

FACTORS AFFECTING THE DELAY IN THE COMPLETION OF THE MASTERS DEGREE AMONG CAR (COMPLETE ACADEMIC REQUIREMENT) HOLDER TEACHERS IN BORONGAN CITY DIVISION: INPUTS FOR A PROPOSED EXTENSION PROJECTS

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Abstract: The study assessed the factors that may affect the delay in the completion of masters' degree among CAR holder teachers of Borongan City Division. Using the descriptive research design, findings shows that the respondents were predominantly CAR holder of Master in Education major in Educational Management who were mostly in the teachers 1 to 3 positions serving for 6 years. Moreover of the seven factors presented. Thesis skill was the factor that highly affect the delay on the completion masters' degree. Therefore it is highly recommended for the Graduate School of Eastern Samar State University to conduct an extension project that caters to the need focusing on capacitating the teachers with the skills in writing a thesis.

Keywords: CAR holder, masters' degree, completion, delay, factors, extension project.

1 Introduction

Education has the functions of transferring the social and cultural values of the current system to future generations, maintaining the lives of individuals and achieving satisfaction at the level of knowledge (Alhas, 2006). Gökçe (2000, p. 126) defined education as "a process in which young people are accustomed to old values, transformation of cultural heritage, professional training, a free art, mental development, personality development, equipping individuals with technological skills and maintaining the social-political system" (Gökçe, 2000; Alhas, 2006). Indeed, education is a lifelong process and it doesn't end once students finish their undergraduate education, this is the reason why students who graduated a bachelor's degree will opt to pursue a higher education in order to broaden his horizon especially in dealing with problems in the world around them (Duke, 2014). As for the teachers, they could best understand the nature of their students, superior, colleagues, working environment and their profession by availing a higher level of education, thus they become productive and are able to be a great contributory factor in placing their respective schools at the apex of excellence (Beere et al., 2011). Moreover, the more a person learns the better he becomes, the higher the educational attainment the better is his capacity to bring change (Reyes, 2023). The life of a teacher in a day to day basis is always bombarded with a lot of complications especially in actualizing goals to the betterment of their students, they are always confronted with problems that if just neglected and will not be given attention it will create a great commotion that will affect the entire system hence are interconnected, the only way to cut the tie is solve it at once (Nogueiras et al., 2016).

Universities, which are one of the educational institutions, carry out higher education. Higher education helps in the development of science, the advancement of technology and the solution of the problems of the country. Universities continue their education with various programs in line with their function to train qualified employee and competent person required by the society. One of the programs given in the continuation of the undergraduate program is the graduate (Ünal & İlter, 2010).

But a sad reality is quite alarming that many of the students were just stuck as being a CAR holder only having no intention of completing their Master's Degree. Records in the graduate schools of ESSU-Main campus shows that after passing the comprehensive examination, their journey of pursuing further education stops there. On the reason why it is happening as such needs to be studied in order to have a clear picture of the issue. Furthermore, the graduate school of every university envisions to develop and mold the skills of the adult students, making them highly competent and ready to face the world with confidence to make a difference (Chao, 2014). But behind this ideal purpose lies the reality that not all teachers are able to finish their

master's degree which leaves questions on their competence. How could they be effective in their respective working environment when they can't even finish their master's degree? (Santos et al., 2022) A lot of factors maybe associated in this matter and that one of the major goals of this project is to find out which of those factors that really delay the completion of their master's degree (Govender, 2011). It is also the goal of this project to explore the best practices of those teachers who were able to finish successfully their master's degree. The result of this study will be the basis for the graduate school in conducting extension services to help these CAR holder teachers to finish their master's degree.

There are a lot of reason why an adult students are experiencing delay in the completion of a master's degree, one the major problem that they are facing is the distance between the school and the university. The biggest crux of this problem is due to the fact that the place where they work and they place where they take graduate education are different. It is also seen that the conflict between their schedule in the school and their schedule in the graduate education causes problems. (Çalışoğlu et al. 2019). Another is, study pointed out that attrition rates were affected by time and financial management along with professional obligations, and amount of encouragement and support from thesis/dissertation advisers (Myers, 1999; Gill & Bernard, 2008). Moreover, Richardson (2013) states that adult learners require much higher levels of motivation in order to start and complete a learning programme, as compared to younger students. Many adult learners view the research process in the Master's programmes as characterised by anxiety, uncertainty and 'stuckness' (Batchelor & Di Napoli, 2006; Evans and Stevenson, 2010). The Master's programmes are generally rigorous, and may require that the adult learners are highly motivated in order to successfully pursue them. The adult learners are faced with a number of challenges and commitments which compete for their attention. The main responsibilities of most adult learners are work and family. Morris (2013) states that there already exists tension between work and family, and that this tension could be worse if the person is studying. The main sources of tension could be time available, family and social interactions, personal priorities and financial constraints (Morris, 2013; Duke & Hinzen, 2014). The time constraints imply that work, family and studying responsibilities share the limited time that the adult learners have at their disposal – leading to the neglect, postponing and mishandling of some of their responsibilities. Researchers in various parts of the globe have found that adult learners enrol in order to improve their status, productivity and income (Morris, 2013; Spaul, 2013; Rothes, Lemos & Gonçalves, 2013).

Thesen and Cooper (2014) who believe that an individual's writing is never neutral, but it is always influenced by factors such as background, culture, exposure and experiences – all which may be contradictory to scientific writing. African students need clear guidance in this regard, without which the contradictions they experience in their writing may lead to the risk of failure. The literature study indicates that there are various reasons for the delayed completion or non-completion of the Master's and Doctoral degrees. The first reason could be the adult learners' readiness to do research. Evans and Stevenson (2010) believe that the adult learners' readiness to engage in research may have a great effect on the time of completion and the quality of the research. Meerah (2010) found that many adult learners doing research generally felt that they have yet to acquire skills in seeking information for their research, and are also deficient in analytical skills.

It is quite possible that those reason are true in the Graduate School of ESSU-Main campus, but it has to be proven, a reason why this study has to be conducted in order to really describe the factors that affect in the delay on the completion of a master's

degree among the CAR holder teachers who happened to be the students of the said college in the context of Borongan City.

This was driven by the following objectives:

1. To identify the CAR holder teachers in terms of:
 - a. Master's program,
 - b. Academic rank, and
 - c. No. of years as a CAR holder
2. To determine the degree by which the following factors affect the delay on the completion of Master's Degree among CAR holder teachers of Eastern Samar in terms of:
 - a. Distance,
 - b. Thesis Skills,
 - c. Access to Resources,
 - d. Financial Constraints,
 - e. Workload,
 - f. Time Management Constraints, and
 - g. Family
3. To propose an intervention through an extension project design based on the result of the study

2 Methodology

2.1 Research Design

Descriptive research design in a quantitative research was used in this study. Orodho (2009) observes that the descriptive research studies are conducted to determine the current situation and with the gathering of facts and figures rather than the manipulation of variables. The descriptive research design is the most frequently used method for collecting information about people's attitudes, opinions, habits, or any of the variety of educational issues. Descriptive design is appropriate as it enabled the researcher to collect information concerning teachers' profiles, and describe factors that affect the delay on the completion of their master's degree in Borongan City Division without manipulation of variables.

2.2 Locale of the Study

The study was conducted in all elementary and secondary schools both public and private in Boornagan City Division where there are teachers who are CAR holders who happened to be students of ESSU-Main Graduate School.

2.3 Respondents of the Study

The CAR holder teachers both in elementary and secondary among the public and private schools of Borongan City Division was the respondents of the study who were students of ESSU-Main Graduate School. All of them will be involved considering the relatively small number of the target populations, hence, total enumeration was used as the sampling procedure in this study.

2.4 Research Instrument

The instrument used in this study is researchers' made. The instrument is specifically focused on the profiles of the CAR holder teachers and the factors that affect the delay on the completion of their Master's Degree. In order to test the validity of the instrument, it was pilot tested in the Eastern Samar Division. The test was made in order to validate if the respondents can easily comprehend and understand the questionnaire.

2.5 Data gathering Procedure

After seeking necessary approval and permits to conduct the study, the researchers administered the survey to the CAR holder teachers in Borongan City Division through Google Meet and Google Form.

Identified respondents were oriented by the researcher as to the nature and purpose of the study through google meet. A letter was presented and the survey form/instrument to better explain the aim of the study. They were likewise oriented on specific instructions in answering the questionnaire and then the respondents were given time to answer the required responses through Google Form. The respondents was guided by the researchers for fast and easy retrieval of the answered instrument.

2.6 Measurement of Variables

The responses of the respondents from the gathered information about the factors affecting the delay on the completion of Master's Degree among CAR holder teachers was measured using the following:

Mean Range	Descriptive Rating	Qualitative Description
3.25-4.0	Highly Affect	The statement was observed and even exceeded the expectation which means that the indicator highly affect the delay in the completion of a master's degree
2.50-3.24	Moderately Affect	The statement was observed which means that the indicator moderately affect the delay in the completion of a master's degree
1.75-2.49	Slightly Affect	The statement was observed but few irregularities was noticed which means that the indicator slightly affect the delay in the completion of a master's degree
1.00-1.74	Does Not Affect	The statement was not observed which means that the indicator does not affect the delay in the completion of a master's degree

2.7 Analysis of Data

For the translation of data into meaningful information descriptive statistics was used in the analysis of the gathered data.

Descriptive statistics was employed to discuss the demographic profile of the CAR holder teachers and the factors affecting the delay in the completion of Masters' Degree. Mean and standard deviation was used in analyzing the gathered data.

2.8 Ethical Considerations

This study observed the ethical guidelines protocol of the university before starting the data collection. The respondents were informed, and a consent form was provided. Only the researcher has a total restriction on access to all the surveys, and cannot be used in any legal actions against them to protect the confidentiality and safety of the respondents. With this, privacy was applied following the ethical consideration of not harming their personal and academic lives.

3. Result and Discussion

3.1 Demographic Profile of CAR holder teachers

The profile variables for the factors affecting delay in completing a master's degree among Borongan City CAR holder teachers were the master's program, academic rank, and number of years as CAR holder.

Table 1 shows that the Master of Arts in Education Major in Educational Management (MAED EM) 7 (33.33%) is the highest percentage among master's programs. The Master of Arts in Education Major in Physics (MAED Physics) has the lowest percentage (0.0%). The opportunity for career growth that a Master of Arts in Education with a major in Educational Management provides is one of the main reasons more teachers are enrolling in this program. Many educators enroll in this program since it prepares them for school leadership and administrative positions, such as department heads, principals, or supervisors (Lunenbug, 2010). Educational management programs emphasize the abilities required for school leadership, organizational administration, and policy implementation—

qualities highly valued in educational institutions—rather than other master's specializations that concentrate on classroom instruction or certain topic areas. According to studies, teachers are driven by the chance to have a more significant impact on school operations and enhance student results, which is usually possible in positions in educational management (Mitchell & Castle, 2005). Given the need for qualified school leaders in many educational systems, this pathway fosters their professional development and frequently offers financial incentives in the form of better compensation. Teachers are also drawn to educational management degrees because of the more significant career security and flexibility these positions provide. Since schools constantly need capable leaders to handle complicated educational innovations, financial restraints, and staff management, Huber (2011) asserts that educational management abilities are in high demand.

In contrast to curriculum or subject-specific content specializations, educational management gives graduates a more comprehensive skill set that they can use in education departments, government agencies, and non-profit organizations. Additionally, because they understand the need for internal leadership development, educational institutions frequently offer financial aid or tuition reimbursement to teachers seeking administrative degrees (Huber, 2011). Therefore, an MA in Educational Management provides a clear and valuable route to leadership roles for educators who want to increase their influence outside of the classroom, influencing their decision to pursue this specialization over others.

The respondents' academic rank composition shows that most are teachers 1-3, making up 18 or 85.71% of the total. The remaining respondents' academic ranks fell into three categories: Head Teacher 1-6, Master Teacher 1-3, and Principal 1-4, making up 4.76%. Compared to those in higher positions, a significant number of Teachers I-III in the Department of Education (DepEd) generally finish their educational requirements for master's degrees or certificates, primarily because of the department's criteria for qualification and professional advancement. Since educational achievement directly affects one's eligibility for higher positions, such as administration or Head Teacher posts, many entry-level teachers consider achieving Complete Academic Requirements (CAR) as a strategic step toward promotion (Llego, 2023). Since DepEd's promotion policies commonly emphasize qualifications like master's degree units or full completion in addition to years of experience and performance ratings, teachers can gain a competitive edge by completing advanced academic requirements early in their careers (DepEd Order No. 66, 2007). Additionally, the presence of scholarship programs and subsidies provided by DepEd for professional development encourages entry-level teachers to pursue these requirements, leading to a higher rate of CAR among Teachers I-III than those in more advanced roles who may have already met or exceeded such requirements (Bernardo, 2021).

As for the number of years as CAR holders, most respondents were CAR holders for 6 years (28.57%), and the lowest percentage was 2 years of CAR holders (9.52%). Teachers with Complete in Academic Requirements (CAR) often delay completing their master's degrees because they juggle work and school responsibilities. Lesson planning, classroom administration, grading, and other administrative duties are common burdens for teachers, which reduces the amount of time and effort they can dedicate to thesis or capstone requirements (Ingersoll & Strong, 2011). Further complicating their progress toward degree completion is the institutional lack of support that public school teachers frequently face for advanced academic efforts, such as insufficient study leave regulations or financial aid for thesis preparation (Santos & Medina, 2019). Many teachers prioritize their professional responsibilities due to this juggling act between work and academic obligations, which causes them to take longer to complete tasks. The difficulty of performing research is another vital consideration, particularly for individuals who may not have been exposed to research methodology throughout their undergraduate studies. Data

gathering, analysis, and writing for research projects take much time, and some teachers may find it difficult or time-consuming to acquire these abilities. Financial limitations might further impede development because finishing a thesis frequently requires expenses for materials, data collection, and professional editing that may not be entirely paid by the teacher salaries or stipends that are provided (Llego, 2023). Last but not least, personal circumstances like work-life balance and family responsibilities significantly affect CAR holders' capacity to concentrate on their studies, which causes them to put off finishing their theses and eventually postpone earning their master's degree (Santos & Medina, 2019).

Table 1. Demographic Profile of the CAR Holder Teachers

Demographic Profile	Frequency	Percentage (%)
Masters' Program		
MAED EM	7	33.33
MAED EE	3	14.29
MAED SE	1	4.76
MAED ELT	1	4.76
MAED FLT	1	4.76
MAED ST	1	4.76
MAED KE	1	4.76
MAED SCT	2	9.52
MAED TM	2	9.52
MAED Biology	1	4.76
MAED Physics	0	0.00
Others	1	4.76
Academic Rank		
Teacher 1-3	18	85.71
Head Teacher 1-6	1	4.76
Master Teacher 1-3	1	4.76
Principal 1-4	1	4.76
No. of Years as CAR Holder		
1 year	0	0.00
2 years	2	9.52
3 years	4	19.05
4 years	5	23.81
5 years	4	19.05
6 years	6	28.57

3.2 Factors affecting the delay on the Completion of Master's Degree among CAR Holder Teachers

3.2.1 Distance

The distance is one of the variables influencing the delay in Master's degree completion among CAR-holding teachers in Borongan City, as the table 2 below shows. With a mean of 2.095 (SD=0.700), the table indicates that the availability of transportation services required for university transportation has a minor impact on teacher completion of Master's degree programs. However, teacher completion of their Master's degree is unaffected by living in a remote location or on an island far from the university, with a mean score of 1.857 (SD=0.811).

The availability of transportation services marginally impacts university graduate students' access to campus; this has a more significant impact on attendance and punctuality than academic performance. Students may occasionally arrive late or miss portions of their classes due to delays caused by limited or unreliable transportation alternatives (Deka, 2017). However, these interruptions are usually low because students frequently learn coping mechanisms to deal with transportation issues, like planning around bus times or selecting alternate routes. The range of modes of mobility, including ridesharing, public buses, and even motorcycles, lessens the impact of any one transit interruption. Furthermore, studies have indicated that students with access to various transportation options report feeling less constrained by transportation-related problems, indicating that having various options helps mitigate the effects of service interruptions or restrictions (Ewing & Cervero, 2010).

Furthermore, universities' growing use of online resources and hybrid learning settings mitigates the impact of transportation availability. Nowadays, many colleges provide online access to lectures, meetings, and even tests, which is very helpful for students with transportation issues (Johnson, 2019). This change lessens students' reliance on physical access to the campus by enabling them to engage in academic activities remotely during

transit interruptions. According to studies, the adaptability of hybrid models has enhanced students' time and resource management skills, reducing the adverse effects of mobility constraints on their academic performance and engagement (Ewing & Cervero, 2010). Therefore, even if transportation services are necessary, university students are only marginally impacted by their availability because of personal flexibility and the increasing institutional support for remote participation.

Table 2. Distance

Item	Mean	SD	Interpretation
1. Long hour of travel from the residence to the university	1.857	0.478	Slightly Affect
2. Residing in a far-flung place or in an island distant from the university	1.571	0.811	Does not Affect
3. Availability of transport services necessary for the transportation to the university	2.095	0.700	Slightly Affect

3.2.2 Thesis Skills

The table 3 below shows that all three indicators for thesis skills highly affect the completion of master's degrees among CAR-holder teachers in Borongan City. It can be gleaned that the highest mean is the conceptualization of the thesis through the research matrix with a mean score of 4.00 (SD=0.000), followed by treatment of data gathered ($X=3.905$; $SD=0.301$) and Writing a proposal ($X=3.810$; $SD=0.402$). For teachers with CARs, conceptualizing a thesis through creating a research matrix can be difficult, and it frequently causes delays in finishing a master's degree. A systematic instrument known as a research matrix is the basis for the complete thesis framework by arranging the variables, research questions, objectives, and data sources. Nonetheless, developing this matrix necessitates thoroughly comprehending research techniques, which many educators may find difficult or time-consuming if they have never conducted organized academic research before (Thomas, 2017). According to research, establishing variables, matching techniques to aims, and planning data-collecting strategies can be difficult, particularly for practitioners balancing their studies with full-time teaching duties (Bagaka et al., 2015).

Table 3. Thesis Skills

Item	Mean	SD	Interpretation
1. Conceptualization of thesis through the research matrix	4.000	0.000	Highly Affect
2. Writing a proposal	3.810	0.402	Highly Affect
3. Treatment of data gathered	3.905	0.301	Highly Affect

Additionally, the iterative process of modifying a research matrix to satisfy academic requirements typically results in longer timeframes because instructors may need to regularly review and modify their frameworks in response to advisor comments, which further prolongs the time it takes to complete theses. Among teachers who possess CARs (Complete Academic Requirements), handling data collected for thesis completion is a significant cause of delays, mainly because of the intricate analysis and interpretation procedures needed. Data analysis is complex for many teachers, particularly if they lack access to analysis software like SPSS or NVivo, which are frequently necessary for thesis research, or if they have little expertise in statistical approaches (Santos & Bernardo, 2020). According to local research conducted in the Philippines, CAR holders usually struggle to code qualitative data or do statistical tests on quantitative data, which causes them to wait a long time for help from consultants or colleagues (Garcia, 2019). An extra element of difficulty is added by the requirement to match findings with the study's conceptual framework and research questions, which necessitates numerous revisions and adviser input. For many teachers who are otherwise nearing the finish of their academic obligations, the handling and analysis of data can constitute a significant barrier that delays the completion of a master's thesis.

3.2.3 Access to Resources

Table 4 presents the findings on access to resources as a factor influencing the delay in finishing a master's degree among CAR-

holder teachers in Borongan City. The table below shows that skill in accessing authentic research sites significantly affects the delay in completing a master's degree among CAR-holder teachers.

The ability to access authentic research sites is an essential factor affecting the timely attainment of master's degrees among teachers who have fulfilled their academic requirements. Studies indicate that teachers adept at employing reliable internet resources perceive fewer interruptions in their study activities (Gonzales & Reyes, 2021). Bautista and Lim (2022) assert that digital literacy plays a role in academic research since it empowers teachers to effectively seek, assess, and incorporate high-quality information into their theses. A gap in proficiency with academic databases may result in dependence on unverified sources, so undermining the quality of their work and prolonging the time required for completion (Ramos, 2021). Dela Cruz (2023) asserts that inadequate access to credible research sites hinders the research process and exacerbates fear and uncertainty among educators, hence prolonging their graduation timelines. Improving digital literacy and research competencies is crucial to alleviate these delays and assist educators in effectively attaining their master's degrees.

Table 4. Access to Resources

Item	Mean	SD	Interpretation
1. Knowledge in accessing legitimate sites for research purposes	3.810	0.402	Highly Affect
2. Internet connection	2.952	0.669	Moderately Affect
3. Access to the library	2.381	0.865	Slightly Affect

3.2.4 Financial Constraints

A contributing factor to the delay in completing master's degrees among CAR-holder teachers in Borongan City is financial constraints. The table 5 below indicates a moderate effect on other loans outside of the payslip, with a mean of 3.143 (SD=0.727), and the status of net take-home pay, with a mean of 2.524 (SD=1.123). The financial burden of loans not disclosed in payslips adversely impacts the timely attainment of master's degrees by instructors who have met their academic obligations. Studies demonstrate that teachers dependent on external loans frequently experience heightened financial stress, resulting in diminished academic focus and participation (Bautista & Cruz, 2022). This financial burden may require increased work hours or new employment, so constraining the time allocated for academic endeavors (Gonzales & Reyes, 2021). Moreover, Villanueva (2023) discovered that educators burdened with external debt had elevated anxiety levels and diminished motivation to finalize their degree programs, potentially leading to postponements in thesis submission and graduation. Consequently, comprehending the ramifications of financial commitments from loans beyond conventional salary frameworks is crucial in tackling the difficulties encountered by CAR-holder educators in their quest for additional degrees.

Table 5. Financial Constraints

Item	Mean	SD	Interpretation
1. Being responsible for the education of children/nephews/nieces who are in college	2.048	0.384	Slightly Affect
2. Status of net take home pay	2.524	1.123	Moderately Affect
3. Other loans outside the payslip	3.143	0.727	Moderately Affect

3.2.5 Workload

As stated in table 6, all of the three indicators on workload appeared to moderately affect the delay in the attainment of their masters' degree. It could be inferred that the workload of teachers hinders in finishing the graduate school journey of students who have met their academic requirements for master's degrees but have not yet conferred their degrees. Studies demonstrate that educators frequently have significant workloads due to a combination of instructional responsibilities, administrative duties, and extracurricular engagements (Santos & Flores, 2022). The significant load reduces the time and

energy teachers can devote to thesis preparation, research, and other degree completion obligations (Gonzales & Reyes, 2021). Bautista (2023) asserts that instructors with multiple responsibilities encounter considerable fatigue and reduced cognitive resources, which negatively impacts their ability to focus on complex academic tasks, resulting in delays in program completion.

Table 6. Workload

Item	Mean	SD	Interpretation
1. Overloaded subject assignment	2.571	0.507	Moderately Affect
2. Fully loaded subject assignment	2.810	0.814	Moderately Affect
3. loaded with subjects that calls for great demand	2.571	0.746	Moderately Affect

Furthermore, the relationship between workload and academic progress among educators is sometimes intensified by supplementary professional pressures, such as performance assessments and the requirement to comply with established teaching standards. Villanueva (2022) found that educators balancing professional and academic duties face considerable challenges in time management, leading to prolonged delays in completing thesis requirements. This pressure is particularly evident during peak academic periods when educators prioritize classroom responsibilities over their personal academic goals (Dela Cruz, 2021). Thus, managing workload and providing structured academic support may be essential for facilitating CAR-holder instructors in completing their master's degrees within a reasonable timeframe.

3.2.6 Time Management Constraints

The time component also contributes to the delays in the completion of master's degrees among CAR-holding teachers in Borongan City. Table 7 demonstrates that the demands for compliance paperwork significantly affect the timely completion of master's degrees among CAR-holder teachers in Borongan City. School activities on weekends, with a mean score of 2.667 (SD=0.856), moderately affect the delay in completing a master's degree among CAR-holder teachers. The obligations of adhering to administrative documentation can significantly impact the schedule for completing master's degrees among teachers who have fulfilled their academic prerequisites. Research indicates that the demands of routine paperwork, including lesson planning, reporting, and record-keeping, might inundate instructors, resulting in insufficient time and mental capacity for academic responsibilities pertinent to their degrees (Gonzales & Reyes, 2018). Bautista and Santos (2017) contend that this administrative burden poses significant challenges for instructors, who may find it difficult to reconcile institutional obligations with the stringent requirements of graduate research and thesis composition. The extensive documentation consumes considerable time and hinders teachers' ability to participate in higher-order thinking tasks, such as data analysis and literature review, which are crucial for fulfilling their master's requirements. The psychological effects of constant paperwork have been associated with burnout and diminished motivation among instructors seeking postgraduate degrees. Villanueva (2023) indicates that educators frequently experience irritation and diminished academic production while handling substantial paperwork in conjunction with their thesis responsibilities. This administrative burden has been shown to hinder teachers' advancement on graduate assignments, especially during peak reporting or evaluation periods (Dela Cruz, 2021). Consequently, optimizing administrative obligations or providing organized time management assistance could substantially enhance CAR-holder teachers' capacity to advance toward the completion of their master's degrees.

Table 7. Time Management Constraints

Item	Mean	SD	Interpretation
1. School activities on weekends	2.667	0.856	Moderately Affect
2. Demands on complying paper works	3.000	0.632	Highly Affect
3. Scheduled home visit to pupils/students	2.286	0.784	Slightly Affect

3.2.7 Family

Finally, last factor that may affect the delay on the completion of master's degree among CAR holder teachers in Borongan City is the family. As shown in table 8, all of the three indicators for the family portrays slightly affects the completion of master's degree among CAR holders. This study supports studies from the past decade show that family obligations such as caregiving, daily household tasks, and family events can limit the time available for academic pursuits but typically do not cause significant delays when balanced effectively (Garcia & Ramos, 2018). Teachers with strong family support systems often report fewer disruptions in their academic progress, as family members help with responsibilities or provide encouragement that allows them to focus on graduate tasks (Cruz, 2015). This support can mitigate the potential effects of family demands on academic timelines, helping teachers manage occasional family-related interruptions without major setbacks (Dela Torre, 2017).

However, some circumstances, like family health emergencies or sudden changes in household dynamics, may increase the impact of family responsibilities, potentially causing temporary pauses in academic work. For instance, Rivera (2016) found that teachers facing high-stress family events often struggle with time management and find it challenging to stay on track with thesis requirements. Nevertheless, these situations tend to be temporary and have only a moderate impact on the overall completion timeline for most CAR holder teachers. Research thus suggests that family-related factors slightly contribute to delays but are generally secondary to professional and workload-related challenges (Perez & Lim, 2019).

Table 8. Family

Item	Mean	SD	Interpretation
1. Being a bread-winner of the family	2.429	0.746	Slightly Affect
2. Having children who are still young	2.286	0.845	Slightly Affect
3. Living with old parents who needs care and attention.	2.000	0.837	Slightly Affect

3.3 Summary

Table 9 is the summary of the factors influencing the delay in the completion of master's degrees among CAR-holding teachers in Borongan City. Furthermore, the table results indicate that thesis skills possess the highest mean score of 3.905, which means that it highly affects the delay on the completion of master's degrees among teachers who have fulfilled their academic prerequisites (CAR holders). Thesis abilities include competencies such as study design, data analysis, and scholarly writing, which are crucial for producing a high-quality thesis or capstone project. Bautista and Cruz (2020) assert that numerous graduate students encounter challenges in these domains, perhaps resulting in prolonged thesis completion deadlines. Educators lacking thesis-related competencies may need supplementary assistance, such as targeted training or mentorship, to navigate their academic obligations effectively, as the cultivation of these abilities typically demands significant time and effort (Dela Cruz, 2018).

Conversely, distance was discovered to exert as the minimal factor that may affect on the delay in the completion of masters' degree, with a mean score of 1.841, indicating that it slightly affect on the delay of the above mentioned purpose. Distance often refers to the physical proximity of the educator to academic institutions or research facilities. Although distance may provide logistical difficulties, such as accessing university resources or attending advisory consultations, it seems that the majority of CAR-holder teachers manage to surmount these obstacles to a certain degree (Villanueva, 2019). Cruz (2016) posits that innovations in digital learning platforms and online consultations have alleviated the impact of physical distance, allowing educators to sustain their academic endeavors despite geographical separation from their institutions.

Table 9. Summary of the Factors Affecting the Delay in the Completion of Masters' Degree Among CAR Holder Teachers

Factors	Mean	SD	Interpretation
Distance	1.841	.663	Slightly affect
Thesis Skills	3.905	.234	Highly Affect
Access to Resources	3.048	.645	Moderately Affect
Financial Constraints	2.574	.745	Moderately Affect
Workload	2.651	.689	Moderately Affect
Time Management Constraints	2.651	.757	Moderately Affect
Family	2.418	.809	Slightly Affect
Factors	Mean	SD	Interpretation

3.4 Proposed Extension Project

As an output of this study, an extension project proposal was crafted based on the findings that could be considered in conducting extension services of the university.

Executive Summary	
Title: Project MASTER (Master's degree Attainment for a Secured and Transformed Educational Refinement) with Schools Division of Borongan City	Proponent: Dr. Virgilio P. Rapada Jr.
Beneficiary: CAR holder Teachers of Borongan City Division	Target Area: Borongan City, Eastern Samar, Philippines
<p>Rationale: Educational refinement is a learning process that involves moving to a higher level from the present status achieved. Through this process the person is given a chance to improve and polish more the behaviour, knowledge and attitude leading towards of becoming a dignified being.</p> <p>One of the ways and means of attaining educational refinement is engaging in further studies by enrolling in the Master's Degree and eventually attaining a Master Degree Holder.</p> <p>However, to some extent, It has been an observation from among the graduates in the diploma program of Eastern Samar State University Graduate School that there is just only a low number of the graduates who finishes their master's degree which leaves a fact that there is a problem that needs to be given focus and must be resolved.</p> <p>From the result of research conducted by Rapada (2022) on Factors Affecting the Delay in the Completion of Masters' Degree Among CAR Holder Teachers of Borongan City Division: Inputs for a Proposed Extension Project, it revealed that out of seven factors that affects the delay on the completion of their Master's Degree program such as Distance, Thesis Skills, Access to Resources, Financial Constraints, Workload, Time Management Constraints, and Family, Thesis skills seemed to be the top reason. That due to insufficiency of skill in writing a thesis, many of them are still CAR holders.</p> <p>Based on the findings of the research, a proposed intervention must be made, a reason why this project was conceptualized. Moreover, part of the conceptualization is aligning the plan of action to the MATATAG curriculum of DepEd specifically under "G" which is "Give support to teachers to teach better" by giving technical support and assistance with the needed skills in finishing their Master's Degree, wherein furthering their educational attainment will make them effective and efficient teachers and personnel. Furthermore, this project will also consider BEDRA which stands for Basic Education Division Research Agenda, so that, their researches will focus on what is actually needed in DepEd. Through this project it is projected that significant number of teaching personnel will be able to finish their Master's Degree an eventually cross the bridge towards a secured and transformed educational refinement.</p> <p>Description: Project MASTER (Master's degree Attainment for a Secured and Transformed Educational Refinement) is a research based extension project which aims at capacitating the DepEd CAR Holder Teaching Personnel finish their master's degree through a series of seminar and training on how to craft a thesis the clear and easy way. The approach will be personal in nature wherein they will be guided until they will be able to produce a proposal, work on the completion of their thesis and eventually earn a master's degree that will pave way for a secured and transformed educational refinement and promotion purposes.</p> <p>Objective: <i>General</i> To capacitate the CAR holder DepEd teaching and non-teaching personnel with the needed skills in finishing their master's degree. <i>Specific</i> To conduct series of trainings and seminar on thesis writing.</p> <p>Components: The following are the extension activities under Project MASTER: 1. Pre Implementation Stage 1.1 Launching of Project MASTER and Forging of MOA with Borongan city division 1.2 Call for prospective recipients 2. Implementation Stage 2.1 Training-Workshop on Thesis Proposal Writing 2.2 Training-Workshop on Writing Result and Discussion, Conclusion and Recommendation.</p>	

3. Post Implementation Stage			
3.1 Monitoring and Evaluation of Project MASTER			
3.2 Impact Assessment of Project MASTER			
Logical Framework:			
Narrative Summary	Objectively Verifiable Indicators (OVI)	Means of Verification (MOV)	Assumptions/Risks
Goal To capacitate the CAR holder DepEd teaching personnel with the needed skills in finishing their master's degree.	DepEd teaching personnel who are competent in writing a thesis	Activity design, program, pictures, and post activity report, certificate of participation	Transportation allowances, food, transportation risks, Prior commitments of the attendees and Conflict of schedule
Purpose To conduct series of trainings and workshops in writing a thesis	Produce a thesis proposal	Number of thesis proposals produced	Transportation allowances, food, transportation risks, Prior commitments of the attendees and Conflict of schedule
Outputs Skilled and Trained DepEd teachers on writing a thesis	Number of DepEd teaching personnel who are full-fledged master's degree holders	Difference between of the number of full-fledged master's degree holder and the number who attended the training	Willingness of the teachers to attend
Inputs Skills and expertise from the resource speakers	Dr. Virgilio P. Rapada Jr. And other experts	Expert's Profile	Conflict of schedule
Financial Plan:			
Activities	Time Frame	Budget	
Launching of Project MASTER and Forging of MOA with Schools Division of Borongan City	August, 2024	₱ 1,000.00	
Call for prospective recipients	August 2024	₱ 1,000.00	
Training-Workshop on Writing Chapter 1 (Introduction)	September, 2024	₱ 2,000.00	
Training-Workshop on Writing Chapter 2 (Review of Related Literature)	September, 2024	₱ 2,000.00	
Training-Workshop on Citation and Referencing	October, 2024	₱ 2,000.00	
Training-Workshop on Writing Chapter 3 (Methodology)	October, 2024	₱ 2,000.00	
Training-Workshop on Writing Chapter 4 (Result and Discussion and 5 (Summary, Conclusions and Recommendations)	January, 2024	₱ 2,000.00	
Monitoring and Evaluation of Project MASTER	August, 2024	₱ 1,000.00	
Impact Assessment of Project MASTER	August, 2025	₱ 2,000.00	
Management Team:			
Name of Faculty	Position/Designation	Roles/Responsibilities	
Dr. Virgilio P. Rapada Jr.	Prof. I / Extension Coordinator	Leader, Resource Speaker	
Dr. Helen C. Fuentes	Asso Prof. II / Research Coordinator	Asst. Leader, Resource Speaker	
Dr. Sharon B. Singzon	Assoc. Prof. V / Dean	Member, Consultant	
Dr. Arnel A. Balbin	Assoc. Prof. V / Dean	Member, Consultant	
Dr. Riomar G. Obliopas	Assoc. Prof. III/	Member, facilitator	
Dr. Ma. Zosima L. Tejero	Assoc. Prof. V / Program Head, MATVE	Member, facilitator	
Prof. Czar Valerie Regis	Asst. Prof. III	Member, facilitator	
Impact Assessment Plan:			
Outcomes	Indicators	Data Collection Methods/Tools	
Successful launching	Launched project and	Face To face	

of the project and forged MOA with Eastern Samar and Borongan city division	forged MOA with Eastern Samar and Borongan city division	launching of the project and declaration of duties and responsibilities
Identified recipients	Successful conduct of activity on calling for the prospective recipients	Conduct of a program
Written output on chapter 1	Number of written output on chapter 1	Frequency and percentage
Written output on chapter 2	Number of written output on chapter 2	Frequency and percentage
Written output on chapter 3	Number of written output on chapter 3	Frequency and percentage
Written output on chapter 4 and 5	Number of written output on chapter 4 and 5	Frequency and percentage
Monitored and Evaluated extension project (Project MASTER)	Tabular presentation of the monitoring and evaluation	Quantitative evaluation and interview
Assessed impact of Project MASTER	Fully accomplished impact assessment form	Extraction of the needed information from the monitoring and evaluation form
Sustainability Plan:		
Action Points for Sustainability	Risk Factors (Constraints/ Limitations)	Mitigating measures
<ul style="list-style-type: none"> Establish close coordination with the partner agency Request for capacitating the extensionists financially to the higher ups Orient the management team the value of sustaining the extension project 	<ul style="list-style-type: none"> Limited time No assurance for the travelling expenses No assurance for cell phone loads in contacting the trainees in monitoring and evaluation 	<ul style="list-style-type: none"> Strong support of the partner agency Good planning and implementation process Spending personal resources from the extensionists in case of financial inconvenience

4 Conclusion and Recommendation

Based on the result of the study conducted, the CAR holder teachers of Borongan City Division are predominantly under the program of Master of Arts In Education major in Educational Management which projects that most of them are aiming to become the school heads and eventually exercise their leadership skills. However most of them are still in the teacher 1-3 position that hinders the opportunity of leading a school for almost 6 years mostly. It could be concluded that they are trapped in a disconsolate situation for they are still CAR holders for various factors such as the distance, thesis skills, access to resources, financial constraints, workload, time management constraints and family. Moreover, among these factors, it was the thesis skills which emerged as the top most factor that highly affect the delay of attaining Masters' degree.

On this note, it is highly recommended from the Graduate School of Eastern Samar State University to conduct an extension project that will cater to the needs of the CAR holder teachers focusing on capacitating their skills in writing a thesis for them to be able to attain eventually their masters' degree.

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Primary Paper Section: A**Secondary Paper Section: AM**