECISION QUESTIONNAIRE

Adapted and Modified Questionnaire from: Yangambi (2021), Fernandez (2024),
& Arrieta (2021)

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale:

- 4 - Strongly Agree
- 3 – Agree
- 2 – Disagree
- 1 - Strongly Disagree

INDICATORS	RESPONSES			
<i>A. Professional Knowledge</i>	4	3	2	1
1. I believe that engaging in professional development significantly increases my teaching knowledge.				
2. I am aware of the benefits in engaging with professional development.				
3. I know that with professional development I can build my professional experience.				
4. I feel that my teaching experience enhances my ability to implement professional development strategies.				
5. I use my teaching experience to identify relevant professional development opportunities.				
6. I feel that professional development will provide me with new perspectives on teaching.				
7. I see professional development as a continuous journey of improvement in teaching.				
8. I consider professional development as a top priority in my career.				
9. I see professional development as a key factor in student success.				
10. I actively seek out opportunities for professional growth.				

APPENDIX C

SAMPLE FILLED-OUT QUESTIONNAIRE

RESPONDENTS' DEMOGRAPHIC PROFILE QUESTIONNAIRE

Direction: Read each statement carefully and write a check mark (/) on the columns that contain your answer.

I. Personal Information

1. Gender ☐ Male ☒ Female

2. Age

- | | | |
|---|--|--|
| ☒ 23-25 years old | ☐ 41-45 years old | ☐ Over 61 years old |
| ☐ 26-30 years old | ☐ 46-50 years old | |
| ☐ 31-35 years old | ☐ 51-55 years old | |
| ☐ 36-40 years old | ☐ 56-60 years old | |

3. Marital Status

- ☒ Single ☐ Married ☐ Divorced ☐ Widowed

4. Education Level

- ☒ Master's Degree ☐ Doctorate and/ or Professional Degree

5. Are you affiliated with a public or private educational institution?

- ☐ Public Institution ☒ Private Institution

6. What is your current employment status?

- ☒ Full time

7. Years of Working

- ☐ 1 - 2 years ☒ 3 - 4 years ☐ 5 - 10 years ☐ Over 10 years

8. Estimated Average Monthly Income

- ☐ Under ₱15,000 ☐ ₱15,000 – 20,000 ☒ ₱21,000 – 25,000
☐ ₱26,000 – 30,000 ☐ Over ₱30,000

RESPONDENTS' LEVEL OF INVESTMENT ATTITUDE QUESTIONNAIRE

Adapted and Modified Questionnaire from: Guggemos & Seufert (2021), Medida et al. (2023), Conradty & Bogner (2020), & Barghani (2021)

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale:

- 4 - Strongly Agree
- 3 – Agree
- 2 – Disagree
- 1 - Strongly Disagree

INDICATORS	RESPONSES			
	4	3	2	1
<i>A. Professional Goals</i>				
1. I want to improve throughout my teaching career.	/			
2. I want to advance within the profession and establish a strong reputation.	/			
3. I pursue professional development to stay competitive in my field.	/			
4. I feel that professional development activities help me meet my career aspirations.	/			
5. I pursue professional development to enhance my skills and to increase my earning potential.	/			
<i>B. Professional Beliefs</i>				
1. I believe that investment in professional development is crucial for effective teaching.	/			
2. I believe that investing in professional development helps me achieve my career goals.	/			
3. I think that professional development positively impacts students.	/			
4. I believe continuous learning is essential for educators.	/			
5. I feel that professional development helps me stay updated with the latest teaching methods.	/			
6. I think professional development is necessary for maintaining teaching quality.	/			

RESPONDENTS' LEVEL OF SUBJECTIVE NORMS QUESTIONNAIRE

Adapted and Modified Questionnaire from: Flores et al. (2021), & Skoglund et al. (2020)

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale:

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

INDICATORS	RESPONSES			
<i>A. Social Pressure</i>	4	3	2	1
1. I refer from the opinions of my friends and colleagues to determine my investment behavior and engage in professional development.		/		
2. I should invest in professional development like my friends do.			/	
3. I believe my colleagues expect me to participate in professional development activities.		/		
4. I value the recommendations of friends and colleagues when making investment decisions.		/		
5. I am influenced by my peers to take investment in professional development.			/	
6. I consider the reactions of others in making my investments.			/	
7. I am influenced by my colleagues to attend workshops or seminars related to teaching.			/	
<i>B. Family Influence</i>				
1. I take into account my family's decision on a particular investment, which influences my own investment decisions.		/		
2. I feel supported by my family members in my professional development pursuits.	/			
3. I consider the opinions of family members in making investment towards professional development.		/		
4. I perceive my family's influence as a motivating factor for me to invest in professional development.		/		

Appendix C – Level of Subjective Norms Questionnaire Contd.

5. I believe that my family's expectations impact my choice regarding professional development opportunities.		/		
6. I value my family's encouragement as it motivates me to achieve specific professional development goals.		/		

RESPONDENTS' LEVEL OF PERCEIVED BEHAVIORAL CONTROL QUESTIONNAIRE

Adapted and Modified Questionnaire from: Almeida et al. (2021), Conradt & Bogner (2020), and Ramzan & Khurram (2023)

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale:

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

INDICATORS	RESPONSES			
	4	3	2	1
<i>A. Professional Commitment</i>				
1. I am willing to put in a great deal of effort beyond that normally expected in order to improve my teaching and help my students.	/			
2. I am committed to staying updated with the latest educational practices.	/			
3. I believe it is important to invest time and effort in enhancing my teaching methods.	/			
4. I am dedicated to adopting new skills that benefit my students.	/			
5. I demonstrate a commitment to lifelong learning in my teaching career.	/			
6. I am committed to exploring innovative approaches to teaching and learning.	/			
<i>B. Overconfidence</i>				
1. I am confident I will do well in professional development.		/		
2. I believe I can earn my professional development easily.			/	
3. I am sure I can attain professional development with great results.		/		
4. I have the capability to pursue and attain professional development.		/		

Appendix C – Level of Perceived Behavioral Control Questionnaire Contd.

5. I do not hesitate to invest in professional development.		/		
6. I can decide on my own either to invest or not in professional development.		/		
7. I can achieve what I want to if I am determined.		/		
C. Motivation				
1. I am willing to seek professional development as it could improve my teaching.	/			
2. I am motivated by the potential benefits of professional development in my career.	/			
3. I am driven to participate in professional development to enhance my career.	/			
4. I am motivated to invest in professional development to fulfill my professional responsibilities.	/			
5. I am motivated to engage in professional development to earn professional credentials.	/			

RESPONDENTS' LEVEL OF INVESTMENT DECISION QUESTIONNAIRE

Adapted and Modified Questionnaire from: Yangambi (2021), Fernandez (2024), & Arrieta (2021)

Directions: Read each statement carefully and write a check mark (/) on the columns that contain your answer. Be guided by the following scale:

- 4 - Strongly Agree
- 3 – Agree
- 2 – Disagree
- 1 - Strongly Disagree

INDICATORS	RESPONSES			
	4	3	2	1
<i>A. Professional Knowledge</i>				
1. I believe that engaging in professional development significantly increases my teaching knowledge.	/			
2. I am aware of the benefits in engaging with professional development.	/			
3. I know that with professional development I can build my professional experience.	/			
4. I feel that my teaching experience enhances my ability to implement professional development strategies.	/			
5. I use my teaching experience to identify relevant professional development opportunities.	/			
6. I feel that professional development will provide me with new perspectives on teaching.	/			
7. I see professional development as a continuous journey of improvement in teaching.	/			
8. I consider professional development as a top priority in my career.	/			
9. I see professional development as a key factor in student success.	/			
10. I actively seek out opportunities for professional growth.	/			

APPENDIX C

SAMPLING COMPUTATION

Sample size calculator

What margin of error can you accept? 5% is a common choice	5 %	The margin of error is the amount of error that you can tolerate. If 90% of respondents answer <i>yes</i> , while 10% answer <i>no</i> , you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size.
What confidence level do you need? Typical choices are 90%, 95%, or 99%	95 %	The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer <i>yes</i> would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size.
What is the population size? If you don't know, use 20000	801	How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000.
What is the response distribution? Leave this as 50%	50 %	For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under More information if this is confusing.
Your recommended sample size is	260	This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.

Online surveys with **Vovici** have completion rates of 66%!

Alternate scenarios

With a sample size of	100	200	300	With a confidence level of	90	95	99
Your margin of error would be	9.17%	6.01%	4.48%	Your sample size would need to be	203	260	364

Save effort, save time. Conduct your survey online with **Vovici**.

APPENDIX D



MISAMIS UNIVERSITY
Ozamiz City
College of Business and Management



INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)

Researcher/Investigator (Nagtuon)

Name (Ngalan): Katherine B. Sabroso, Sonny M. Gomolon, and Bryll T. Molijon

Course: Bachelor of Science in Business Administration

College: Business and Management

Email / Contact Number: katherinesabroso19@gmail.com/ 09271225464

Thesis Title: **COLLEGE INSTRUCTORS' INVESTMENT ATTITUDE,
SUBJECTIVE NORMS, AND PERCEIVED BEHAVIORAL CONTROL IN
PROFESSIONAL DEVELOPMENT**

PART I. INFORMATION SHEET

Introduction <i>(Pasiuna)</i>	Good day! I am Katherine B. Sabroso, the principal researcher of the study entitled "College Instructors' Investment Attitude, Subjective Norms, and Perceived Behavioral Control in Professional Development". I am an undergraduate student under the program Bachelor of Science in Business Administration at Misamis University in Ozamiz City. I am to conduct the research with college instructors as respondents. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy. <i>(Maayong adlaw! Ako si Katherine B. Sabroso, ang nagpahigayon sa pagtuon kabahin sa "College Instructors' Investment Attitude, Subjective Norms, and Perceived Behavioral Control in Professional Development" Ako usa ka estudyante sa Bachelor of Science in Business Administration Major in Financial Management sa Misamis University, Ozamis City. Ako nagapili kanimo nga college instructor niini nga institusyon isip participante nga maoy mutubag sa gikinahagnglang</i>
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	<i>impormasyon niining gihimong pagtuon. Ako matinahurong naghangyo sa inyong bulontaryo nga pag-apil niini nga pagtuon. Gikinahanglan nga ikaw naa sa saktong edad ug naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pag-tubag sa questonnaires, palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnon ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.</i>
Purpose (Katuyoan)	The purpose of this study is to explore the college instructors' investment attitude, subjective norms, and perceived behavioral control toward professional development in Misamis Occidental. This research study can provide new insights into the investment practices of people working in colleges, which will help financial institutions and advisors working in the area to identify the specific preferences of this demographic. <i>(Ang katuyuan niini nga pagtuon mao ang pag-usisa sa pamatasan sa pagpamuhunan sa mga magtutudlo sa kolehiyo, suhetibo nga pamatasan, nahibal-an nga pagkontrol sa pamatasan padulong sa propesyonal nga kalamboan sa Misamis Occidental. Kini nga pagtuon makahatag ug bag-ong mga panabut sa mga pamaagi sa pagpamuhunan sa mga tawo nga nagtrabaho sa mga kolehiyo, nga makatabang sa mga institusyong pinansyal ug mga magtatambag nga nagtrabaho sa lugar aron mahibal-an ang mga gusto sa kini nga demograpiko).</i>
Type of Research Intervention (Matang sa Interbensyon sa Pagtuon)	This study will be conducted through the adapted and modified questionnaires and researcher-made questionnaire. The gathering of data will be conducted in person. <i>(Kining pagtuon pagabuhaton pinaagi sa questionnaires nga binuhat sa nagtuon (researcher). Personal ang pagkuha sa datos.)</i>
Selection of Participants	The selection is based on the following inclusion criteria: college instructor, full-time employee of the institution, must have a monthly gross income ranging within Php 15,000 – Php 50,000 or above, and have served the institution at least 3

(Pagpili sa mga Partisipant)	consecutive years, in which you are one of those selected through systematic sampling. <i>(Ang mga partisipante niini nga pagtuon mao ang indibidwal nga naga-angkon sa mosunod: magtutudlo sa kolehiyo, full-time nga empleyado sa institusyon, kinahanglan adunay binulan nga gross nga kita sulod sa Php 15,000 - Php 50,000 o labaw pa, ug nakaserbisyo sa institusyon labing menos 3 ka sunod-sunod nga tuig, diin usa ka sa napili pinaagi sa sistematikong sampling.)</i>
Voluntary Participation (Boluntaryo nga Partisipasyon)	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer. <i>(Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung mo-desisyon ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)</i>
Procedure (Pamaagi)	The distribution and retrieval of the questionnaires will be done in your institution, and the researcher will personally distribute and retrieve the research instruments. To ensure your understanding of the statements indicated in the questionnaires, the statements will be translated into the Bisayan language. In case you will have questions, such will be answered fully. The respondents will be given ample time to complete the questionnaires. The researcher will get your responses for data analysis and interpretation. The information and data provided by you as a respondent will be utilized for this study alone and will be treated with the utmost confidentiality. <i>(Ang pag-apod-apod sa questionnaires pagabuhaton sa imong institusyon, ug ang nagtuon ang personal nga mohatag ug mokuha pagbalik sa mga instrumento sa pagtuon. Aron masiguro ang imong pagsabot sa mga pahayag sa questionnaires, ang</i>

	<i>mga pahayag kay hubaron sa Binisaya nga pinulungan. Kung ugaling adunay kay mga pangutana, tubagon kini sa hingpit).</i> <i>(Ang mga respondente pagahatagan og igong panahon sa pagtubag sa questionnaires. Ang nagtuon mokuha sa mga tubag sa mga respondente para sa pag-analisa sa datos ug para sa interpretasyon. Ang mga impormasyon ug datos nga makuha gikan kanimo isip respondente gamiton lamang niining pagtuon ug hatagan og tumang pag-ampingan aron dili mabutyag.)</i>
Duration (Gidugayon)	Answering the questionnaires will last for 10 to 15 minutes. <i>(Ang pagtubag sa questionnaires mo kabat sa 10 ngadto sa 15 minutos).</i>
Risks and Discomforts (Risiko ug Kahasol)	The respondents will be protected from physical, social, or economic risks. In case the items in the questionnaires are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose. <i>(Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risiko. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)</i>
Benefits (Kaayohan)	This study is beneficial to you because the researcher may be able to provide an understanding of college instructors' investment attitude, subjective norms, and perceived behavioral control towards their willingness to investment in professional development. Thus, your responses shall be highly valued being deemed important in the field of hospital and healthcare administration. <i>(Kini nga pagtuon makapahimo kanimo paghatag og katin-awan o pagpasabot kabahin sa pamatasan sa pagpamuhunan sa mga magtutudlo sa kolehiyo, suhetibo nga pamatasan, ug gihunahuna nga pagkontrol sa pamatasan sa ilang kaandam nga mamuhunan sa propesyonal nga pag-uswag. Ang imong mga tubag hatagan og dakong bili nga giisip nga importante sa linya sa pagtuon sa pagdumala sa ospital).</i>

Reimbursements <i>(Hulip nga bayad)</i>	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, a small token of appreciation in the form of a light snack may be provided during the gathering of the research data. <i>(Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon. Apan adunay ginagmay nga pameryenda nga pwede mahatag sa panahon sa pagkuha sa mga datos).</i>
Confidentiality of Data <i>(Pag-amping sa Datos)</i>	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, which will be discarded 6 months after the publication of the results. <i>(Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa mga respondente. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag-amping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong aparador ang tanang datos nga pagagub-on human sa 6 kaban gikan sa pagpublisa sa resulta.)</i>
Sharing of Findings <i>(Pagpaambit sa Nakaplagan)</i>	The results of this study will be presented during the thesis final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. <i>(Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimprinta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)</i>

Rights to Refuse or Withdraw <i>(Katungod sa Pagpalibabad o Pag-undang)</i>	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. <i>(Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)</i>
Who to Contact (Kinsa ang Kontakon)	Should there be any queries as a respondent, you can contact the researcher through the following details: <i>(Kung adunay mga pangutana, mahimo nga mokontak pinaagi aning mga detalye:)</i> Name of the Researcher (Ngalan sa Nagtuon): Katherine B. Sabroso Sonny M. Gomolon Bryll T. Molijon Cellphone Number/s: 09271225464 09959167473 e-mail add: katherinesabroso19@gmail.com gomolonsonny@gmail.com STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential respondent. With the best of my ability, I make sure that the respondent will understand the statements of the questionnaires.

	<i>(Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga respondent. Kutob sa akong mahimo siguroon nako nga masabtan sa respondent ang mga pahayag sa questionnaires.)</i> I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. <i>(Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.)</i> A copy of this Informed Consent Form will be provided to the participant. <i>(Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.)</i> Print Name of Researcher (Ngalan sa Nagtuon): <u>KATHERINE B. SABROSO, SONNY M. GOMOLON, BRYLL T. MOLIJON</u>
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PART II. CERTIFICATE OF CONSENT
This research entitled “Hospital Administrators’ Transformational Leadership in Relation to Employees’ Morale and Work Productivity” by Ruthie M. Balasabas with the aim of gathering information and data pertaining to the administrators’ leadership styles and employees’ morale and work productivity has been presented and explained to me clearly. Since the study involves hospital employees, I am chosen as one of the participants. <i>(Kini nga pagtuon gititulohan, “Hospital Administrators’ Transformational Leadership in Relation to Employee Morale and Work Productivity” ni Ruthie M. Balasabas, nga adunay tumong sa pagkuha og impormasyon ug datos kabahin sa pamaagi sa pagdumala sa ospital ug ang kalabotan niini</i>

sa moral or pagka produktibo sa mga empleyado sa ospital, gipresenta ug gipasabot og klaro kanako. Tungod kay ang pagtuon kay kabahin sa mga empleyado sa ospital, ako napilian isip usa sa mga partisipante.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)

Print Name of Participant (Ngalan sa Partisipante): _____

Signature of Participant (Pirma sa Partisipante): _____

Date: [MM/DD/YYYY] _____

If Illiterate (Kung dili makasulat ug makabasa)

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest to this undertaking. The respondent will affix his thumbprint.

[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print)].

Name and Signature of the Witness

(Ngalan ug Pirma sa Testigo)

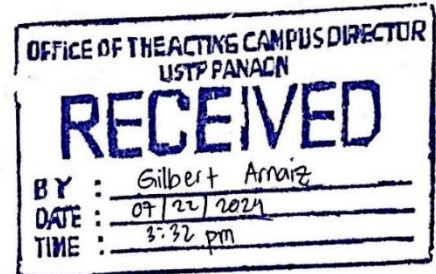
Thumb mark

APPENDIX E

APPROVED LETTER OF CONSENT

July 12, 2024

LENY QUREWAN - ANASCO PhD
Campus Director
University of Science and Technology of Southern Philippines
Panaon, Misamis Occidental



Dear Sir/Madam:

Greetings!

We are the students in the Bachelor of Science in Business Administration program Major in Financial Management at Misamis University in Ozamiz City. We are pursuing our thesis entitled "College Instructors' Investment Attitude, Subjective Norms, and Perceived Behavioral Control in Professional Development." The study was approved by the Thesis Committee last May 9, 2024.

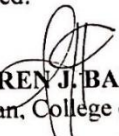
In this vein, we would like to ask for permission for the conduct of the study at Ozamiz City, Tangub City, Jimenez, Panaon, and Oroquieta City, Misamis Occidental. The study aims to explore the college instructors' investment attitude, subjective norms, perceived behavioral control toward professional development in Misamis Occidental. The target respondents will be the college instructors, selected through systematic sampling. Questionnaires will be used in gathering the data. Be assured that ethical considerations will be duly observed in the conduct of the study and that the data to be gathered will be used solely for research purpose.

We earnestly hope for your approval of this request.

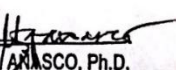
Truly,


KATHERINE B. SABROSO

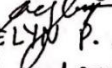
Noted:


EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management

Approved:


LENY Q. ANASCO, Ph.D.
Acting Campus Director

Recommending Approval:


ANNELYN P. LASAGAS, MELS
Head of Academic Affairs

August 15, 2024

GLORIMER L. CLARIN

Campus Director

University of Science and Technology of Southern Philippines

Mobod, Oroquieta City, Misamis Occidental

Dear Sir/Madam:

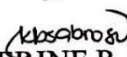
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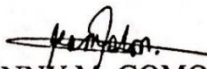
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We earnestly hope for your approval of this request.

Respectfully,


KATHERINE B. SABROSO

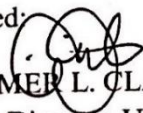

SONNY M. GOMOLON


BRYLL T. MOLIYON

Note:


EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management

Approved:


GLORIMER L. CLARIN
Campus Director, USTP Oroquieta City

July 12, 2024

DR. MARLUDY Y. ORONG
ACADEMIC OFFICER
MISAMIS UNIVERSITY
OROQUIETA CITY

Dear Sir/Madam:

Greetings!

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We earnestly hope for your approval of this request.

Truly,

(K. Sabroso)
KATHERINE B. SABROSO

Noted:

(E. Barillo)
EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management

Approved:

(E. G. Castillano)
EMELIA G. CASTILLANO
ADMINISTRATIVE OFFICER

July 12, 2024

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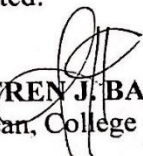
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We earnestly hope for your approval of this request.

Truly,


KATHERINE B. SABROSO

Noted:


EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management

Approved:

August 2, 2024

Mr. Israel Gallago
Data Privacy Officer
La Salle University
Ozamiz City

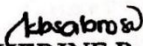
Dear Sir Israel:
Greetings!

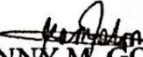
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We earnestly hope for your approval of this request.

Respectfully,


KATHERINE B. SABROSO


SONNY M. GOMOLON


BRYLL T. MOLIYON

Note:


EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management

Approved:  8/2/24
ISRAEL GALLAGO
DATA PRIVACY OFFICER

July 12, 2024

Danilo S. Yolim Ed. D, PhD, LIB
VICE PRESIDENT FOR ACADEMIC AFFAIRS
Medina College
Maningcol, Ozamiz City

Dear Sir/Madam:

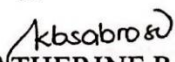
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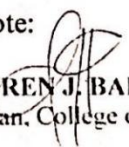
In this vein, we would like to ask for permission for the conduct of the study at Ozamiz City, Tangub City, Jimenez, Panaon, and Oroquieta City, Misamis Occidental. The study aims to explore the college instructors' investment attitude, subjective norms, perceived behavioral control toward professional development in Misamis Occidental. The target respondents will be the college instructors, selected through systematic sampling. Questionnaires will be used in gathering the data. Be assured that ethical considerations will be duly observed in the conduct of the study and that the data to be gathered will be used solely for research purpose.

We earnestly hope for your approval of this request.

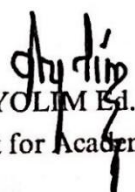
Truly,


KATHERINE B. SABROSO

Note:


EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management

Approved:


DANILO S. YOLIM Ed. D, PhD, LIB
Vice President for Academic Affairs

August 13, 2024

MARICELLE M. NUEVA, DM
COLLEGE PRESIDENT
TANGUB CITY GLOBAL COLLEGE
TANGUB CITY, MIS. OCC.

Dear Sir/Madam:

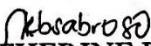
Greetings!

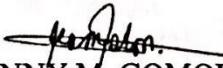
We are the students in the Bachelor of Science in Business Administration program Major in Financial Management at Misamis University in Ozamiz City. We are pursuing our thesis entitled "College Instructors' Investment Attitude, Subjective Norms, and Perceived Behavioral Control in Professional Development." The study was approved by the Thesis Committee last May 9, 2024.

In this vein, we would like to ask for permission for the conduct of the study at Ozamiz City, Tangub City, Jimenez, Panaon, and Oroquieta City, Misamis Occidental. The study aims to explore the college instructors' investment attitude, subjective norms, and perceived behavioral control toward professional development in the selected institutions both in private and public in Misamis Occidental. The target respondents will be the college instructors, selected through systematic sampling. Questionnaires will be used in gathering the data. Be assured that ethical considerations will be duly observed in the conduct of the study and that the data to be gathered will be used solely for research purpose.

We earnestly hope for your approval of this request.

Respectfully,


KATHERINE B. SABROSO

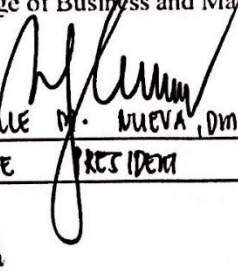

SONNY M. GOMOLON


BRYLL T. MOLIJON

Note:


EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management

Approved:


MARICELLE M. NUEVA, DM
COLLEGE PRESIDENT



REPUBLIC OF THE PHILIPPINES
**NORTHWESTERN MINDANAO STATE COLLEGE
OF SCIENCE AND TECHNOLOGY**
Labuyo, Tangub City, Misamis Occidental, Philippines 7214

OFFICE OF RESEARCH AND DEVELOPMENT

July 22, 2024

The Researchers
Misamis University

Researchers:

The undersigned is pleased to inform you that our review of the research study titled "**College Instructor's Investment Attitude, Subjective Norms and Perceived Behavioral Control in Professional Development**" authored by Sabroso (2024) has been completed. We are delighted to express our full support for this study, which promises to provide valuable insights into the factors influencing college instructors' attitudes toward their professional development.

By examining these variables, the study offers a comprehensive understanding of the motivations and barriers that educators face in their pursuit of professional development. We have full confidence in your abilities as esteemed researchers to conduct this study diligently and professionally.

As the Office of Research and Development, we are committed to supporting initiatives that advance knowledge in education. We encourage all stakeholders to assist in ensuring the success of this research endeavor. With this endorsement, **we are pleased to announce that you may now proceed with the data gathering to the regular faculty members with masters/doctorate degree (or ongoing) of Northwestern Mindanao State College of Science and Technology subject to the following conditions:**

Free Time: Participation in any activities related to this study should be undertaken during the instructors' free time, ensuring that their primary teaching responsibilities and personal commitments are not compromised.

Voluntary Participation: All involvement in the study should be strictly voluntary, with participants fully informed of their right to withdraw at any time without any repercussions.

Adherence to Ethics: The study must adhere to the highest ethical standards, including obtaining informed consent from all participants, ensuring confidentiality, and minimizing any potential risks associated with the research.

Thank you for your commitment to this important research endeavor.

Sincerely:


STEVE I. JEMBANG, MAEd
Director, Research and Development

CC: Faculty,

*To All deans;
Please accommodate the
researcher from M.U.
Thanks!
Jed P. Dagat
Dir. - OSS*



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088 586 0173



Northwestern Mindanao State College
of Science and Technology



APPENDIX I

(Statistical Computation)

1. What is the demographic profile of college instructors as to sex, age, marital status, educational level, type of institution employed, employment status, years of working, and monthly income?

	Category	Frequency	Percentage
Sex			
	Male	109	41.92
	Female	151	58.08
Age			
	23-25	54	20.77
	26-30	80	30.77
	31-35	54	20.77
	36-40	34	13.08
	41-45	16	6.15
	46-50	12	4.62
	51-55	6	2.31
	56-60	2	0.77
	Over 61 years old	2	0.77
Marital Status			
	Single	137	52.69
	Married	113	43.46
	Divorced	0	0
	Widowed	10	3.85
Educational Level			
	Master's Degree	221	85.00
	Doctorate and/or Professional Degree	39	15.00
Type of Institution Employed			
	Public	169	65.00
	Private	91	35.00
Employment Status			
	Full-time	260	100
Years of Working			
	1-2 years	53	20.38
	3-4 years	112	43.08
	5-10 years	68	26.15
	Over 10 years	27	10.38
Monthly Income			
	Under Php. 15,000	26	10.00
	Php. 15,000 – Php. 20,000	79	30.38
	Php. 21,000 – Php. 25,000	57	21.92
	Php. 26,000 – Php. 30,000	59	22.69

Appendix I – Demographic Profile of Respondents Contd.

Php. 30,000	39	15.00
-------------	----	-------

2. What is the level of investment attitude among college instructors in terms of professional goals and professional beliefs?

Descriptive Statistics

	N	M	SD
Professional Goals	260	3.69	0.34
Professional Beliefs		3.67	0.33
Overall Level of Investment Attitude	260	3.68	0.34

3. What is the level of subjective norms among college instructors in terms of social pressure and family influence?

Descriptive Statistics

	N	M	SD
Social Pressure	260	3.09	0.46
Family Influence		3.33	0.46
Overall Level of Subjective Norms	260	3.21	0.46

4. What is the level of perceived behavioral control among college instructors in terms of professional commitment, overconfidence, and motivation?

Descriptive Statistics

Constructs	N	M	SD
Professional Commitment	260	3.61	0.38
Overconfidence		3.44	0.38
Motivation		3.65	0.38
Overall Level of Perceived Behavioral Control	260	3.57	0.38

5. What is the level of college instructors' investment in professional development in terms of professional knowledge?

Descriptive Statistics

Constructs	N	M	SD
Professional Knowledge	260	3.64	0.31

Overall Level of Perceived Behavioral Control	260	3.64	0.31
---	-----	------	------

6. Is there a significant relationship between college instructors' attitude and investment in professional development?

Descriptive Statistics

Variable	r-value	p-value
Investment Attitude and Investment in Professional Development	0.58	0.00

7. Is there a significant relationship between college instructors' subjective norms and investment in professional development?

Descriptive Statistics

Variable	r-value	p-value
Subjective Norms and Investment in Professional Development	0.29	0.00

8. Is there a significant relationship between college instructors perceived behavioral control and investment in professional development?

Descriptive Statistics

Variable	r-value	p-value
Perceived Behavioral Control and Investment in Professional Development	0.67	0.00

9. Is there a significant difference among college instructors' investment in professional development when grouped according to profile?

GENDER

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Investment Decision in Professional Development	Equal variances assumed	.007	.933	-.985	258	.326	-.0382	.0388	-.1147	.0383
	Equal variances not assumed			-.979	228.108	.329	-.0382	.0391	-.1152	.0387

AGE

ANOVA

Investment Decision in Professional Development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.951	8	.119	1.255	.268
Within Groups	23.790	251	.095		
Total	24.741	259			

Multiple Comparisons

Dependent Variable: Investment Decision in Professional Development

Tukey HSD

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-.0119	.0542	1.000	-.182	.158
	3	-.0370	.0592	.999	-.222	.148
	4	.0011	.0674	1.000	-.210	.212
	5	.1544	.0876	.707	-.120	.429
	6	.0731	.0983	.998	-.234	.381
	7	.2148	.1325	.792	-.200	.629
	8	-.2519	.2217	.968	-.946	.442
	9	-.1019	.2217	1.000	-.796	.592
2	1	.0119	.0542	1.000	-.158	.182
	3	-.0252	.0542	1.000	-.195	.144
	4	.0129	.0630	1.000	-.184	.210
	5	.1663	.0843	.564	-.098	.430
	6	.0850	.0953	.993	-.213	.383
	7	.2267	.1303	.722	-.181	.634
	8	-.2400	.2204	.975	-.930	.450
	9	-.0900	.2204	1.000	-.780	.600
3	1	.0370	.0592	.999	-.148	.222
	2	.0252	.0542	1.000	-.144	.195
	4	.0381	.0674	1.000	-.173	.249
	5	.1914	.0876	.419	-.083	.466
	6	.1102	.0983	.971	-.197	.418
	7	.2519	.1325	.614	-.163	.666
	8	-.2148	.2217	.988	-.908	.479
	9	-.0648	.2217	1.000	-.758	.629
4	1	-.0011	.0674	1.000	-.212	.210
	2	-.0129	.0630	1.000	-.210	.184
	3	-.0381	.0674	1.000	-.249	.173
	5	.1533	.0933	.780	-.139	.445
	6	.0721	.1034	.999	-.251	.396
	7	.2137	.1363	.821	-.213	.640
	8	-.2529	.2240	.969	-.954	.448

Appendix I – Multiple Comparisons of Age Contd.

	9		-.1029	.2240	1.000	-.804	.598
5	1		-.1544	.0876	.707	-.429	.120
	2		-.1663	.0843	.564	-.430	.098
	3		-.1914	.0876	.419	-.466	.083
	4		-.1533	.0933	.780	-.445	.139
	6		-.0812	.1176	.999	-.449	.287
	7		.0604	.1474	1.000	-.401	.522
	8		-.4063	.2309	.709	-1.129	.316
	9		-.2563	.2309	.972	-.979	.466
6	1		-.0731	.0983	.998	-.381	.234
	2		-.0850	.0953	.993	-.383	.213
	3		-.1102	.0983	.971	-.418	.197
	4		-.0721	.1034	.999	-.396	.251
	5		.0812	.1176	.999	-.287	.449
	7		.1417	.1539	.992	-.340	.623
	8		-.3250	.2351	.904	-1.061	.411
	9		-.1750	.2351	.998	-.911	.561
7	1		-.2148	.1325	.792	-.629	.200
	2		-.2267	.1303	.722	-.634	.181
	3		-.2519	.1325	.614	-.666	.163
	4		-.2137	.1363	.821	-.640	.213
	5		-.0604	.1474	1.000	-.522	.401
	6		-.1417	.1539	.992	-.623	.340
	8		-.4667	.2514	.644	-1.253	.320
	9		-.3167	.2514	.942	-1.103	.470
8	1		.2519	.2217	.968	-.442	.946
	2		.2400	.2204	.975	-.450	.930
	3		.2148	.2217	.988	-.479	.908
	4		.2529	.2240	.969	-.448	.954
	5		.4063	.2309	.709	-.316	1.129
	6		.3250	.2351	.904	-.411	1.061
	7		.4667	.2514	.644	-.320	1.253
	9		.1500	.3079	1.000	-.813	1.113
9	1		.1019	.2217	1.000	-.592	.796
	2		.0900	.2204	1.000	-.600	.780
	3		.0648	.2217	1.000	-.629	.758

4	.1029	.2240	1.000	-.598	.804
5	.2563	.2309	.972	-.466	.979
6	.1750	.2351	.998	-.561	.911
7	.3167	.2514	.942	-.470	1.103
8	-.1500	.3079	1.000	-1.113	.813

MARITAL STATUS

ANOVA

Investment Decision in Professional Development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.576	2	.288	3.062	.048
Within Groups	24.165	257	.094		
Total	24.741	259			

Multiple Comparisons

Dependent Variable: Investment Decision in Professional Development

Tukey HSD

(I) Marital Status	(J) Marital Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	.0293	.0390	.733	-.063	.121
	4	.2464*	.1004	.039	.010	.483
2	1	-.0293	.0390	.733	-.121	.063
	4	.2172	.1012	.083	-.021	.456
4	1	-.2464*	.1004	.039	-.483	-.010
	2	-.2172	.1012	.083	-.456	.021

*. The mean difference is significant at the 0.05 level.

EDUCATIONAL LEVEL

ANOVA

Investment Decision in Professional Development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.049	1	.049	.512	.475
Within Groups	24.692	258	.096		
Total	24.741	259			

TYPE OF INSTITUTION

ANOVA

Investment Decision in Professional Development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.302	1	.302	3.186	.075
Within Groups	24.440	258	.095		
Total	24.741	259			

YEARS OF WORKING

ANOVA

Investment Decision in Professional Development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.687	3	.229	2.437	.065
Within Groups	24.054	256	.094		
Total	24.741	259			

Multiple Comparisons

Dependent Variable: Investment Decision in Professional Development

Tukey HSD

(I) Years of Working	(J) Years of Working	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-.0559	.0511	.694	-.188	.076
	3	-.1470*	.0562	.046	-.292	-.002
	4	-.0783	.0725	.702	-.266	.109
2	1	.0559	.0511	.694	-.076	.188
	3	-.0911	.0471	.217	-.213	.031
	4	-.0224	.0657	.986	-.192	.148
3	1	.1470*	.0562	.046	.002	.292
	2	.0911	.0471	.217	-.031	.213
	4	.0687	.0697	.758	-.112	.249
4	1	.0783	.0725	.702	-.109	.266
	2	.0224	.0657	.986	-.148	.192
	3	-.0687	.0697	.758	-.249	.112

*. The mean difference is significant at the 0.05 level.

MONTHLY INCOME

ANOVA

Investment Decision in Professional Development

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.665	4	.166	1.761	.137
Within Groups	24.076	255	.094		
Total	24.741	259			

Multiple Comparisons

Dependent Variable: Investment Decision in Professional Development

Tukey HSD

(I) Est. Monthly Income	(J) Est. Monthly Income	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	.0139	.0695	1.000	-.177	.205
	3	.1242	.0727	.431	-.076	.324
	4	.0894	.0723	.731	-.109	.288
	5	.0013	.0778	1.000	-.212	.215
2	1	-.0139	.0695	1.000	-.205	.177
	3	.1103	.0534	.238	-.036	.257
	4	.0755	.0529	.610	-.070	.221
	5	-.0126	.0601	1.000	-.178	.153
3	1	-.1242	.0727	.431	-.324	.076
	2	-.1103	.0534	.238	-.257	.036
	4	-.0348	.0571	.973	-.192	.122
	5	-.1229	.0639	.307	-.298	.052
4	1	-.0894	.0723	.731	-.288	.109
	2	-.0755	.0529	.610	-.221	.070
	3	.0348	.0571	.973	-.122	.192
	5	-.0881	.0634	.635	-.262	.086
5	1	-.0013	.0778	1.000	-.215	.212
	2	.0126	.0601	1.000	-.153	.178
	3	.1229	.0639	.307	-.052	.298
	4	.0881	.0634	.635	-.086	.262

10. What are the significant predictors of the college instructors' investment in professional development?

Coefficients*

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.058	.201		5.265	.000	.663	1.454
	Investment Attitude	.495	.054	.476	9.205	.000	.389	.601
	Subjective Norms	-.001	.046	-.001	-.016	.987	-.090	.089
	Perceived Behavioral Control	.251	.043	.310	5.769	.000	.165	.336

a. Dependent Variable: Investment Decision in Professional Development

APPENDIX G

(Documentation)







APPENDIX H

PLAGIARISM TEST RESULT



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Summary

APPENDIX I

GRAMMARLY TEST RESULT



Report: Sabroso's Group

Sabroso's Group

by Misamis University

General metrics

93,003	12,971	606	51 min 53 sec	1 hr 39 min
characters	words	sentences	reading time	speaking time

Score



This text scores better than 99% of all texts checked by Grammarly

Writing Issues

30	2	28
Issues left	Critical	Advanced

Plagiarism

This text hasn't been checked for plagiarism

CURRICULUM VITAE



PERSONAL INFORMATION

Name : Katherine B. Sabroso
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Sex : Female
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Mobile No. : 09271225464
Religion : Roman Catholic

EDUCATIONAL BACKGROUND

College:

Bachelor of Science in Business Administration Major in Financial Management
Misamis University
S.Y. 2021 – Present

Senior High School:

Accountancy, Business and Management (ABM)
Lanao del Norte National Comprehensive High School
S.Y. 2019 – 2021

Junior High School:

Lanao del Norte National Comprehensive High School
S.Y. 2015 – 2019

Elementary:

Felisa Villoria Bond Memorial School
S.Y. 2009 – 2015

TRAININGS AND SEMINARS

N/A

CURRICULUM VITAE



PERSONAL INFORMATION

Name : Bryll T. Molijon
Age : 21 yrs. old
Sex : Male
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Mobile No. : 09636816924
Religion : Jehovah's Witness

EDUCATIONAL BACKGROUND

College:

Bachelor of Science in Business Administration Major in Financial Management
Misamis University
S.Y. 2021 – Present

Senior High School:

Accountancy Business and Management
Misamis University
S.Y. 2021 – 2022

Junior High School:

Ozamiz City School of Arts and Trades
S.Y. 2019 – 2020

Elementary:

Catadman Elementary School
S.Y. 2015 – 2016

TRAININGS AND SEMINARS

N/A

CURRICULUM VITAE



PERSONAL INFORMATION

Name : Sonny M. Gomolon
Age : 25 yrs. old
Sex : Female
Address : Purok-1, Tabid, Ozamiz City
Mobile No. : 09959167473
Religion : Roman Catholic

EDUCATIONAL BACKGROUND

College:

Bachelor of Science in Business Administration Major in Financial Management
Misamis University
S.Y. 2021 – Present

Senior High School:

N/A

Junior High School:

Pulot National High School
S.Y. 2014 – 2015

Elementary:

Narciso B. Ledesma Central School
S.Y. 2010 – 2011

TRAININGS AND SEMINARS

N/A