

Perseverance in Action: The Plight of Public Elementary School Teachers in Pursuing Graduate Education

¹Fe C. Alcober; ²Maedel Joy Ventura-Escote, Ph.D.

Member, Department of Education , Division of Tagum City

Member, Professional School of Assumption College of Nabunturan

Abstract:- The primary objective of this study was to delve into the experiences and challenges faced by public school teachers in the concluding stage of their postgraduate studies. The study was conducted in Assumption College of Nabunturan, Davao de Oro. A qualitative phenomenological research design was employed and an in-depth interview was utilized to interview the nine (9) participants of graduate students who were grappling with challenges in their postgraduate studies. As part of the ethical consideration, the identities of the nine participants were kept confidential and anonymous. The study's findings revealed that the challenges encountered by post-graduate students were: time management, financial constraints, and the delicate balance between professional duties and academic pursuits. Amidst these hurdles, the study unveils a spectrum of coping mechanisms, ranging from intrinsic motivation and seeking support from loved ones to effective time management strategies. Based on these findings, it is recommended that educational institutions and policymakers provide targeted support and resources to help postgraduate students navigate these challenges. This could include offering flexible scheduling options, providing financial assistance programs, and creating support networks that foster academic and professional growth.

Keywords:- Post-Graduate Education, Graduate Students, Experiences, Challenges, Coping Mechanism, Insights, Monitoring, Children's Education.

I. INTRODUCTION

Pursuing graduate education is a major challenge due to the complexity and diversity of candidates' motivations and expectations (Incikabi et al., 2013). Candidates often seek graduate education for academic, professional, and social development, driven by both internal factors like personal ambition and intellectual curiosity, and external factors such as job market demands and societal expectations. This leads to varied and specific academic expectations, particularly in specialized areas like ISCSR and PAS. Consequently, educational institutions face significant difficulties in designing programs that effectively address and fulfill these multifaceted needs and expectations.

In Sub-Saharan Africa, the study of Hayward and Ncayiyana (2014) identified several interrelated problems affecting graduate education. These include a decline in donor funding, economic crises in many African countries, and the phenomenal growth in undergraduate education without a corresponding expansion in graduate programs. Additionally, there is a significant shortage of faculty members with PhDs, which undermines the quality and capacity of graduate education. The study also investigates whether regional graduate centers, suggested as a short-term solution to the shortage of high-quality graduate education, have been established. It examines the extent to which graduate education has improved and expanded, identifying specific areas of growth.

In Philippine context, Cruz and Ramirez (2016) identified several problems faced by graduate students in higher education institutions in Manila. These include the dual challenge of working and studying simultaneously, which places significant pressure on students due to additional work and assignments. This pressure is exacerbated by the difficulty in managing their time and workload effectively. Additionally, there are institutional issues such as the need for timely dissemination of NBC# 461 final printouts and the necessity for appropriate position reclassification and promotion for both teaching and non-teaching staff. The study also highlights the need for institutions to allocate larger budgets for staff development and to implement programs that reduce faculty workload for those attending graduate school. Overall, while respondents reported high motivation due to the desire to upgrade qualifications and increase self-esteem, and satisfaction from improved professional competence, the combination of these challenges creates a significant burden for graduate students.

The pursuit of a Master's Education was a significant academic journey that demanded considerable dedication and resilience. Postgraduate students at a College in Nabunturan, Davao de Oro, navigated a spectrum of challenges that impacted their overall academic experience. Financial constraints emerged as a pervasive issue, hindering students' ability to cover tuition fees, acquire necessary materials, and manage their daily living expenses. Time management was another crucial factor affecting the academic journey of post-graduate students. Juggling academic commitments with professional responsibilities, family obligations, and personal pursuits required a delicate balance. Additionally, the

workload associated with Master's Education Programs often became a source of stress for students.

Thus, the researcher sought to unravel the multifaceted challenges encountered by post-graduate students in Assumption College of Nabunturan, Nabunturan, Davao de Oro, shedding light on the nuances of their experiences. By doing so, it aimed to contribute valuable information that could inform strategies to enhance the overall academic environment for these students, fostering an atmosphere conducive to success in their Master's Education pursuits.

II. METHODS

This chapter presents the research design, research locale, research participants, the role of the researcher, data sources, data collection procedures, data analysis procedures, the trustworthiness of the study, and ethical considerations.

➤ *Research Design*

This study employed a qualitative research approach. Stake (2010) stated that qualitative research involves the use of qualitative data in the form of interviews, documents, and participant observations. A variety of data must be gathered since they are necessary to be able to understand and explain social phenomena. It uses in-depth studies of small groups of people to guide and support the construction of assumptions.

This research utilized the phenomenology research method. Phenomenology is a suitable research method that sheds light on specific phenomena and their interpretation by individuals involved in a given situation. In the realm of human experience, it entails a comprehensive gathering of perceptions and information through inductive and qualitative techniques such as participant observation, discussions, and interviews. These methods provide insights into the participants' experiences, which are then presented from their perspective. In the present study, only in-depth interviews, as described by McCracken (1988), were considered as the primary data collection technique for phenomenological inquiry.

According to Van Manen (2007), phenomenology asks for the very nature of a phenomenon for that which makes something of what it is. Phenomenology likewise seeks to describe basic lived experiences. As a research method, it is the study of essences. However, the essence of the phenomenon is universal which can only be described through a study of the structure that governs the instances or particular manifestations of the essence of that phenomenon.

➤ *Research Locale*

The study is set to take place at Assumption College of Nabunturan (ACN). Assumption College of Nabunturan is a private educational institution in Compostela Valley. It was founded in 1954 as the Assumption School of Nabunturan by the Daughters of Mary of the Assumption (fma). Assumption School was the first school to be established by the fma sisters when they arrived in the Philippines from Canada after the Second World War. At present, Assumption College offers undergraduate degree courses in the fields of Business

Administration, Accountancy, Humanities, Natural Sciences, and Teacher Education. The college also has a Graduate School Department providing a master's degree program in Educational Administration. Additionally, ACN provides the basic education program, with a Senior High School (SHS) department offering the Academic and the Technical-Vocational-Livelihood (TVL) tracks.

➤ *Research Participants*

The participants of this phenomenological inquiry were delimited to (a) 2nd Year Graduate students taking their Master's Degree Program (b) have successfully completed the comprehensive examination, or be currently engaged in thesis writing. (c) in Assumption College of Nabunturan, Davao de Oro. The researcher employed purposive sampling to pick participants who met the specific criteria pertinent to the study, namely, individuals who are currently facing problems and difficulties in their graduate studies. A total of nine (9) participants were subjected to in-depth interview. As per mentioned by Moser and Korstjens (2018), fewer than ten (10) participants to participate in the study, are enough for a phenomenological study to be conducted.

➤ *Data Collection Procedure*

In the data collection phase of this research study, the researcher addressed specific areas and needs through in-depth interviews. Regardless of the data obtained during this process, the researcher concluded and provided recommendations regarding areas for improvement within the ensuing discussion.

To facilitate the data collection, the researcher was being endorsed by the school that she has enrolled to the Department of Education. Afterwards, the researcher received the letter of approval from the Department of Education to conduct her study. The researcher conducted an in-depth interview with the nine (9) respondents. The interviews and discussions provided insight to the participants on what they think about the lived experiences, challenges, and insights of public elementary school teachers who are currently enrolled in graduate education. In the Key Informant Interview, the researcher supervised a face-to-face interview of the nine (9) participants using interview guide questions. The researcher handled the answers gathered from the informants, especially on the graduate education challenges, issues, and experiences. The researcher employed various tools, including questionnaires, interview guides, observation guides, and document analyses.

The data collection procedure commenced with the researcher seeking approval from relevant authorities, beginning with the Schools Division Superintendent. Once approval is secured, the researcher identified and approached the selected participants, elucidating the study's design and purpose. An appointment for an in-depth interview was set with each teacher respondent.

During the in-depth interviews, the researcher extracted insights from the participants regarding the lived experiences, challenges, and coping mechanisms of (a) 2nd Year Graduate students taking their Master's Degree Program (b) have

successfully completed the comprehensive examination, or be currently engaged in thesis writing. (c) in Assumption College of Nabunturan, Davao de Oro. Key Informant Interviews were conducted face-to-face using interview guide questions, with the researcher personally overseeing the retrieval and collection of the data.

Before the interviews, careful preparation of necessary materials, such as cellular phones or recorders, was ensured. Questionnaires were reproduced, and established procedures for data recording was in place. The sequential steps for the interviews involved obtaining consent, establishing language preferences, creating a conducive environment, presenting questions one at a time, and expressing appreciation post-interview. The researcher may choose to provide tokens or letters of gratitude as a gesture of appreciation to the participants.

Finally, during the data collection phase of the researcher's study, she underwent a thorough ethics review process to ensure compliance with ethical standards. This involved submitting detailed documentation outlining the research objectives, methodology, and measures to protect participants' rights and privacy. Following meticulous evaluation, the ethics review board granted the study exemption status, signifying minimal risk to participants and adherence to ethical guidelines. This designation underscores the commitment to ethical conduct throughout the research process, assuring integrity to stakeholders.

➤ Data Analysis

The study involved thematic analysis in analyzing qualitative data and following the protocols in the analysis. The researcher started by reading the data several times to get familiar with it and look for basic observations or patterns. After conducting the Key Informant Interview, all the recorded and observational notes were being listened to and written down. The qualitative data were analyzed thematically to check if they relate to the actual responses in the data presentation. The respondents' names were coded to ensure impartiality and confidentiality. The findings of the study were presented holistically.

III. FINDINGS

This chapter presents the findings to the research questions that delved into the experiences and challenges faced by public school teachers who are in the concluding stage of their graduate studies. The research also investigated the coping mechanisms employed by these graduate education students as they navigate the demands of their Master's education, shedding light on the motivational factors that drive their perseverance in the face of challenges. The research participants were preselected through a survey conducted to the 2nd year graduate education students pursuing their Master's Degree at Assumption College of Nabunturan, Davao de Oro, who have either completed the comprehensive examination or are actively engaged in thesis writing for the in-depth interview.

The responses were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, codes had been used. In order to conceal the identities of the research participants. The presentation of the result was done according to the order of specific research questions used in this study.

➤ *What are the Experiences of Public Elementary School Teachers as Graduate Students?*

This section presents the results to the 1st major research question; What are the experiences of public elementary school teachers as graduate students? Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the experiences of public elementary school teachers as graduate students.

➤ *Motivation to Enroll in Graduate Education*

The themes in this section were coming from the specific research question 1.1 'What motivates you to enroll in graduate education?' The responses generated six themes: professional development, promotion, additional knowledge, gain more friends, taking chances of free time, to experience wearing toga.

Professional Development. This theme constituted the primary motivation of graduate students to enroll in postgraduate education. Professional development refers to the process of enhancing and acquiring new skills, knowledge, and abilities to advance one's career and achieve personal and professional goals. It involves activities and opportunities aimed at improving performance, staying current with industry trends, and expanding expertise in a particular field or profession.

Promotion. It meant the benefits and opportunities that further education can offer, such as career advancement, skill development, expanded knowledge, and personal growth. It involves actively encouraging and persuading students to pursue advanced studies by emphasizing the advantages and potential outcomes of continuing their education beyond the undergraduate level.

Additional Knowledge. It refers to the understanding that further education beyond the undergraduate level can provide individuals with deeper insights, specialized expertise, and advanced skills in their chosen field or area of study. This additional knowledge serves as a motivating factor for students, as it enables them to expand their intellectual horizons, stay updated with the latest developments in their field, and enhance their career prospects and professional competence.

Gain more Friends. It refers to the opportunity to expand one's professional network and establish connections with fellow students, professors, and professionals in the field.

Taking Chances of Free Time. It refers to the willingness to dedicate one's spare time and invest additional effort into further academic pursuits. It involves seizing opportunities to utilize free time productively by engaging in advanced studies, research, and academic activities that contribute to personal and professional development.

To Experience Wearing Toga. It meant the desire to participate in the traditional graduation ceremony associated with completing advanced studies. It represents the achievement and recognition of earning a post-graduate degree, along with the sense of accomplishment and pride that comes with it. This motivation reflects the aspirational aspect of academic success and the fulfillment of personal and professional goals.

➤ *Experiences Upon Enrolling in Graduate Education*

This section presents the results of the specific research question 1.2 'What are your experiences upon enrolling in graduate education?' under the 1st major research question 'What are the experiences of public elementary school teachers as graduate students?' The following themes served as results, which were: a lot of experiences, struggle on financial matters, having fun in learning, difficulties in balancing work and studies, helps regain stock knowledge, meeting friendly staff and approachable instructor, new knowledge gained, nothing really special.

A lot of Experiences. It refers to the variety of academic, professional, and personal experiences that individuals accumulate throughout their educational journey.

Struggle on Financial Matters. It refers to the challenges or difficulties individuals face regarding the financial aspects of pursuing further education. This can include issues such as tuition fees, living expenses, textbook costs, transportation, and other related expenses.

Having Fun in Learning. It involves infusing enjoyment and engagement into the pursuit of advanced knowledge and skills.

➤ *Difficulties in Balancing Work and Studies.*

It refers to the challenges individuals face when trying to manage the demands of their academic pursuits alongside their professional responsibilities or employment. This balancing act often requires effective time management, prioritization, and sometimes sacrifices in personal or leisure activities to meet the rigorous demands of both work and academic commitments. The complexities arise from juggling deadlines, workload, and the need to excel in both realms while also maintaining physical and mental well-being.

Helps Regain Stock Knowledge. It refers to the process by which individuals refresh or reinforce their foundational understanding and skills in a particular field of study. graduate programs often require a solid grasp of fundamental concepts and theories relevant to the discipline.

Meeting Friendly Staff and Approachable Instructor. It refers to the positive experience of interacting with supportive and welcoming personnel within the academic institution.

New Knowledge Gained. It refers to the acquisition of fresh information, skills, insights, or perspectives that a student obtains through their academic pursuits beyond their undergraduate studies.

Nothing Really Special. It suggests that there isn't anything particularly remarkable or extraordinary about the program or the learning experience it offers.

➤ *Effect of Experiences to Motivation to Pursue Graduate Education*

This section presents the results to the specific research question 1.3 'How do those experiences affect your motivation to pursue graduate education?' under the 1st major research question 'What are the experiences of public elementary school teachers as graduate students?' The following themes served as results, which were: providing lots of help, becoming eager to learn, feeling of fulfillment to pass subjects, learn to balance time, learned to think positively and has no effect.

Providing Lots of Help. It refers to the extent to which a school or institution offers various forms of assistance and support to prospective students throughout the enrollment process.

Becoming Eager to Learn. It refers to developing a strong desire or enthusiasm for acquiring new knowledge, skills, and expertise beyond one's undergraduate studies.

Feeling of Fulfillment to Pass Subjects. It refers to the sense of satisfaction and accomplishment experienced by a student upon successfully completing and passing their academic subjects or courses at the graduate level.

Learn to Balance Time. It refers to the development of skills and strategies to effectively manage and allocate time between various responsibilities, commitments, and activities associated with academic pursuits, professional obligations, personal life, and other endeavors.

Learned to Think Positively. It refers to the development of a mindset characterized by optimism, resilience, and constructive thinking patterns in response to the challenges and demands of advanced academic studies.

Has no Effect. It indicates a lack of impact or influence on a particular aspect of the educational process. It suggests that certain factors, actions, or circumstances do not result in any discernible change, outcome, or consequence regarding the decision-making, progress, or experience of pursuing advanced studies beyond the undergraduate level.

➤ *What are the Challenges Encountered by Public Elementary School Teachers as Graduate Students?*

This section presents the results to the 2nd major research question ‘What are the challenges encountered by public elementary school teachers as graduate students?’ Three specific research questions were used to collect data for this question highlighting the challenges encountered by public elementary school teachers pursuing graduate education.

➤ *Challenges Encountered in the Pursuit of Graduate Education*

The themes derived from the responses of the research informants to the specific research question 2.1 ‘What are the challenges you encountered in the pursuit of graduate education?’ are presented in this section, the themes were: time management, financial constraints, self-doubt, making research paper and report, a lot of challenges, need to travel and poor internet connection.

Time Management. It refers to the ability to effectively organize, prioritize, and allocate time to various academic tasks, responsibilities, and commitments associated with advanced studies beyond the undergraduate level.

Financial Constraints. It refers to limitations or difficulties related to financial resources that impede a student's ability to pursue advanced studies beyond the undergraduate level.

Self-doubt. It refers to the lack of confidence or belief in one's abilities, knowledge, or potential to succeed in academic pursuits beyond the undergraduate level.

Making Research Paper and Reports. It refers to the task of conducting in-depth research, analyzing findings, and presenting results in the form of scholarly papers or reports as part of the academic requirements for advanced studies.

A lot of challenges. It refers to facing numerous difficulties, obstacles, or hurdles throughout the academic journey beyond the undergraduate level.

Need to Travel and Poor Internet Connection. it refers to the difficulties associated with commuting to attend classes or access resources, combined with unreliable or inadequate internet connectivity for engaging in online learning activities.

➤ *Difficulties Encountered while being Enrolled in Graduate Education*

This section presents the results to the specific question 2.2 ‘What difficulties did you encounter while being enrolled in graduate education?’ After subjecting the responses to content analysis, the following themes were drawn: poor internet connection, problem with time management, financial constraints, difficulty in travelling, making research paper, and feeling burnout.

Poor Internet Connection. It refers to the unreliable or inadequate quality of internet service that hampers students' ability to engage effectively in online learning activities.

Problem with time management. It refers to challenges related to effectively organizing and prioritizing one's time to meet the demands of advanced academic studies, research, and other responsibilities.

Financial Constraints. refer to limitations or restrictions imposed by the availability or shortage of financial resources.

Difficulty in Travelling. refers to challenges related to commuting or traveling to attend classes, seminars, conferences, or other academic activities required for advanced studies beyond the undergraduate level.

Making Research Paper. refers to the process of conducting in-depth research, analyzing findings, and synthesizing information to produce a scholarly paper that contributes to knowledge in a specific field of study.

Feeling Burnout. refers to a state of physical, emotional, and mental exhaustion resulting from prolonged stress, overwork, and a feeling of being overwhelmed by academic demands and responsibilities.

➤ *Influence of Challenges and Difficulties to Views in Pursuing Graduate Education*

This section presents the results to the specific question 2.3 ‘How do those challenges and difficulties influence your views in pursuing graduate education?’ After subjecting the responses to content analysis, the following themes were drawn: becoming motivated to finish/graduate, motivated to save money, becoming more eager to learn, and becoming mentally ready.

Becoming Motivated to Finish/Graduate. refers to the process of developing a strong drive or determination to complete one's advanced studies despite facing obstacles and setbacks.

Motivated to Save Money. refers to the determination or drive to accumulate financial resources or reduce expenses in order to support the pursuit of advanced studies beyond the undergraduate level.

Becoming Mentally Ready. refers to the process of preparing oneself psychologically and emotionally to navigate the demands, obstacles, and uncertainties associated with advanced academic studies beyond the undergraduate level.

➤ *What are the Coping Mechanisms of Public Elementary School Teachers when Confronted with Challenges?*

This section presents the results on the coping mechanisms of public elementary school teachers when confronted with challenges. This was the gist of the 3rd major research question, ‘What are the coping mechanisms of public elementary school teachers when confronted with

challenges?’ Three specific research questions were utilized to gather data and information.

➤ *Coping Mechanisms Used to Address Challenges*

In this section, the themes created were from the responses to specific research question 3.1, ‘What are the coping mechanisms did you use to address those challenges?’ The following were the themes: being positive, proper time management, seek help, being financially responsible, faith in god, getting strength from family, friends, colleague, and students and being motivated to do things.

Being Positive. refers to maintaining an optimistic outlook, attitude, and mindset despite encountering difficulties and setbacks during the academic journey.

Proper Time Management. refers to effectively allocating and prioritizing one's time to meet academic, personal, and professional obligations.

Seek Help. refers to the act of reaching out to others for support, guidance, or assistance in navigating academic, personal, or professional difficulties.

Being Financially Responsible. refers to adopting prudent and mindful financial practices to effectively manage and mitigate the financial pressures and constraints associated with pursuing advanced studies beyond the undergraduate level.

Faith in God. refers to relying on one's religious or spiritual beliefs and convictions to find strength, guidance, and comfort during times of difficulty, uncertainty, or adversity in the pursuit of advanced studies beyond the undergraduate level.

Getting Strength from Family, Friends, Colleagues, and Students. refers to drawing support, encouragement, and motivation from one's social network and interpersonal relationships to navigate the demands, obstacles, and stressors associated with advanced academic studies beyond the undergraduate level.

Being Motivated to do Things. refers to maintaining a sense of determination, enthusiasm, and purpose in pursuing academic goals and tasks despite facing obstacles, setbacks, or difficulties. This coping mechanism involves harnessing internal and external sources of motivation to stay focused, engaged, and committed to achieving success in advanced academic studies beyond the undergraduate level.

➤ *Ways to Address those Difficulties while Enrolled in Graduate Education*

Presented in this section are the themes drawn from the responses to the specific question 3.2, ‘How did you address those difficulties while enrolled in graduate education?’ The following themes were created: managing time properly, ask help from colleagues and friends, working hard, doing hobbies, motivation to finish, and putting trust in god.

Managing Time Properly. refers to the effective allocation and utilization of one's time to accomplish tasks, meet deadlines, and balance academic, personal, and professional responsibilities while enrolled in graduate education.

Ask Help from Colleagues and Friends. is a strategy to address difficulties while enrolled in graduate education. It involves seeking assistance, advice, or support from peers, classmates, and friends to overcome challenges and navigate the demands of academic studies.

Working Hard. is a proactive approach to address difficulties while enrolled in graduate education. It involves dedicating significant effort, diligence, and perseverance toward achieving academic goals and overcoming challenges.

Talking with Family, Friends, and Colleagues. is a method to address difficulties while enrolled in graduate education.

Doing Hobbies. Refers to engaging in leisure activities or interests outside of academic work. These activities or interest outside of academic work.

Motivation to finish. refers to the internal drive and determination that compels a student to complete their academic program despite various challenges.

Putting trust in God. Refers to relying on one's faith and spiritual beliefs to navigate and overcome the challenges associated with advanced academic studies.

➤ *Coping with the Challenges of Teaching Loads as well as other Tasks while Enrolled in Graduate Education*

Presented in this section are the themes drawn from the responses to the specific question 3.3, ‘How did you cope with the challenge of your teaching loads as well as other tasks while enrolled in postgraduate education?’ The following themes were created: managing time, encouragement of loved ones and god, balancing multi-tasks, and asking help from others.

Managing Time. Refers to the strategic planning and organization of one's schedule to balance academic responsibilities, teaching duties, and personal commitments effectively.

Encouragement of Love Ones and God. refers to the emotional, psychological, and spiritual support that individuals receive from their close relationships and faith.

Balancing Multi-tasks. Refers to the ability that effectively manage and prioritize multiple responsibilities and activities simultaneously. This includes academic work, research, personal commitments, employment, and other obligations.

➤ *What are the Insights gained by these Public Elementary School Teachers when Enrolled in Graduate Education?*

This section presents the results of insights gained by these public elementary school teachers enrolled in graduate education. This was the gist of the 4th major research question, 'What are the insights gained by these public elementary school teachers when enrolled in graduate education?' Two specific research questions were utilized to gather data and information.

➤ *Insights Gotten from Experience as a Public Elementary School Teacher Taking up Graduate Education*

In this section, the themes created were from the responses to specific research question 4.1, 'What insights did you get from your experience as a public elementary school teacher who took up graduate education?' The following were the themes: education a continuous process, believing and appreciating own strength, never lose hope, need to do some adjustments, ask for assistance, appreciate the importance of education, be positive and humble, set priorities, enjoy the process, set goals and helping one another matters.

Education a Continuous Process. Refers to the idea that learning does not stop at formal education but extends throughout one's life, integrating experiences, on-going professional development, and advanced studies.

Believing and Appreciating Own Strength. Involves recognizing, valuing, and leveraging personal capabilities and resilience.

Never Lose Hope. It meant maintaining a steadfast belief in the potential for positive outcomes and personal growth, despite challenges and setbacks.

Need to do some Adjustments. Refers to the necessity of making changes and adaptations to balance the dual roles effectively.

Ask for Assistance. It meant seeking help and support from various sources to manage the dual responsibilities effectively.

Appreciate the Importance of Education. It meant recognizing and valuing the profound impact that education has on personal and professional development.

Appreciate the Importance of Education. involves understanding its importance through both real-world experience and academic learning.

Set Priorities. involves determining and organizing tasks and goals based on their importance and urgency.

Enjoy the Process. It involves embracing the challenges and successes inherent in academic pursuits with a positive and open-minded attitude.

Set Goals. It refers to establishing clear objectives and targets to guide academic and professional endeavors.

Helping one Another Matters. emphasizes the importance of collaboration and support within the educational community, particularly for public elementary school teachers pursuing graduate education.

➤ *Positive Effects of Enrolling in Postgraduate Education*

In this section, the themes created were from the responses to specific research question 4.2, 'What are the positive effects of enrolling in graduate education?' The following were the themes: learning growth, impart knowledge to students and colleagues, self-esteem gained, philosophies learned, additional educational attainment, salary adjustment, and edge over other people.

Learning Growth. Refers to the continuous development and expansion of knowledge, skills, and understanding achieved through advanced academic study.

Impart Knowledge to Students and Colleagues. refers to the act of sharing information, insights, and expertise with both students and fellow professionals.

Self-esteem Gained. refers to the boost in confidence and self-worth that individuals experience as a result of pursuing advanced studies.

Philosophies Learned. refers to the acquisition of various philosophical perspectives, theories, and frameworks during advanced academic studies.

Additional Educational Attainment. refers to the acquisition of further academic qualifications beyond the undergraduate level.

Salary Adjustment. refers to an increase in salary or wages that individuals may receive as a result of furthering their education beyond the undergraduate level.

Promotion. refers to advancement or elevation to a higher position or rank within one's profession or organization as a result of obtaining further education beyond the undergraduate level.

Edge over Other People. refers to the competitive advantage or superiority that individuals gain compared to others who have not pursued advanced studies.

➤ *What Suggestions can these Public Elementary School Teachers Recommend to the Other Graduate Education Students?*

This section presents the results on suggestions to other teachers enrolled or who wish to enroll in graduate education. This was the gist of the 5th major research question, 'What suggestions can these public elementary school teachers recommend to the other graduate students?' Two specific research questions were utilized to gather data and information.

➤ *Suggestions to other Teachers Enrolled or who Wish to Enroll in Graduate Education.*

In this section, the themes created were from the responses to specific research question 5.1, 'What suggestions would you give to other teachers who are enrolled/ who wish to enroll in graduate education?' The following were the themes: pursue the dream, be financially and emotionally ready, be courageous, manage time wisely, know course to pursue, be inspired, trust god and prioritize yourself, work hard, enjoy, accept criticisms, share sentiments with others and seek advice and explore.

Pursue the Dream. refers to encouraging them to actively chase their aspirations and goals in their academic and professional journey. It implies urging educators to pursue advanced degrees with passion, dedication, and a clear vision of their objectives. This phrase underscores the importance of staying motivated, resilient, and focused on achieving one's dreams despite challenges or obstacles that may arise during the pursuit of higher education. It's about fostering a mindset of determination, ambition, and continuous learning to fulfill one's potential and make a meaningful impact in the field of education.

Be Financially and Emotionally Ready. Financial readiness entails meticulous planning to cover tuition, materials, and potential income adjustments, along with exploring available aid options. professional development.

Be Courageous. It meant encouraging them to embrace bravery and fortitude in their academic pursuits. It entails facing challenges, uncertainties, and the demands of advanced studies with resilience and determination. ng the way.

Manage Time Wisely. It meant advising them to effectively allocate and prioritize their time to balance academic responsibilities with other commitments.

Know the Course to Pursue. refers to advising them to carefully choose the field of study or specialization that aligns with their career goals, interests, and professional development needs.

Be Inspired. It meant encouraging them to find motivation, passion, and purpose in their academic and professional pursuits. It involves fostering a deep sense of enthusiasm, curiosity, and dedication towards their studies and career goals.

Work Hard. It meant advising them to put in dedicated effort, commitment, and perseverance towards their academic endeavors. It emphasizes the importance of diligence, discipline, and tenacity in tackling the rigorous coursework, research, and responsibilities associated with advanced studies.

Enjoy. It meant encouraging them to find fulfillment, satisfaction, and pleasure in their academic pursuits and personal growth.

Accept Criticisms. It meant advising them to be open-minded and receptive to feedback, evaluations, and constructive criticism from peers, mentors, and instructors.

Share Sentiments with Others. It meant encouraging them to communicate their thoughts, feelings, and experiences with peers, mentors, and support networks.

Seek Advice and Explore. urges teachers enrolled or contemplating graduate education to actively seek guidance from mentors and experts while remaining open to exploring diverse academic options.

➤ *Advice for other Graduate Students to Cope with Struggles in Taking Graduate Education*

In this section, the themes created were from the responses to specific research question 5.2, 'What advice can you give to the other graduate students to help them cope with their struggles upon taking graduate education?' The following were the themes: be self-motivated, trust and pray to God, take it easy, focus on goal, have proper management of time, be ready.

Be Self-motivated. It meant encouraging them to cultivate inner drive, determination, and resilience to overcome challenges and stay focused on their academic goals.

Trust and Pray to God. It meant encouraging them to rely on their faith and spirituality as sources of strength, guidance, and comfort during challenging times.

Take it Easy. It meant advising them to adopt a relaxed and balanced approach to managing academic stress and challenges.

Focus on Goal. It means advising them to maintain clarity and determination regarding their academic and personal objectives.

Have Proper Management of Time. It means emphasizing the importance of effectively organizing, prioritizing, and allocating time to academic tasks, personal responsibilities, and self-care activities.

Be Ready. It meant being prepared mentally, emotionally, and practically to face the challenges and opportunities that come with advanced studies.

IV. DISCUSSIONS AND CONCLUSION

This chapter presents the discussions, conclusion, and recommendations of the study that endeavors to explore the nuanced dimensions of the graduate education trajectory undertaken by 2nd-year students enrolled in the Master's Degree program. This study was conducted at Assumption College of Nabunturan, Davao de Oro.

Nine graduate students who were grappling with challenges in pursuing their Graduate education served as the study's participants. They were identified by the researcher

as public school teachers who have either triumphantly completed the comprehensive examination or are currently immersed in thesis writing.

Since this study required a thorough investigation and in compliance with reliability and transferability concern in qualitative studies, the research employed the qualitative phenomenological research design. In so doing, the researcher would be able to undergo in-depth investigation through one-on-one interview with the research participants and triangulated the data and information using participant observation.

For this chapter, the sequence of the presentation was based on the order of the research questions in the interview guide. The presentation of the discussions was divided into two subsets; a) experiences and challenges encountered b) coping mechanisms and insights gained. The discussions section highlighted the themes, which were the results of the study, and corroborated with related literature and studies.

➤ Discussion

The structured themes and the emerging therein were made as bases in broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, substantial discussion was made in order to find their alignment with the theme.

Motivation to Enroll in Graduate Education. The emerging themes were: Professional Development, Promotion, Additional Knowledge, Gain more Friends, Taking Chances of Free Time, and To Experience Wearing Toga. These were the motivations that graduate students had to pursue enrolling in graduate education.

The motivations behind enrolling in graduate education vary widely. Teachers often seek to advance their careers or gain specialized knowledge. Some are driven by the prospect of better job opportunities, while others simply want to learn more about a subject they're passionate about. Social reasons also play a role, with many seeing graduate studies as a chance to meet new people and expand their networks. Some might even enroll during periods of free time to keep busy or for the experience of graduation ceremonies, like wearing a traditional toga. Recognizing these diverse motivations is important for educational institutions to offer programs and support services that cater to students' needs and aspirations.

Experiences Upon Enrolling in Graduate Education. The emerging themes were: A lot of Experiences, Struggle on Financial Matters, Having Fun in Learning, Difficulties in Balancing Work and Studies, Helps Regain Stock Knowledge, Meeting Friendly Staff and Approachable Instructors, New Knowledge Gained, and Nothing Really Special. The experiences of students in pursuing graduate education were diverse. While many enjoy the rich learning opportunities, financial struggles could be a significant challenge. Despite this, students often find fulfillment in their studies. Balancing work and academics can be tough, but graduate education helps graduate students deepen their knowledge and skills. Approachable staff and instructors play

a crucial role in fostering positive learning environments. Overall, these findings show the ups and downs of pursuing graduate education, highlighting both the difficulties and rewards students encounter.

Effect of Experiences to Motivation to Pursue Graduate Education. The emerging themes were: Providing Lots of Help, Becoming Eager to Learn, Feeling of Fulfillment to Pass Subjects, Learn to Balance Time, Learned to Think Positively and Has no Effect. The findings regarding the effect of experiences on motivation to pursue graduate education offer valuable insights into how various encounters shape individuals' drive to advance their studies. Among the emerging themes, experiences that provide substantial support, whether from mentors, peers, or academic resources, tend to positively influence motivation.

Challenges Encountered in Pursuing Graduate Education. The emerging themes were: Time Management, Financial Constraints, Self-doubt, Making Research Papers and Reports, A lot of challenges, Need to Travel, and Poor Internet Connection. The findings reveal various challenges graduate education students encounter. These include managing time effectively, dealing with financial constraints, battling self-doubt, tackling research tasks, and facing logistical hurdles like travel and internet issues. Balancing coursework, work, and personal life can be tough. Financial worries, doubts about abilities, and the demands of research add to the pressure. Despite these challenges, students persevere, underscoring their resilience and determination. Recognizing and addressing these obstacles is crucial for institutions to support students effectively in their academic pursuits.

Difficulties Encountered while being Enrolled in Graduate Education. The emerging themes were: Poor Internet Connection, Problem with time management, Financial Constraints, and Difficulty in Travelling and Making Research Paper. The findings show the challenges postgraduate students face. Many struggle with poor internet, making it hard to study online. Time management is tough, balancing coursework and other duties. Financial issues are common, with high fees and living costs. Traveling for research can be tricky due to costs and scheduling. Also, writing research papers is challenging for many. Recognizing and addressing these problems is crucial for supporting students effectively.

Influence of Challenges and Difficulties to Views in Pursuing Graduate Education. The emerging themes were: Becoming Motivated to Finish/Graduate, Motivated to Save Money, Becoming more Eager to Learn, and Becoming Mentally Ready. The findings reveal how challenges influence people's views on pursuing postgraduate education. Some become more motivated to finish despite obstacles, while others become better at managing money due to financial strains. Encountering difficulties can also spark a newfound eagerness to learn and grow, as individuals navigate and conquer challenges. Additionally, facing obstacles can lead to personal growth and mental readiness, making individuals more resilient and prepared for the

academic journey. These findings highlight the positive impact challenges can have, shaping individuals' attitudes and motivations toward postgraduate education. Recognizing this can help support and empower students in their pursuit of advanced education, fostering a resilient and motivated student community.

Coping Mechanisms Used to Address Challenges.

The emerging themes were: Being Positive, Proper Time Management, Seek Help, Being Financially Responsible, Faith in God, Getting Strength from Family, Friends, Colleagues, and Students, and Being Motivated to do Things. The findings on coping mechanisms used to address challenges in graduate education underscore the diverse strategies individuals employ to navigate obstacles encountered during their academic journey. One prevalent approach is maintaining a positive mindset, enabling individuals to confront difficulties with resilience and determination. Effective time management is also crucial, allowing individuals to prioritize tasks and maintain control amidst competing demands. Seeking support from others, whether academically or emotionally, provides valuable resources and guidance to overcome obstacles. Moreover, being financially responsible through budgeting and seeking aid helps mitigate financial strain. Additionally, for some, faith in a higher power offers solace and strength during challenging times. Drawing support from relationships with family, friends, and colleagues provides emotional encouragement and practical assistance. Lastly, intrinsic motivation to pursue academic goals and overcome challenges remains a fundamental coping mechanism. By employing these diverse strategies, individuals can effectively navigate challenges in graduate education, ultimately achieving success in their academic endeavors. Recognizing the value of these coping mechanisms can inform support strategies aimed at promoting resilience and well-being among graduate education students.

Ways to Address those Difficulties while Enrolled in Graduate Education.

The emerging themes were: Managing Time Properly, Ask Help from Colleagues and Friends, Working Hard, Talking with Family, Friends, and Colleagues, Doing Hobbies, Motivation to finish, and Putting trust in God. The findings on ways to address difficulties while enrolled in postgraduate education reveal a range of strategies individuals employ to overcome challenges and navigate their academic journey successfully. One prominent theme is managing time properly, allowing individuals to allocate their time effectively to various responsibilities. Seeking help from colleagues and friends emerges as another valuable strategy, providing support and guidance to tackle academic or personal challenges. Additionally, working hard and maintaining motivation to finish are key approaches, enabling individuals to persevere through obstacles and stay focused on their goals. Engaging in hobbies serves as a means of relaxation and rejuvenation, offering a break from academic pressures. Moreover, maintaining open communication with family, friends, and colleagues fosters a support network for emotional encouragement and advice. Lastly, for some individuals, putting trust in God provides strength and comfort during difficult times. These findings

underscore the importance of adopting diverse strategies to address challenges in graduate education, promoting resilience and success among students.

Coping with the Challenges of Teaching Loads as well as other Tasks while Enrolled in Graduate Education.

The emerging themes were: Managing Time, Encouragement of Loved ones and God, and Balancing Multi-tasks. The findings on coping with the challenges of teaching loads and other tasks while enrolled in graduate education reveal how individuals navigate the demands of academic responsibilities. One prominent theme is managing time effectively, allowing individuals to allocate their time wisely between teaching duties, coursework, research, and personal commitments. Additionally, the encouragement and support from loved ones and faith in God serve as sources of strength and motivation, providing emotional sustenance during challenging times. Furthermore, balancing multiple tasks emerges as a crucial strategy, requiring individuals to prioritize and organize their responsibilities to maintain productivity and well-being. These findings underscore the importance of adopting various coping mechanisms to address the complex demands of graduate education, ultimately fostering resilience and success among students.

Insights Gotten from Experience as a Public Elementary School Teacher Taking up Graduate Education.

The emerging themes were: Education a Continuous Process, Believing and Appreciating Own Strength, Never Lose Hope, Need to do some Adjustments, Ask for Assistance, Appreciate the Importance of Education, Appreciate the Importance of Education, Be Positive and Humble, Set Priorities, Enjoy the Process, Set Goals and Helping one Another Matters.

The insights gained from the experience of a public elementary school teacher pursuing graduate education reveal a profound understanding of the challenges and opportunities inherent in the academic journey. One prevailing theme is the recognition that education is a continuous process, emphasizing the importance of lifelong learning and personal growth. Believing in and appreciating one's strengths emerge as vital factors in navigating the rigors of postgraduate studies, instilling confidence and resilience in the face of challenges. Moreover, maintaining a sense of hope and optimism is essential, reminding individuals to persevere through difficulties and setbacks. The need to make adjustments and seek assistance underscores the importance of adaptability and collaboration, allowing individuals to overcome obstacles more effectively. Additionally, there is a deep appreciation for the importance of education, both in personal and societal contexts, driving individuals to strive for academic excellence and contribute positively to their communities. Being positive and humble, setting priorities, enjoying the learning process, setting goals, and fostering a spirit of mutual support are further highlighted as key principles for success in graduate education. These insights underscore the holistic nature of the graduate education experience, integrating personal growth, academic achievement, and community engagement into a transformative journey of learning and development.

Positive Effects of Enrolling in Graduate Education.

The emerging themes were: Learning Growth, Impart Knowledge to Students and Colleagues, Self-esteem Gained, Philosophies Learned, Additional Educational Attainment, Salary Adjustment, Promotion, and Edge over Other People.

The findings regarding the positive effects of enrolling in graduate education shed light on the multifaceted benefits individuals experience as they pursue advanced studies. One significant theme is learning growth, where individuals expand their knowledge and skills in their chosen field, fostering personal and professional development. Additionally, postgraduate education provides opportunities to impart knowledge to students and colleagues, allowing individuals to share their expertise and contribute to the academic community. As individuals engage in rigorous academic inquiry, they also experience a boost in self-esteem, gaining confidence in their abilities and accomplishments. Moreover, graduate studies expose individuals to diverse philosophies and perspectives, enriching their understanding of their discipline and the world around them. The attainment of additional educational qualifications not only enhances individuals' credentials but also opens up opportunities for salary adjustments, promotions, and a competitive edge over others in the job market. Overall, enrolling in graduate education yields positive effects that extend beyond academic growth, empowering individuals to advance their careers, expand their horizons, and contribute meaningfully to their fields and communities.

Suggestions to other Teachers Enrolled or who wish to enroll in Graduate education.

The emerging themes were: Pursue the Dream, Be Financially and Emotionally Ready, Be Courageous, Manage Time Wisely, Know the Course to Pursue, Be Inspired, Trust God and Prioritize Yourself, Work Hard, Enjoy, Accept Criticisms, Share Sentiments with Others and Seek Advice and Explore. The suggestions for teachers considering or already enrolled in graduate education offer practical insights for navigating the academic journey. They emphasize the importance of following your educational aspirations, being financially and emotionally prepared, and embracing the courage to step into new challenges. Effective time management, choosing the right course, finding inspiration, and trusting in faith is crucial for success. Prioritizing self-care, working hard, and enjoying the learning process are vital. Being open to feedback, sharing experiences, seeking advice, and exploring new ideas are also recommended for personal growth.

Advice for other Graduate Students to Cope with Struggles in Taking Graduate Education.

The emerging themes were: Be Self-motivated, Trust and Pray to God, Take it Easy, Focus on Goal, Have Proper Management of Time, and Be Ready. The advice offered to other graduate students to cope with struggles in taking graduate education encapsulates valuable insights gained from navigating the challenges of advanced studies. One key theme is the importance of being self-motivated, as intrinsic drive and determination are essential for overcoming obstacles and staying focused on academic goals. Trusting in and praying to God are emphasized as sources of strength and guidance,

providing comfort and resilience during difficult times. Taking it easy is advised, reminding students to manage stress and maintain balance in their lives amidst the demands of graduate education. Focusing on the ultimate goal serves as a beacon of motivation, helping students persevere through challenges with a clear sense of purpose. Proper management of time is crucial, enabling students to allocate their resources effectively and maintain productivity. Being ready encompasses being mentally, emotionally, and practically prepared for the rigors of graduate studies, fostering resilience and adaptability in the face of adversity. Overall, this advice provides practical guidance and encouragement for graduate students embarking on or navigating the challenges of graduate education, empowering them to overcome struggles and achieve success in their academic pursuits.

➤ Implications for Practice

On Motivation to Enroll in Graduate Education. The motivation to enroll in graduate education can be influenced by various factors, ranging from career advancement to personal growth and intellectual curiosity. Institutions must recognize this diversity and tailor their communication strategies accordingly. By offering a wide array of program options that cater to different interests and career paths, prospective students can find programs that align closely with their aspirations. Emphasizing the tangible career benefits of graduate education and addressing financial concerns through transparent information and support options are essential. Furthermore, fostering supportive learning environments, facilitating goal setting, and promoting work-life balance can sustain motivation and encourage enrollment. Through these concerted efforts, institutions can effectively support prospective students in their decision to pursue graduate education.

On Experiences Upon Enrolling in Graduate Education. Upon enrolling in graduate education, individuals may encounter a range of experiences that can significantly impact their journey. Institutions should acknowledge these experiences and implement strategies to support students effectively. Firstly, providing comprehensive orientation programs can help students navigate the transition and understand the expectations of graduate study. Offering mentorship opportunities where experienced faculty or peers can provide guidance and support can also be beneficial. Additionally, fostering a collaborative and inclusive learning environment can enhance the overall experience by promoting engagement and networking opportunities. Recognizing and addressing challenges such as workload management, imposter syndrome, and academic stress through counseling services and workshops is crucial for student well-being and success. Moreover, incorporating experiential learning opportunities such as internships, research projects, or industry collaborations can enrich the learning experience and prepare students for their future careers. By prioritizing these practices, institutions can ensure that students have a positive and fulfilling experience during their graduate education.

On Effect of Experiences to Motivation to Pursue Graduate Education. Understanding the effect of experiences on motivation to pursue graduate education is crucial for institutions to effectively support prospective students. Firstly, institutions should conduct thorough assessments to identify the range of experiences that influence motivation, including academic, social, and personal factors. By recognizing the diverse experiences that individuals bring, institutions can tailor their support services and communication strategies accordingly. Providing opportunities for prospective students to interact with current graduate students or alumni can offer valuable insights into the realities of graduate study and inspire motivation. Additionally, creating a positive and supportive learning environment that fosters engagement, collaboration, and personal growth can enhance motivation levels. Addressing any negative experiences or barriers such as financial concerns, imposter syndrome, or lack of confidence through targeted interventions and support programs is essential. By proactively addressing the effect of experiences on motivation, institutions can cultivate an environment that encourages individuals to pursue graduate education with confidence and enthusiasm.

On Challenges Encountered in the Pursuit of Graduate Education. Recognizing and addressing challenges encountered in graduate education is crucial for institutions to effectively support students. Firstly, institutions must provide comprehensive resources and support services to help students navigate academic demands like rigorous coursework, research requirements, and time management. Mentorship programs, where students receive guidance from experienced faculty or peers, can be invaluable. Financial barriers should also be addressed through scholarships, grants, or financial aid packages to alleviate stress and enable wider access to graduate education. Prioritizing mental health support services is essential to help students cope with stress, anxiety, and burnout. Additionally, fostering a supportive and inclusive learning environment where students feel valued and respected can mitigate feelings of isolation and imposter syndrome. By proactively addressing these challenges, institutions create an environment where students can thrive and succeed in their graduate education endeavors.

On Difficulties Encountered while being Enrolled in Graduate Education. Recognizing and effectively addressing difficulties encountered by graduate students is essential for institutions to provide meaningful support. Firstly, institutions should establish proactive mechanisms for identifying and assessing various challenges faced by enrolled students. This can include academic hurdles such as complex coursework, research demands, and time management issues. Offering personalized support through mentorship programs, where students can seek guidance from experienced faculty or peers, can significantly alleviate these difficulties. Moreover, institutions must prioritize mental health support services to assist students in managing stress, anxiety, and burnout effectively. Financial constraints should also be acknowledged, and institutions can provide assistance through scholarships, grants, or financial aid packages. Creating a supportive and inclusive learning environment,

where students feel valued and respected, is paramount in mitigating feelings of isolation and imposter syndrome. By actively addressing these difficulties, institutions can foster an environment where graduate education students can thrive academically and personally.

On Influence of Challenges and Difficulties to Views in Pursuing Graduate Education. Understanding the influence of challenges and difficulties on individuals' views toward pursuing graduate education is crucial for institutions to provide effective support and encouragement. Institutions should conduct thorough assessments to identify the specific challenges and difficulties faced by individuals, including academic, financial, and personal factors. By recognizing these barriers, institutions can tailor their support services and communication strategies accordingly. Providing personalized assistance, such as mentorship programs and counseling services, can help individuals navigate challenges and maintain motivation to pursue graduate education. Additionally, addressing financial constraints through scholarships, grants, or flexible payment options can alleviate concerns and encourage individuals to pursue further education. Institutions should also strive to create a supportive and inclusive environment that fosters a sense of belonging and encourages individuals to overcome challenges. By addressing the influence of challenges and difficulties, institutions can empower individuals to pursue graduate education with confidence and determination.

On Coping Mechanisms Used to Address Challenges. Institutions must acknowledge the various coping mechanisms employed by individuals to address challenges in graduate education, as this recognition is crucial for providing effective support. Creating a supportive environment where students feel comfortable seeking help is paramount. Offering resources such as counseling services, peer support groups, and mentorship programs can provide valuable outlets for individuals to discuss their challenges and receive guidance. Additionally, promoting self-care strategies like mindfulness, time management techniques, and stress-reduction activities empowers students to manage academic and personal pressures effectively. Providing flexible academic accommodations and resources for balancing work, study, and personal life commitments can further alleviate stress and enhance coping mechanisms. By supporting the diverse coping strategies utilized by individuals, institutions can foster resilience and facilitate academic success in graduate education.

On Ways to Address those Difficulties while Enrolled in Graduate Education. Institutions can effectively address difficulties encountered by students enrolled in graduate education through proactive measures tailored to individual needs. Establishing clear communication channels is essential for students to express challenges and seek help. Personalized support services, such as mentorship, academic advising, and counseling, provide guidance to overcome obstacles. Flexible academic policies and accommodations help students manage workload pressures. Financial assistance through scholarships or part-time opportunities can alleviate financial stress. Additionally, fostering a collaborative and inclusive

environment encourages peer support and shared experiences, enhancing resilience. By implementing these measures, institutions empower students to navigate challenges and succeed in their postgraduate education.

On Coping with the Challenges of Teaching Loads as well as other Tasks while Enrolled in Graduate Education. Coping with teaching loads while enrolled in graduate education requires a comprehensive approach from both students and institutions. Institutions should prioritize support structures like mentorship programs and workshops to help students develop time management skills. Clear communication about teaching responsibilities and academic workload is essential to reduce stress. Offering flexibility in scheduling and coursework can help students balance their commitments. Additionally, promoting self-care strategies and providing access to mental health resources can support students' well-being. Fostering a collaborative community for sharing experiences is crucial for alleviating feelings of isolation. By implementing these practices, institutions can empower graduate students to manage the challenges of their teaching roles effectively.

On Insights Gotten from Experience as a Public Elementary School Teacher Taking up Graduate Education. Insights from public elementary school teachers pursuing graduate education offer valuable implications for educational institutions. Institutions should acknowledge the unique challenges these teachers face and tailor support services, such as mentorship programs, workshops, and networking opportunities, to enhance their graduate experience. Utilizing the practical knowledge gained during their studies can improve classroom practices and curriculum development. Integrating research findings and innovative methods into teacher training can foster continuous improvement in teaching and student outcomes. Additionally, facilitating collaboration between graduate students and practicing teachers promotes idea exchange and a culture of ongoing learning. By incorporating these insights, institutions can enhance teacher education quality and ultimately benefit student achievement and well-being.

On Positive Effects of Enrolling in Graduate Education. The positive effects of graduate education have significant implications for educational institutions. To maximize these benefits, institutions should promote the advantages of graduate study, highlighting its potential for career advancement and personal growth. Offering a diverse range of programs ensures accessibility for various interests and career paths. Creating a supportive, inclusive environment that fosters collaboration and critical thinking is essential. By prioritizing mentorship, research resources, and interdisciplinary collaboration, institutions can enhance the positive impact of graduate education, empowering individuals to thrive academically and contribute meaningfully to society.

On Suggestions to other Teachers Enrolled or who wish to enroll in Graduate education. Implications for practice highlight the importance of supporting teachers enrolled or aspiring to enroll in graduate education. Experienced teachers

should share their positive experiences and the benefits of further education, such as improved career opportunities. Institutions must provide tailored resources, including flexible scheduling, financial assistance, and academic support. Creating networking and collaboration opportunities among graduate students and faculty can enhance knowledge sharing and mentorship. By fostering a supportive culture around graduate education, institutions can cultivate a skilled and motivated workforce to meet the evolving needs of the education sector.

On Advice for other Graduate Students to Cope with Struggles in Taking Graduate Education. Implications for practice emphasize the importance of providing advice to graduate students to help them cope with academic challenges. Experienced students should share strategies for managing time and responsibilities, while institutions must offer comprehensive support services like counseling, mentorship, and workshops on stress management. Fostering a culture of collaboration and peer support can enhance a sense of belonging, encouraging students to share experiences and resources. Promoting open communication and destigmatizing mental health support are also vital. By prioritizing these practices, institutions can create an environment where graduate students thrive academically and personally, improving their overall experience.

➤ *Implications for Future Research*

The implications for future research include exploring the specific coping mechanisms used by public school teachers during graduate studies to inform effective support interventions. Additionally, investigating the role of faith and spirituality in influencing resilience and well-being can guide holistic support programs. Researchers should also examine how graduate education impacts career advancement, including salary and promotions. Lastly, studying the intersectionality of factors like gender, socioeconomic background, and teaching specialization will provide insights into the varied challenges faced by teachers, informing targeted support initiatives. Overall, these areas can contribute to a comprehensive understanding of public school teachers' graduate education experiences.

➤ *Concluding Remarks*

This study delves into the experiences of public school teachers enrolled in graduate education, particularly those navigating comprehensive examinations or immersed in thesis writing. It elucidates the diverse challenges encountered, encompassing issues like time management, financial constraints, and the delicate balance between professional duties and academic pursuits. Amidst these hurdles, the study unveils a spectrum of coping mechanisms, ranging from intrinsic motivation and seeking support from loved ones to effective time management strategies. These mechanisms, pivotal for success, underscore the resilience and adaptability of teachers in confronting obstacles within the graduate education landscape.

Moreover, the study underscores the transformative potential of graduate education, evident in its positive effects on personal and professional growth. Participants reported

enhanced learning, career advancement opportunities, and heightened self-esteem as notable outcomes. Importantly, the study offers pragmatic advice for graduate students embarking on this journey, emphasizing the value of self-motivation, faith, balance, goal-setting, and readiness. By encapsulating these insights, the study contributes to a deeper understanding of the nuanced dimensions of the graduate education trajectory among public school teachers, fostering strategies to support their educational and professional development effectively.

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