

The Unfinished Journey: The Narratives of Students Halting Graduate Studies

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ABSTRACT

There are serious institutional and personal repercussions when graduate studies end, especially when thesis-related difficulties are involved. The stories of five graduate students who left a state university are examined in this study. The study looked at institutional, academic, and personal barriers using narrative-case analysis, which was based on Atkinson's narrative method, McAdams' Life Story Theory, and Clandinin and Connelly's framework. The five major themes followed a story arc. Balancing Aspirations and Realities presented their histories and driving forces. Facing Obstacles and Rising Tension exposed emotional exhaustion, a lack of direction, and self-doubt. Confronting Crisis and Breaking Points marked significant turning points in their journeys. Resilience in the Face of Unresolved Struggles emphasized goal reevaluations, ongoing efforts, or withdrawals. Finding Closure and New Perspectives reflected the participants' acceptance, remorse, or renewed direction. Semi-structured interview data revealed patterns of divergence as well as common issues, such as advisor mismatches, pandemic disruptions, and institutional rigidity. While some participants showed resiliency and redefined success, others faced isolation and system failures. The study provides insights for institutional reform in graduate education by highlighting the necessity of adaptable policies, sympathetic mentorship, and comprehensive support networks that address structural, emotional, and financial issues.

Keywords: Unfinished Journey, Graduate Studies, Thesis Writing, State University, Narrative-Case Study

INTRODUCTION

Graduate studies are essential for developing professional expertise because they equip people with cutting-edge knowledge, research abilities, and creative problem-solving techniques. In Education, where evidence-based practices are crucial, these programs serve as a bridge between scholarly research and practical application [1]. Writing a thesis is a crucial part of graduate school since it fosters independent research, academic writing, and critical thinking. It allows teachers to share new information and enhance their teaching methods [2].

Beyond personal growth, graduate school fosters a culture of teaching that is informed by research. Teachers who conduct research are better equipped to meet the needs of a wide range of students, improve their methods of instruction, and have an impact on educational policies [3]. Rebuilding one's identity through post-thesis reflection increases self-awareness and links personal development to better teaching practices [4]. This strengthens both individual practice and the larger educational system.

In the Philippines and around the world, graduate education is essential for giving teachers the tools they need to improve instruction and have an impact on educational policy [5]. Nonetheless, writing a thesis continues to be a significant obstacle that frequently prevents students from completing their degrees [6]. High attrition rates persist, driven by factors such as inadequate advising, research-related anxiety, and insufficient academic preparation. For instance, even with high advisor ratings, student guidance remains a concern in Northern Mindanao [7]. Research methods, statistics, idea articulation, and literature review skills are other areas where

graduate students report hurdles [8]- [9]. However, time constraints, lack of mentorship, restricted access to academic resources, and the pressure of publication-based graduation policies undermine the productivity and confidence of many Filipino graduate students who demonstrate a strong interest in research [10]. The pandemic made these issues worse by limiting advisor support and resource availability. Revisions, data collection, and defences were delayed due to the lack of in-person consultations and slowed communication caused by remote learning [11].

At the state university where this study was conducted, many graduate students halted their studies during the thesis phase. Interviews revealed issues such as managing teaching workloads, financial constraints, research difficulties, and uncooperative participants. The researcher, an Educational Management major, experienced similar struggles. These findings underscore the urgent need for institutional support to help teacher-scholars complete their degrees.

Few studies have looked at the unique experiences of students at nearby state universities, despite previous research highlighting obstacles to finishing theses. Improving the results of graduate programs requires an understanding of their persistence and decision-making. Although enrollment is increasing, little is known about the institutional, socioeconomic, and personal factors that contribute to thesis discontinuation [6].

Reducing attrition and increasing completion rates can be achieved by addressing these issues with well-organized research guidance and robust faculty mentorship. According to Carolan [12], universities must provide the required academic resources and foster environments that are focused on research. Professors and advisors are crucial in helping students write their theses because they provide structure, encouragement, and feedback [11]. The lived experiences of graduate students who dropped out during the thesis phase are examined in this study using a narrative case analysis. Through the use of case studies and narrative inquiry, the research aims to comprehend the institutional and personal elements influencing their thesis journey and provide guidance for strategies to enhance graduate education support systems.

METHOD

The study used a narrative-case analysis to investigate the lived experiences of five graduate students at a Central Philippine state university who stopped working on their theses between 2018 and 2024. In order to investigate how institutional, academic, and personal factors influenced the students' choices, it was guided by Atkinson's narrative identity theory [13], McAdams' Life Story Theory [14], and Clandinin and Connelly's narrative inquiry framework [15]. Purposive sampling was used by the researchers to choose participants, making sure each had advanced at least to the thesis title hearing stage. Pilot testing and field notes were used to support the semi-structured interviews conducted by the principal investigator. The interview guide covered reflections, institutional support, thesis difficulties, and individual motivations. Informed consent, confidentiality safeguards, and member verification were all part of the ethical procedures used in data collection. Until data saturation was achieved, each 60–90 minute interview was transcribed, coded, and subjected to thematic analysis. The study produced ideas for enhancing graduate support networks and removing obstacles to finishing theses.

The researchers used credibility, dependability, transferability, and confirmability to guarantee rigour. Long-term interviews and member verification helped them build credibility. A methodical procedure, a code-recode approach, and clear documentation were used to achieve reliability. Purposive sampling and rich participant narratives helped to support transferability. Confirmability was preserved by using bracketing and reflexivity. As directed by Atkinson, McAdams, and Clandinin, the researchers used narrative-case analysis, inductive and deductive coding, and interview transcription to explain the data. To find themes, they conducted cross-case comparisons in addition to analyzing individual cases. This strategy guaranteed credibility and produced insightful information about the causes of thesis discontinuation.

RESULTS AND DISCUSSION

To investigate each participant's journey, the narrative-case analysis used story plot elements such as exposition, rising action, climax, falling action, and resolution. The following five major themes surfaced: Balancing Aspirations and Realities (exposition) provided an overview of their early motivations and backgrounds. Rising Tension and Facing Obstacles (rising action) brought attention to goals that are hampered by emotional stress, a lack of direction, and self-doubt. Crucial decisions and internal conflicts were marked by the climax, Confronting Crisis and Breaking Points. Resilience Amid Unresolved Struggles (falling action) recorded a variety of excerpts, such as withdrawal, sustained effort, or goal reevaluation. Finding Closure and New Perspectives (resolution) represented the ways in which participants accepted, regretted, or refocused their experiences. Along with

identifying trends and differences among cases, the study offered analysis based on pertinent theoretical frameworks and literature.

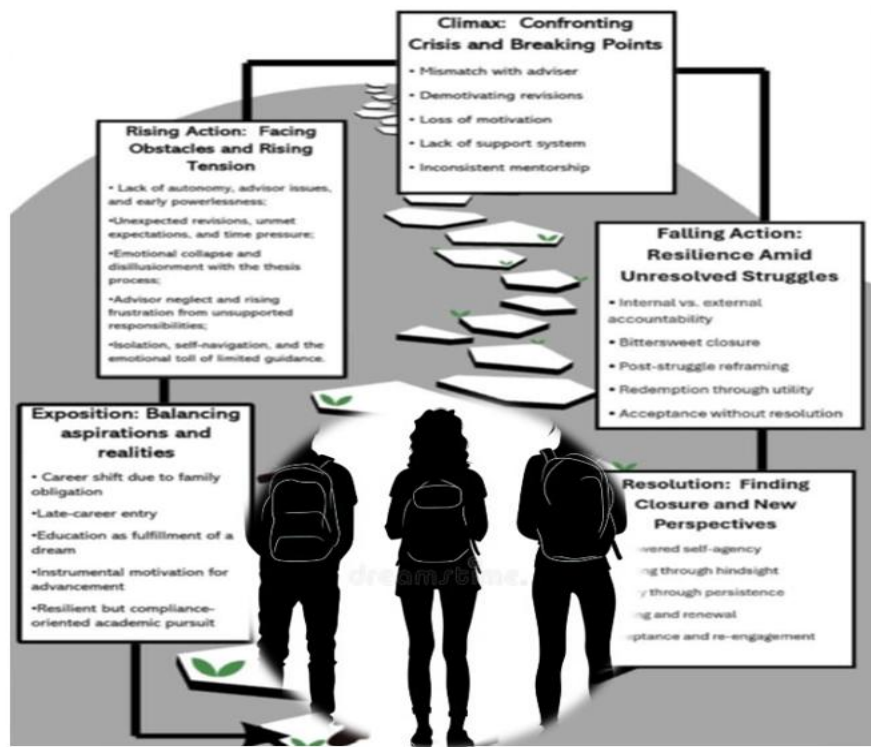


Figure 1. The narratives of students halting graduate studies

Exposition: Balancing Aspirations and Realities

This theme encapsulates the intricate relationship that existed between the participants' academic and professional choices and their personal goals. Family obligations and expectations had a significant impact on the career paths of some, such as Solenne and Diyego, causing them to change careers or grudgingly continue their academic endeavours. Some, like Alona and Maya, were influenced by institutional structures and timing; they pursued additional Education or entered the field later in life out of need rather than choice. In the meantime, Diyana's story demonstrates how deeply ingrained aspirations can influence a person's educational path, demonstrating that although motivations vary, the conflict between ambition and circumstance is a universal theme. These accounts demonstrate how external forces and personal control frequently coexist, requiring a delicate balancing act as they pursue their professional identities.

Table 1. Balancing aspirations and realities

| Participant | Excerpts | Units of Meaning | Code |
|-------------|--|--|--|
| Solenne | "I am a BSED graduate and a licensed professional teacher. I taught for a year but chose to work in local government due to family responsibilities." | Shifted career path due to family duties | Career Shift Due to Family Obligation |
| Alona | "When I started, I was 44 when I was hired... Maybe around 46. Not much left; I'm about to retire." | Late entry into teaching; nearing retirement | Late-Career Entry |
| Diyana | "Actually, that was my dream—to graduate from one of the state universities in Central Philippines... I was really inspired when we graduated from college at that university." | Strong educational aspiration rooted in early experience | Education as Fulfillment of a Dream |
| Maya | "I had no intention of taking up my master's degree, but due to the increased jobs here in public school, I needed to take my units in order to be promoted." | Career-driven motivation; Education as a means to promotion | Instrumental Motivation for Advancement |
| Diyego | "I wanted to pursue my graduate studies... One of the main reasons was that my mother pushed me to continue my master's. "Honestly, at first, when my title got approved, it gave me a lot of motivation to work on my thesis. "There were moments where I did feel the support from the institution with regards to | External motivation from family; academic persistence despite institutional challenges; compliance-focused | Resilient but Compliance-Oriented Academic Pursuit |

| | | | |
|--|---|----------------------------------|--|
| | the format of the paper... but I've heard from other students that their advisors guided them throughout the thesis process, unlike mine. "Personally, I am the type of person who really just wants to comply with the thesis. I did not want to make a resounding research paper... I just wanted to reach the bare minimum." | mindset; limited advisor support | |
|--|---|----------------------------------|--|

The theme illustrates how people create their identities by balancing their own goals with outside influences, a process that is essential to Atkinson's narrative identity theory, McAdams' Life Story Model, and Clandinin and Connelly's framework for narrative inquiry. In line with studies that demonstrate how self-narratives change as a result of sociocultural interactions, participants such as Solenne and Diyego demonstrate how familial expectations impact identity narratives [16]. The decisions made by Alona and Maya, which were influenced by institutional timing and limitations, are consistent with research on the influence of the "College for All" ideology on postsecondary choices and reaffirm McAdams' idea of master narratives that direct or restrict life paths [17]. Strong agency, a major narrative theme that fortifies identity through adversity, is demonstrated by Diyana's pursuit of a lifelong dream [18]. These narratives demonstrate how narrative inquiry emphasizes the interaction of social, personal, and temporal dimensions [19], demonstrating how the conflict between context and ambition co-authors identity rather than just choosing it.

Rising Action: Facing Obstacles and Rising Tension

Participants started to experience the more challenging aspects of the academic process during this stage of their journey—the points where their individual efforts collided with institutional flaws, emotional strain, and outside control. The inability to select a thesis advisor for Solenne established a tone of unease and limitation right away by signifying a loss of agency. Both Diyana and Alona experienced depressing moments—unexpected changes and difficult pre-oral experiences—that sapped their motivation and gave what had been an optimistic endeavour emotional weight. Maya's experience demonstrated a breakdown in the support system, as she was forced to take on duties outside of her responsibilities as a student due to a lack of feedback. Diyego also had to deal with the process mostly by himself, which increased the psychological strain of writing a thesis. These accounts demonstrate how academic obstacles are not only practical but also intensely emotional, frequently leading to feelings of disappointment and increasing stress within the participants at the exact moment when they were supposed to persevere.

Table 2. Facing obstacles and rising tension

| Participant | Excerpts | Units of Meaning |
|-------------|--|---|
| Solenne | "I was denied the chance to choose my thesis advisor and felt uncomfortable with the assigned one." | Lack of autonomy, advisor issues, and early powerlessness; |
| Alona | "After the final defense, they said to revise everything. I had already completed the final stage... but after the final, it turned out I had to revise everything." | Unexpected revisions, unmet expectations, and time pressure; |
| Diyana | "Actually, that is where I really lost my motivation—during my pre-oral." | Emotional collapse and disillusionment with the thesis process; |
| Maya | "I did not receive any comment or critique from my advisor... I had to personally contact the panel members and arrange everything for my pre-oral." | Advisor neglect and rising frustration from unsupported responsibilities; |
| Diyego | "I did not meet with my thesis adviser regularly, and it felt like I was left alone." | Isolation, self-navigation, and the emotional toll of limited guidance. |

As laid out by narrative identity theory, which holds that personal meaning is created through navigating difficulty and disruption, the theme demonstrates how academic adversity challenged students' identity development, where emotional strain, diminished support, and institutional barriers converged to destabilize their sense of self [20]. The loss of narrative coherence observed in settings where people are unable to direct their own trajectories is reflected in Solenne's lack of agency in choosing her advisors [21]. The emotionally charged experiences that Alona and Diyana had are consistent with research showing that disturbed self-narratives can affect motivation and wellbeing, particularly in evaluative contexts [22]. According to research showing that reduced autonomy and support in institutional settings weaken emotional resilience and narrative coherence, Maya and Diyego's isolation highlights the crucial role that social context plays in forming identity construction [23]. According to Clandinin and Connelly's framework, these growing conflicts highlight how educational settings are

not only scholarly but also intensely emotional and narrative settings where identity is constantly created in the face of adversity.

Climax: Confronting Crisis and Breaking Points

Underlying tensions erupted into pivotal moments of crisis, marking the emotional and psychological climax of the participants' journeys. The participants were emotionally spent, disillusioned, and alone, and they were at their most vulnerable. A fundamental mismatch that caused early discomfort and damaged trust was reflected in Solenne's inability to connect with her assigned advisor. After thinking she had finished her thesis, Alona was taken aback by requests for a comprehensive revision. This experience sapped her motivation and revealed the brittleness of academic standards. Diyana's earlier drive collapsed during the pre-oral stage, which was a turning point for her due to the increasing pressures. According to Maya's account, she was forced to fill roles intended for her advisor due to the complete lack of institutional support, blurring the boundaries between student and administrator. Diyego's loneliness brought to light the long-term effects of sporadic mentoring, which made the journey feel more and more burdensome. When taken as a whole, these tales demonstrate how the culminating phase of the thesis process frequently strains students to the breaking point, exposing both individual and systemic flaws.

Table 3. Confronting crisis and breaking points

| Participant | Excerpts | Units of Meaning | Sub-Theme |
|-------------|--|--|-------------------------|
| Solenne | "I was denied the chance to choose my thesis advisor and felt uncomfortable with the assigned one." | Lack of autonomy; discomfort with advisor; early tension and powerlessness. | Mismatch with Adviser |
| Alona | "After the final defense, they said to revise everything. I had already completed the final stage... but after the final, it turned out I had to revise everything." | Unexpected revision; shattered expectations; loss of motivation and time pressure. | Demotivating Revisions |
| Diyana | "Actually, that is where I really lost my motivation—during my pre-oral." | Emotional collapse; heightened academic tension; disillusionment with thesis process. | Loss of Motivation |
| Maya | "I did not receive any comment or critique from my advisor... I had to personally contact the panel members and arrange everything for my pre-oral." | Lack of academic support; rising frustration; advisor neglect; student taking over institutional duties. | Lack of Support System |
| Diyego | "I did not meet with my thesis adviser regularly, and it felt like I was left alone." | Isolation; lack of guidance; emotional toll; escalating tension from self-navigation. | Inconsistent Mentorship |

In conformity with McAdams' theory that identity is formed through life-altering, high-stakes events that challenge one's coherence and agency, "Climax" reveals the pivotal point in students' identity narratives where ongoing stress leads to emotional crises [24]. A breakdown in relational trust, which narrative identity theorists associate with diminished self-authorship and fractured life stories, is exemplified by Solenne's disconnection from her advisor [20]. According to researchers, identity disruption occurs when institutional demands clash with individual development, eroding perceived competence and meaning-making. This is reflected in Alona's forced revision and Diyana's emotional collapse during the pre-oral stages [22]. Doing her advisor's work, Maya's experience of role reversal, supports research showing that institutional neglect causes students to feel emotionally burdened and loses sight of their place in the academic narrative [21]. Diyego's story serves as additional evidence of the detrimental effects caused by inadequate mentorship systems, supporting the findings that psychological stress and a loss of identity clarity are caused by a lack of supportive narrative scaffolding [23]. According to Clandinin and Connelly, these breaking points are important narrative moments where relational, institutional, and personal factors come together to question and ultimately redefine student identity rather than being isolated failures.

Falling Action: Resilience Amid Unresolved Struggles

Following the participants' passage through their most trying times, they experienced a calm and frequently intricate kind of resilience rather than traditional resolution. This stage shows how the participants dealt with unresolved issues, unfulfilled ambitions, and institutional setbacks—not always by conquering them, but by learning to live with them. Solenne exemplified this tension by striking a balance between implicit criticisms of systemic failure and self-blame, caught between institutional neglect and personal responsibility. Alona expressed regret framed by time constraints and emotional surrender, acknowledging the worth of her unfinished work. In an attempt to find healing, Diyana decided to turn her past setbacks into inspiration for the future, finding strength

in introspection and faith. Even though the structural problems were still unresolved, Maya was able to derive some usefulness from the process by using her thesis as a springboard for advancement. Diyego saw acceptance as a way to find peace—a choice to let go of the emotional burden of unfinished business without completely resolving the academic obligation. These stories demonstrate that resilience can sometimes mean accepting what is still broken rather than always implying victory.

Table 4. Resilience amid unresolved struggles

| Participant | Excerpts | Units of Meaning | Code |
|-------------|---|---|--------------------------------------|
| Solenne | “I take full responsibility for not completing it on time... none of the institutional factors really mattered if I had fully committed.” | Self-blame mixed with institutional critique; personal vs. systemic responsibility; lingering ambiguity. | Internal vs. External Accountability |
| Alona | “Pero nakita ko bala nga ang akun research papers nagnami tani... Time constraints lang gid. Wala na gid sia kaabot. End of the road.” (“My research papers had improved... but due to time constraints, it couldn’t be completed. End of the road.”) | Value of unfinished work; time limitations; reluctant resignation; emotional closure. | Bittersweet Closure |
| Diyana | “Now my goal this year is to not look back on the things that happened in my life as stressors but to view them as motivation.” | Reframing adversity; spiritual grounding; motivational transformation; unresolved institutional friction. | Post-Struggle Reframing |
| Maya | “I used my research to get promoted. That is why I got promoted.” | Turning hardship into opportunity; institutional failures remained unresolved; professional gain. | Redemption Through Utility |
| Diyego | “One thing I realized is that if I can accept it early on, it is no longer a burden.” | Acceptance of incompleteness; letting go of shame; personal peace despite systemic failure. | Acceptance Without Resolution |

The “Falling Action” highlights a subtle kind of resilience that is consistent with narrative identity theories that emphasize meaning-making in the face of unresolved adversity. As opposed to finding closure, participants such as Solenne and Alona exhibit a reconciliation between structural critique and self-criticism, an adaptive process backed by studies that reveal narrative coherence can arise even in cases where outcomes are painful or unfinished [16]. Meaning-making after adversity fosters psychological resilience and identity continuity, which is supported by Diyana's reinterpretation of hardship through spiritual and reflective lenses [18]. Diyego's emotional release despite academic failure and Maya's pragmatic use of her thesis in spite of systemic dysfunction both illustrate the idea of “adaptive narrative adjustment,” in which people modify their self-stories to make room for unfulfilled ambitions and persevere emotionally [24]. According to Clandinin and Connelly's narrative inquiry, these stories demonstrate how resilience frequently resides in the continuous process of redefining oneself in the face of uncertainty and flaws rather than in the resolution of adversity.

Resolution: Finding Closure and New Perspectives

The participants reached different types of closure in the last stages of their journeys—some triumphant, some contemplative, but all characterized by a change in viewpoint. They now saw their experiences through a more mature, calm perspective after previous conflicts and hardships. As evidence of her developing sense of agency, Solenne's insight pointed inward, acknowledging that despite institutional shortcomings, personal commitment ultimately carried the most weight. Despite not finishing her thesis, Alona embodied reflective growth by distilling her experience into a potent lesson for others. Diyana celebrated her long-awaited graduation as a testament to her perseverance and self-belief, having overcome previous doubts. Academic adversity was no longer a wound but a source of inspiration for Maya, who characterized her journey as healing. Diyego also found serenity—not in finishing, but in the knowledge gained and a renewed willingness to pursue further Education. These stories show that resolution doesn't always imply a happy ending, but rather a greater comprehension of oneself and the ability to proceed with courage and wisdom.

Table 5. Finding closure and new perspectives

| Participant | Excerpts | Units of Meaning | Code |
|-------------|--|--|------------------------------|
| Solenne | “Had I committed to pursuing it, none of the institutional factors would have mattered as much. It’s in me.” | Emphasis on self-determination; belief in internal agency; conditional resolution based on personal drive. | Empowered Self-Agency |
| Alona | “The lesson I learned is that when you enroll, continue; don’t stop because it’s a waste of time.” | Reflective wisdom; personal accountability; advice to future students; forward-looking insight. | Learning Through Hindsight |
| Diyana | “Here I am. I’m graduating now. I made it!” | Emotional triumph; closure after perseverance; pride in overcoming past doubts. | Victory Through Persistence |
| Maya | “It’s like the chapters in my life were healed. It became my motivation.” | Healing from academic trauma; transformation of pain into inspiration; emotional resolution. | Healing and Renewal |
| Diyego | “Actually, I do not regret it... I took it as a lesson, knowing that we can do better next time.” | Acceptance of past; optimistic re-engagement; growth mindset; hopeful return to academia. | Acceptance and Re-engagement |

In the final stage of their journeys, participants experienced a variety of closures, some characterized by acceptance and others by success, but all emphasized by a more profound narrative understanding of who they are. The resolution phase of narrative identity, according to theories, entails incorporating hardship into a cohesive life narrative in order to promote psychological development and maturity [25]. This reflective stage is consistent with these theories. This narrative reconciliation process, where agency is reclaimed even in flawed systems, is reflected in Solenne's inward turn, where she acknowledges institutional barriers while asserting personal responsibility (Babich, 2024). Despite not finishing her thesis, Alona's attempt to impart knowledge to others is a prime example of what scholars refer to as redemptive meaning-making, in which experiences that are not fully completed nevertheless have psychological and relational significance [26]. Maya's healing process reflects the notion that post-crisis reflection frequently reframes pain into purposeful growth, while Diyana's graduation symbolizes a moment of narrative transformation—when tenacity transforms prior uncertainty into pride [19]. Diyego's serenity, which comes from introspection rather than completion, is consistent with the idea that self-continuity and receptivity to future rewriting are important indicators of narrative maturity. The stories above demonstrate that narrative inquiry's definition of resolution is about creating meaning and maintaining one's identity in the face of adversity, not about neat endings.

CONCLUSION

Exposition, rising action, climax, falling action, and resolution are the five narrative phases that provide an engaging window into how students' lived experiences during challenging academic journeys shape their identities. Each story, which draws from Atkinson's narrative identity theory, shows how the participants tried to make sense of their experiences by combining their goals, difficulties, and changing viewpoints into compelling life narratives. These tales are dynamic narratives that show how people create and reassemble their identities in response to both internal and external forces, rather than merely being chronicles of events.

According to McAdams' Life Story Theory, the narrative integration of high and low points, turning points, and lessons learned serves as the foundation for identity formation. This is eloquently illustrated by the experiences of Solenne, Alona, Diyana, Maya, and Diyego, each of whom had to negotiate a distinct tension between institutional restraint and individual ambition. Moments of emotional crisis and the mounting stress of academic obstacles acted as narrative turning points, challenging the consistency of their self-perceptions while also promoting development. These crises did not end their stories; rather, they were deepened, giving their identities nuance, resiliency, and moral insight.

The relational and contextual aspects of these identity journeys are highlighted by Clandinin and Connelly's narrative inquiry framework. The experiences of the participants were significantly shaped by the institutional contexts, social interactions, and cultural norms in which their stories developed. Each story demonstrates how identity is not created in a vacuum, but rather within a network of connections, rules, and time cycles that impact the construction of meaning and the positioning of the self.

Together, these five narrative arcs demonstrate that identity development in higher Education is neither linear nor uniform. It involves setbacks, redefinitions, and, often, unresolved tensions. Yet within these unresolved endings lies the transformative power of narrative. Through struggle and reflection, the participants gained not

only academic insight but also a more grounded and enduring sense of self. The conclusion of their journeys was not marked by perfect resolution, but by a deeper understanding of their values, limitations, and capacities—revealing that the most profound growth often emerges not from clarity, but from navigating ambiguity with courage and self-awareness.

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Contributions Statement

The two researchers participated equally in the process, from the conceptualization of the research problem to methodology planning, data collection, analysis, and conclusion.

| Name of Author | C | M | So | Va | Fo | I | R | D | O | E | Vi | Su | P | F u |
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|-----------------------|--------------------------------|----------------------------|
| C : Conceptualization | I : Investigation | Vi : Visualization |
| M : Methodology | R : Resources | Su : Supervision |
| So : Software | D : Data Curation | P : Project administration |
| Va : Validation | O : Writing - Original Draft | Fu : Funding acquisition |
| Fo : Formal analysis | E : Writing - Review & Editing | |

Conflict Of Interest Statement

The researchers declare that there are no financial, professional, or personal conflicts of interest that could have influenced the conduct and results of the study.

Informed Consent

An informed consent form explaining the study's objectives, participants' rights, and guarantees of confidentiality and voluntary participation was given to each participant prior to data collection. Each participant gave their informed and voluntary agreement to participate in the study by reading, comprehending, and signing the form.

Ethical Approval

The Panel of Reviewers of the state university where the research was carried out examined and approved this study, guaranteeing adherence to institutional guidelines for studies engaging human subjects.

Data Availability

The authors will provide the data that supports the study's conclusions upon reasonable request. According to ethical standards, all information has been treated with the utmost discretion. All information has been handled with the highest confidentiality in accordance with ethical norms.

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