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Motivation for Pursuing Graduate Studies in Digital Technology and Learning Innovation at the Faculty of Education, Ramkhamhaeng University

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Abstract

This study aimed to: (1) investigate the motivation for pursuing graduate studies in the Digital Technology and Learning Innovation program, Faculty of Education, Ramkhamhaeng University; and (2) compare the factors influencing motivation to enroll in the program.

The population consisted of 35 graduate students in the Digital Technology and Learning Innovation program, Faculty of Education, Ramkhamhaeng University. The sample included 32 graduate students, determined using Krejcie and Morgan's sample size table and selected through purposive sampling. The research instrument was a five-point Likert scale questionnaire. Data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation.

The findings revealed that the most influential motivational factor was faculty members ($\bar{x} = 4.55$, S.D. = 0.71). The highest-rated item under this factor was that faculty members possess knowledge, competence, and expertise in their respective fields ($\bar{x} = 4.69$, S.D. = 0.53). The second most influential factor was personal reasons ($\bar{x} = 4.43$, S.D. = 0.82), with the highest-rated item being the desire to enhance one's knowledge, skills, and abilities ($\bar{x} = 4.63$, S.D. = 0.65). The third factor was curriculum-related factors ($\bar{x} = 4.39$, S.D. = 0.80), particularly the continuous development and improvement of the curriculum and the appropriateness of the program duration ($\bar{x} = 4.44$, S.D. = 0.83). The fourth factor was institutional image ($\bar{x} = 4.34$, S.D. = 0.84), especially the university's educational standards and students' satisfaction with continuing their studies at Ramkhamhaeng University ($\bar{x} = 4.47$, S.D. = 0.83). Finally, the fifth factor was educational expenses ($\bar{x} = 4.33$, S.D. = 0.91), with the highest-rated item indicating that the cost of education is lower compared to other institutions ($\bar{x} = 4.63$, S.D. = 0.82).

Keywords: *Motivation; Graduate Studies; Digital Technology and Learning Innovation*

1. Introduction

In an era characterized by rapid advancements in digital technology, various dimensions of education have been significantly affected and must continuously adapt to ongoing changes. Teaching and learning in the 21st century are no longer confined to traditional instructional approaches; rather, they require the integration of digital technologies and innovative practices to create effective learning processes that respond to the evolving needs of learners. Consequently, the development of human resources equipped with knowledge and competencies in digital technology and learning innovation has become increasingly important, particularly at the graduate level, where emphasis is placed on research, data analysis, and the development of applicable educational concepts.

The graduate program in Digital Technology and Learning Innovation at the Faculty of Education, Ramkhamhaeng University represents a response to contemporary educational demands and the advancement of knowledge in a field that plays a crucial role in modern society. The program aims to develop students' understanding and essential skills in applying technology to teaching and learning, as well as designing innovative solutions that support learning processes. Such preparation is vital in enabling learners to cope with ongoing transformations in educational systems and human resource development.

However, students' decisions to pursue graduate studies in this field are not solely based on academic content. Multiple factors influence their decisions, including opportunities for self-development, career advancement, family expectations, and personal motivation. Examining motivation for pursuing graduate studies in this field is therefore essential, as it reflects the extent to which learners are prepared and committed to developing themselves in areas related to technology and learning innovation. Previous studies have indicated that motivation can be broadly categorized into two main types: intrinsic motivation and extrinsic motivation (Aree Phanmani, 1995). Intrinsic motivation is often associated with personal interest and the desire to enhance technological skills, whereas extrinsic motivation may stem from career opportunities, higher income, or professional recognition. Understanding these two dimensions of motivation enables the Faculty of Education to design curricula and educational management strategies that better align with learners' needs and expectations.

Furthermore, understanding students' motivations for enrolling in the Digital Technology and Learning Innovation program can contribute to the development of effective student recruitment strategies. Identifying the key factors that stimulate interest and influence enrollment decisions can support curriculum promotion efforts and attract individuals with strong potential and genuine interest in this field.

Based on these considerations, the researcher aims to investigate and compare the motivational factors influencing graduate study decisions in the Digital Technology and Learning Innovation program at the Faculty of Education, Ramkhamhaeng University. The findings of this study are expected to provide valuable insights for program development and improvement, enhance understanding of learners' behaviors and needs in the current context, and support curriculum enhancement and marketing strategies that align with societal demands and labor market requirements in the digital era. Ultimately, the study seeks to maximize benefits for both students and Ramkhamhaeng University.

1.1 Research Objectives

1. To examine the motivation for pursuing graduate studies in the Digital Technology and Learning Innovation program, Faculty of Education, Ramkhamhaeng University.

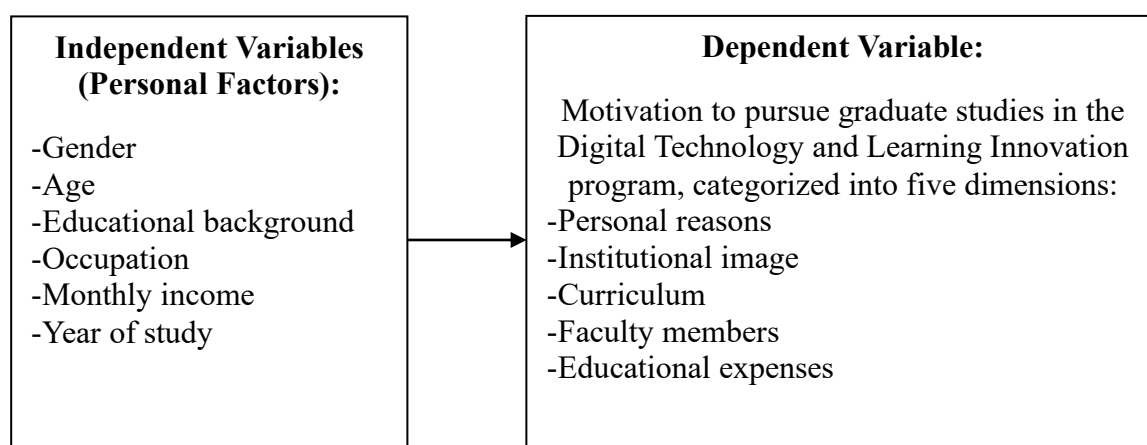
2. To compare the motivational factors influencing the decision to pursue graduate studies in the Digital Technology and Learning Innovation program, Faculty of Education, Ramkhamhaeng University.

1.2 Conceptual Framework

This study aims to investigate and compare the factors influencing motivation to pursue graduate studies in the Digital Technology and Learning Innovation program, Faculty of Education, Ramkhamhaeng University. In this research, personal factors of graduate students are considered potential independent variables that may influence their motivation to enroll in the program. These personal factors may affect the level of motivation across different dimensions. The conceptual framework of the study is illustrated in Figure 1.

The study identifies the following variables:

Figure 1 Conceptual Framework of the Research



2. Research Methodology

This study employed a survey research design. The research procedures were as follows:

2.1 Population, Sample, and Key Informants

The population of this study consisted of 35 graduate students enrolled in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University.

The sample comprised graduate students from the same program. The sample size was determined using the formula developed by Krejcie and Morgan (1970). Based on a $\pm 5\%$ margin of error, the calculated sample size was 32 participants. Data were collected through an online questionnaire, and the first 32 complete responses were used for data analysis.

2.2 Research Instrument

The research instrument was a questionnaire designed to investigate motivation for pursuing graduate studies in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University. The questionnaire consisted of two parts:

Part 1: General Information of Respondents

This section included six checklist items: gender, age, educational background, occupation, monthly income, and current year of study.

Part 2: Motivation for Pursuing Graduate Studies

This section assessed motivation across five dimensions: Personal reasons, Institutional image

Curriculum, Instructors and Educational expenses

Respondents were asked to evaluate their level of motivation using a five-point Likert scale, consisting of: Highest, High, Moderate, Low, and Lowest.

2.3 Data Collection

The researcher personally conducted all stages of data collection. The procedures were as follows:

2.3.1 The researcher informed course instructors in the Department of Educational Technology, Ramkhamhaeng University, to request permission to collect data from graduate students.

2.3.2 The researcher coordinated with students to request their cooperation in participating in the study.

2.3.3 Data were collected online from graduate students in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University.

2.3.4 The completed questionnaires were checked for completeness and accuracy before proceeding with data analysis.

2.4 Data Analysis

The data were analyzed as follows:

2.4.1 General information of graduate students in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University, was analyzed using frequency and percentage.

2.4.2 Motivation for pursuing graduate studies across the five dimensions—personal reasons, institutional image, curriculum, instructors, and educational expenses—was analyzed by calculating the mean ($\bar{x}$) and standard deviation (S.D.) for each dimension and for the overall total.

3. Results

Part 1: General Information of the Respondents

The results of Part 1, concerning the general information of the respondents, revealed the following:

Table 1 General Information of the Respondents

General Information		Respondents (n = 32)	
		Frequency	Percentage
1. Gender	Male	14	43.7
	Female	18	56.3
	LGBTQ+	-	-
	Prefer not to specify	-	-
2. Age	Below 22 years	-	-
	23–33 years	15	46.9
	34–44 years	14	43.7
	45 years and above	3	9.4
3. Educational Level	Bachelor's degree	19	59.4
	Master's degree	13	40.6
	Doctoral degree	-	-
	Government officer	18	56.3

General Information		Respondents (n = 32)	
		Frequency	Percentage
4. Occupation			
	Government employee	11	34.4
	Private company employee	2	6.2
	Self-employed	1	3.1
	Freelance worker	-	-
5. Monthly Income			
	Below 18,000 Baht	4	12.5
	18,001–20,000 Baht	4	12.5
	20,001–25,000 Baht	6	18.7
	25,001–30,000 Baht	11	34.4
	30,001–35,000 Baht	3	9.4
	35,000 Baht and above	4	12.5
6. Current Year of Study			
	First-year graduate student	11	34.4
	Second-year graduate student	8	25.0
	Graduated	13	40.6

From Table 1, the survey results of 32 respondents regarding motivation for pursuing graduate studies in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University, revealed the following: The majority of respondents were female (56.3%), while males accounted for 43.7%. Most respondents were aged 23–33 years (46.9%), followed by those aged 34–44 years (43.8%), and the smallest proportion were aged 45 years and above (9.4%). Regarding educational background, the majority held a bachelor's degree (59.4%), while 40.6% held a master's degree. In terms of occupation, the largest group were government officers (56.3%), followed by government employees (34.4%), private company employees (6.2%), and self-employed individuals (3.1%). For monthly income, the largest proportion of respondents earned 25,001–30,000 Baht (34.4%), followed by 20,001–25,000 Baht (18.7%). The categories below 18,000 Baht, 18,001–20,000 Baht, and 35,000 Baht and above each accounted for 12.5%. The lowest percentage was reported in the 30,001–35,000 Baht category (9.4%). Regarding current academic status, the majority had already graduated (40.6%), followed by first-year graduate students (34.4%), and second-year graduate students (25.0%), respectively.

Results (Part 2): Motivation for Pursuing Graduate Studies

The results of Part 2, concerning motivation for pursuing graduate studies in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University, are presented as follows:

Table 2 Motivation for Pursuing Graduate Studies in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University (n = 32)

Motivation for Pursuing Graduate Studies	$\bar{x}$	S.D.	Interpretation
1. Personal Reasons	4.43	0.82	High
2. Institutional Image	4.34	0.84	High
3. Curriculum	4.39	0.80	High
4. Instructors	4.55	0.71	Very High
5. Educational Expenses Overall	4.33	0.91	High
Personal Reasons	4.41	0.82	High

From Table 2, the analysis of the questionnaire on motivation for pursuing graduate studies in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University, indicated that overall motivation was at a high level ($\bar{x}$ = 4.41, S.D. = 0.82). When considering each dimension individually, the findings were as follows: Personal reasons were rated at a high level ($\bar{x}$ = 4.43, S.D. = 0.82). Institutional image was rated at a high level ($\bar{x}$ = 4.34, S.D. = 0.84). Curriculum was rated at a high level ($\bar{x}$ = 4.39, S.D. = 0.80). Instructors received the highest rating, at a very high level ($\bar{x}$ = 4.55, S.D. = 0.71). Educational expenses were rated at a high level ($\bar{x}$ = 4.33, S.D. = 0.91)

Table 3 Motivation for Pursuing Graduate Studies in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University, Classified by Dimension (n = 32)**1. Personal Reasons**

Item	$\bar{x}$	SD	Interpretation
1.1 To obtain a higher academic qualification for career advancement	4.53	0.87	Very High
1.2 To serve as a pathway for further study at a higher level	4.31	0.85	High
1.3 To enhance knowledge, skills, and personal competencies	4.63	0.65	Very High
1.4 To build self-confidence and personal pride	4.38	0.86	High
1.5 To gain learning experiences with peers from diverse professions	4.28	0.80	High

Overall – Personal Reasons | 4.43 | 0.82 | High

2. Institutional Image

Item	$\bar{x}$	SD	Interpretation
2.1 The university maintains high educational standards	4.47	0.71	High
2.2 The university has a well-recognized reputation	4.38	0.82	High
2.3 The university provides a supportive learning environment	3.97	0.92	High
2.4 Faculty members are academically competent and recognized	4.41	0.82	High
2.5 Students are satisfied with continuing their studies at the university	4.47	0.83	High

Overall – Institutional Image | 4.34 | 0.84 | High

3. Curriculum

Item	$\bar{x}$	SD	Interpretation
3.1 The curriculum structure meets academic standards	4.41	0.82	High
3.2 The curriculum is continuously developed and improved	4.44	0.83	High
3.3 The curriculum is modern and offers diverse courses	4.31	0.68	High
3.4 The program duration is appropriate	4.44	0.83	High
3.5 The courses offered are interesting	4.38	0.82	High

Overall – Curriculum | 4.39 | 0.80 | High

4. Instructors

Item	$\bar{x}$	SD	Interpretation
4.1 Instructors are knowledgeable and experts in their fields	4.69	0.53	Very High
4.2 Instructors use effective teaching methods and knowledge transfer processes	4.31	0.73	High
4.3 Instructors accept students' opinions and suggestions	4.59	0.65	Very High
4.4 Instructors support students' continuous self-development	4.63	0.78	Very High
4.5 Instructors demonstrate morality, ethics, and serve as role models	4.53	0.79	Very High

Overall – Instructors | 4.55 | 0.71 | Very High

5. Educational Expenses

Item	$\bar{x}$	SD	Interpretation
5.1 Tuition fees are lower than other institutions	4.59	0.82	Very High
5.2 Overall educational expenses are lower compared to other institutions	4.63	0.82	Very High
5.3 Costs of documents and textbooks are lower than other institutions	4.13	0.86	High
5.4 Transportation and commuting costs are lower than other institutions	3.97	0.98	High
5.5 Students' income is sufficient to cover educational expenses	4.31	0.85	High

Overall – Educational Expenses | 4.33 | 0.91 | High

From Table 3, the analysis of motivation for pursuing graduate studies in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University, by dimension revealed the following details:

1. Personal Reasons

Overall, motivation in the dimension of personal reasons was at a high level ($\bar{x}$ = 4.43, S.D. = 0.82). The highest-rated item was “To enhance knowledge, skills, and personal competencies” ($\bar{x}$ = 4.63, S.D. = 0.65), which was at a very high level. This was followed by “To obtain a higher academic qualification for career advancement” ($\bar{x}$ = 4.53, S.D. = 0.87), also at a very high level. The third-ranked item was “To build self-confidence and personal pride” ($\bar{x}$ = 4.38, S.D. = 0.86), at a high level. Next was “To serve as a pathway for further study at a higher level” ($\bar{x}$ = 4.31, S.D. = 0.85), at a high level. The lowest-ranked item, though still at a high level, was “To gain learning experiences with peers from diverse professions” ($\bar{x}$ = 4.28, S.D. = 0.80).

2. Institutional Image

Overall motivation related to institutional image was at a high level ($\bar{x}$ = 4.34, S.D. = 0.84). The highest-rated items were “The university maintains high educational standards” and “Students are satisfied with continuing their studies at Ramkhamhaeng University” ($\bar{x}$ = 4.47, S.D. = 0.83), both at a high level. The third-ranked item was

“Faculty members are academically competent and recognized” ($\bar{x}$ = 4.41, S.D. = 0.82), followed by “The university has a well-recognized reputation” ($\bar{x}$ = 4.38, S.D. = 0.82). The lowest-ranked item was “The university provides a supportive learning environment” ($\bar{x}$ = 3.97, S.D. = 0.92), although it remained at a high level.

3. Curriculum

Overall motivation in the curriculum dimension was at a high level ($\bar{x}$ = 4.39, S.D. = 0.80). The highest-rated items were “The curriculum is continuously developed and improved” and “The program duration is appropriate” ($\bar{x}$ = 4.44, S.D. = 0.83), both at a high level. This was followed by “The curriculum structure meets academic standards” ($\bar{x}$ = 4.41, S.D. = 0.82). The fourth-ranked item was “The courses offered are interesting” ($\bar{x}$ = 4.38, S.D. = 0.82). The lowest-ranked item was “The curriculum is modern and offers diverse courses” ($\bar{x}$ = 4.31, S.D. = 0.68), though still at a high level.

4. Instructors

Overall, motivation related to instructors was at a very high level ($\bar{x}$ = 4.55, S.D. = 0.71). The highest-rated item was “Instructors are knowledgeable and experts in their fields” ($\bar{x}$ = 4.69, SD = 0.53), at a very high level. This was followed by “Instructors support students’ continuous self-development” ($\bar{x}$ = 4.63, S.D. = 0.78), and “Instructors accept students’ opinions and suggestions” ($\bar{x}$ = 4.59, SD = 0.65), both at a very high level. The fourth-ranked item was “Instructors demonstrate morality, ethics, and serve as role models” ($\bar{x}$ = 4.53, S.D. = 0.79), also at a very high level. The lowest-ranked item in this dimension was “Instructors use effective teaching methods and knowledge transfer processes” ($\bar{x}$ = 4.31, S.D. = 0.73), though still at a high level.

5. Educational Expenses

Overall motivation regarding educational expenses was at a high level ($\bar{x}$ = 4.33, S.D. = 0.91). The highest-rated item was “Overall educational expenses are lower compared to other institutions” ($\bar{x}$ = 4.63, SD = 0.82), at a very high level. This was followed by “Tuition fees are lower than other institutions” ($\bar{x}$ = 4.59, S.D. = 0.82), also at a very high level. The third-ranked item was “Students’ income is sufficient to cover educational expenses” ($\bar{x}$ = 4.31, S.D. = 0.85), at a high level. Next was “Costs of documents and textbooks are lower than other institutions” ($\bar{x}$ = 4.13, S.D. = 0.86), at a high level. The lowest-ranked item was “Transportation and commuting costs are lower than other institutions” ($\bar{x}$ = 3.97, S.D. = 0.98), although it remained at a high level.

4. Discussion

The findings regarding motivation for pursuing graduate studies in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University, are discussed as follows:

4.1 Personal Reasons

The finding that the primary personal motivation was “to enhance knowledge, skills, and personal competencies” is consistent with the study by Anothai Phuengthonglor (2000), which examined motivation for pursuing a master’s degree in Development Communication Arts at Chulalongkorn University. The study found that self-expectation, particularly the desire to acquire new and different knowledge, was the highest-rated motivational factor.

The researcher interprets this result as indicating that when learners are determined to develop themselves and increase their competencies, such commitment significantly influences their decision to pursue further study in a program that responds to their specific personal needs.

4.2 Institutional Image

The findings that Ramkhamhaeng University maintains educational standards and that students are satisfied with continuing their studies at the university are consistent with the study by Sangduan Yomin (2020), which investigated motivation for pursuing a master's degree in the Visionary Leaders (Twilight Program), MBA Program at Ramkhamhaeng University. That study reported that institutional factors were rated at the highest level of motivation, with educational standards and quality being the most influential aspects.

The researcher believes that a positive institutional image enhances learners' confidence in the quality of education and assures them that their expectations will be met during their studies.

4.3 Curriculum

The findings that the curriculum is continuously developed and improved, and that the program duration is appropriate, are consistent with the research of Jittima Wongratchanan (2021), which examined factors influencing Chinese students' decisions to pursue a Master of Business Administration (Chinese Program) in Thailand. The study found that curriculum quality and appropriate program duration received the highest mean scores.

The researcher suggests that a flexible curriculum aligned with learners' needs increases confidence in their decision to pursue further study. The Digital Technology and Learning Innovation Program at Ramkhamhaeng University has undergone continuous revision and improvement. The current program is the 2022 revised curriculum, with a study duration of two years.

4.4 Instructors

The finding that instructors' knowledge, competence, and expertise in their respective fields were the strongest motivating factors is consistent with the study by Waraporn Chuayprakong (2019), which examined decision-making in pursuing graduate studies at the Faculty of Political Science and Law, Burapha University. The study found that faculty-related factors were rated at the highest decision-making level, particularly instructors' professional ethics and subject-matter expertise.

The researcher interprets this as reflecting learners' belief that instructors' expertise ensures high-quality knowledge and guidance, enabling students to extend their existing knowledge and apply it effectively in both academic and professional contexts.

4.5 Educational Expenses

The finding that educational expenses are lower compared to other institutions aligns with the study by Sangduan Yomin (2020), which reported that cost-related factors were rated at a high level, particularly the perception that educational expenses were worthwhile relative to the program's quality. The researcher believes that reasonable tuition and associated costs reduce financial barriers and facilitate students' decisions to pursue further education.

Overall, the five motivational factors are interconnected and collectively support students' decision-making processes. The results of this study indicate that instructor-related factors serve as the primary driving force behind the decision to pursue graduate studies. Meanwhile, personal reasons, institutional image, curriculum quality, and educational expenses function as supporting factors that reinforce students' confidence that studying at Ramkhamhaeng University will meet their needs and expectations appropriately.

5. New Knowledge Contribution

This study generates new knowledge regarding motivation for pursuing graduate studies in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University. The findings indicate that instructor-related factors constitute the most influential source of motivation among graduate students. Instructors play a pivotal role in shaping students' decisions to pursue further study, particularly through their knowledge, competence, and expertise in their respective fields, as well as their continuous support for students' self-development. Furthermore, instructors who are open to students' opinions, demonstrate professional ethics, and employ clear and effective teaching methods significantly enhance students' motivation at the highest level. Personal factors—such as the desire to enhance knowledge and skills, obtain higher academic qualifications for career advancement, and build self-confidence—also serve as important driving forces in students' decisions to pursue graduate studies. In terms of institutional image, Ramkhamhaeng University is perceived as maintaining recognized educational standards and a reputable academic standing, reinforced by satisfaction among graduates. Reasonable tuition fees and overall educational expenses, which are lower compared to other institutions, contribute to students' perceptions of value and cost-effectiveness. Additionally, the curriculum's continuous development, standardized course structure, and appropriate program duration further strengthen students' confidence and perceived value in enrolling in the graduate program. In conclusion, the factors influencing students' decisions to pursue graduate studies extend beyond instructional quality alone. They encompass interconnected environmental and institutional factors, including faculty support, institutional image, and reasonable educational costs. Therefore, ongoing curriculum development and responsive university services aligned with students' needs are essential to enhance program attractiveness and meet learners' expectations in the digital era.

6. Conclusion

Graduate students demonstrated an overall high level of motivation to pursue graduate studies in the Digital Technology and Learning Innovation Program, Faculty of Education, Ramkhamhaeng University. Among the five dimensions examined, instructor-related factors ranked highest, with motivation at the very high level, particularly regarding instructors' knowledge, competence, and expertise in their respective fields. The second-ranked factor was personal reasons, with the strongest motivation being the desire to enhance knowledge, skills, and personal competencies. The third-ranked factor was curriculum, with high levels of motivation associated with the standardized curriculum structure, continuous curriculum development and improvement, and appropriate program duration. The fourth-ranked factor was institutional image, where high levels of motivation were linked to the university's educational standards and students' satisfaction in continuing their studies at Ramkhamhaeng University. Finally, educational expenses ranked fifth, with very high motivation specifically related to the perception that overall educational costs are lower compared to other institutions. Overall, the findings indicate that while instructor quality serves as the primary motivating factor, personal aspirations, curriculum quality, institutional reputation, and reasonable educational costs collectively contribute to students' decisions to pursue graduate studies.

7. Recommendations

7.1 Recommendations Based on the Findings

7.1.1 The university should continuously promote the professional development of faculty members to maintain teaching quality and strengthen student motivation. Emphasis should be placed on enhancing both pedagogical competencies and research expertise in specialized fields.

7.1.2 The curriculum should be regularly updated to ensure alignment with labor market demands in the digital era. This may include incorporating more practice-oriented content and emerging technologies to enhance students' professional competitiveness.

7.1.3 The university should actively promote its institutional image, including educational standards and a supportive learning environment, to strengthen public confidence and attract prospective students. Diverse communication channels and the presentation of outstanding achievements should be utilized to increase interest and enrollment decisions.

7.1.4 The university should expand scholarship opportunities to support financially disadvantaged students, thereby reducing financial barriers and promoting equitable access to education.

7.2 Recommendations for Future Research

7.2.1 Future studies should explore motivation in greater depth, particularly the influence of intrinsic and extrinsic motivational factors, to gain a more comprehensive understanding of decision-making behaviors in pursuing graduate studies. The findings may inform marketing strategies and curriculum development within the program.

7.2.2 Comparative studies should be conducted across other programs within the Faculty of Education to identify differences in motivational factors and develop context-specific improvement strategies.

7.2.3 Future research should develop research instruments that incorporate technological, cultural, and social contextual factors to enhance the validity, comprehensiveness, and potential for generating new insights.

7.2.4 Further studies should investigate strategies for sustaining student motivation after enrollment, focusing on satisfaction outcomes and skill development, in order to improve long-term teaching and learning processes.

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