

# LIVED EXPERIENCES OF ADULT LEARNERS PURSUING ELEMENTARY EDUCATION PROGRAM: A PHENOMENOLOGICAL INQUIRY

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## ABSTRACT

*This study examined the experiences of adult learners of Bachelor in Elementary Education at Monkayo College of Arts Sciences and Technology. This study was conducted at the selected year level of the said program. There are 10 identified respondents, 2 coming from the 2nd year level, 7 from the 3rd year, and the remaining 1 coming from the 4th year level. 8 out of 10 respondents are female students while the remaining 2 are male students. This qualitative research made use of a phenomenological research design since this research method was most effective in capturing the lived experiences of adult college students. The questions were explained to them before the start of the interview. The result of the study showed that time management, generation gap, and financial aspects were the common problems of the adult learners. The findings would benefit other adult learners, instructors, administrators, and future researchers by allowing them to use the information to address the experiences of adult learners in the educational setting.*

**Keywords:** - Adult learners, education, experiences, hope, motivation, time management, phenomenological research design

## 1. INTRODUCTION

Several state colleges and universities have adult students. While all students face challenges, the difficulties encountered by adult learners differ significantly from those of traditional students. Managing time poses a major challenge for adult students who must juggle work, studies, and family responsibilities. Additionally, many adult learners entered the education system when the curriculum was outdated, leaving them disconnected from the modern world. They may also struggle with literacy and computer skills.

Three primary obstacles that adult learners must overcome include accessing and interpreting information, developing critical thinking skills, and honing their writing abilities for essays, exams, and tests. The lack of academic skills acquired during childhood and adolescence often emerges as a key issue for adult learners, a topic widely discussed in academic literature (MacKeracher, Suart & Potter, 2006).

In Vietnam, adult learners possess a unique set of challenges due to their multiple roles and responsibilities and the influence of age-related factors. These challenges can often impede their progress and hinder their success in learning English. Many adults come to English classes with minimal experience and literacy in the language, and proper use of technology is influenced by different factors. Mali (2017) suggests that grown-ups encounter numerous non-academic duties, such as caring for their families, engaging in family events, and handling financial responsibilities. These commitments can greatly detract from their focus on their studies.

In the Zamboanga del Norte, there are limited learning resources to implement adult education programs. At present, adult education, particularly non-formal education, including literacy programs and technology integration in education training, is generally the most underfunded level of education. This implies that one of the main duties of the government is to create laws and regulations that ensure marginalized groups have access to adult education and

learning opportunities. The financial burden of accessing adult education creates a barrier for marginalized adults who must now pay for education previously denied to them. When it comes to education, the key aspect is that it should be available to everyone at every level and typically at no cost (Pelletier et al., 2022).

In the Municipality of Monkayo, Monkayo College of Arts Sciences, and Technology (MONCAST) is known for providing quality and free tertiary education. The free tuition program of the institution leads adult learners ages 30 years old and above to enter college and finish their degrees. Eighteen of them are studying Bachelor of Elementary Education (BEED). The common problems that adult learners face is related to the financial aspects, time management skills, and computer-related skills they are the product of the old curriculum. Most of them have difficulty integrating modern technology in the technology era. In addition to their burden is the financial aspect since most of them are full-time student, they are required to have an extra income for their daily expenses.

The goal of this phenomenological research study is to explore the experiences among 10 adult college students who are taking Bachelor of Elementary Education (BEED) in MONCAST. The study aims to examine the challenges and implications that arise among adult learners who are taking education. By addressing this phenomenon, the research seeks to gain a better understanding of how it affects the student's academic performance. This study also aims to provide insights into how adult learners cope with this challenge.

### 1.1 Research Questions

1. What are the lived experiences of adult learners taking Bachelor of Elementary Education?
2. What are the challenges of adult learners taking Bachelor of Elementary Education?
3. How do adult learners cope with the problems and challenges encountered as an education student?
4. What are the gained insights of adult learners who are taking Bachelor of Elementary Education?

## 2. METHODOLOGY

### 2.1 Research Design

The research utilized a qualitative phenomenological research design as it was the most effective method for capturing the lived experiences of adult college students.

According to Waters (2017), qualitative phenomenological research aims to describe lived experiences, making it the most suitable approach for this study as it allows the researcher to set aside preconceptions about the situation. Additionally, due to the lack of critical inquiry in the existing literature, a phenomenological methodology was chosen to give voice to adult learners in teachers' education. This qualitative methodology facilitated open-ended exploration, allowing multiple possibilities to emerge without participants being restricted to specific questions.

### 2.2 Research Participants

Defining the scope of the study hinged on the selection of participants. This led to the use of purposive sampling due to the abundant resources and participants available in the chosen research area to thoroughly investigate the research topic. In particular, the study will center on 10 adult learners, 30 years old and above, who are currently enrolled in the Bachelor of Elementary Education (BEED) Major in Generalist program for the academic year 2023-2024.

### 2.3 Data Collection Procedure

The process of data collection involved several activities for the qualitative researcher. A crucial aspect was identifying participants, obtaining necessary materials, and selecting an appropriate location to ensure accuracy in the study (Creswell, 2013).

The data collection procedure was meticulously followed by the researcher, who performed various tasks to obtain information for the study. Before commencing data collection, a formal request was sent to the college administrator at MONCAST seeking permission to conduct the study at the chosen location. After receiving authorization from the college administrator, the researcher then obtained approval from the college administrator to carry out the research in the designated schools. Subsequently, the researcher approached the Head of the Office of Student Affairs to seek assistance in identifying the most suitable participants from their program. Once the participants were identified, the researcher dispatched the informed consent form to verify the students' participation. An audio recording was conducted to ensure that no information would be overlooked or altered. This process allowed the researcher to delve into and comprehend each participant's experiences as an adult learner in elementary education.

### 2.4 Data Analysis

The analysis phase was considered the most intricate and least discussed in the literature in a qualitative study

(Aberdeen, 2013). By analyzing the data, the researcher was able to develop a general understanding of the information and contemplate its overall significance. This study involved transcribing, coding, conducting thematic analysis, and identifying major themes and core ideas.

Data coding entails organizing the collected raw data and reducing it to the most pertinent information for the research questions. This process breaks down the data into manageable sections and allows for the emergence of themes (Vaismoradi et al., 2016).

### 3. RESULT, ANALYSIS AND DISCUSSION

#### 3.1 On the lived experiences of adult learners taking Bachelor of Elementary Education.

Three emerging themes were identified from the informants' responses on what are the positive experiences as an adult learner. These themes were new learnings, personal growth, and the application of real-life experiences. Three emerging themes on benefits of being an adult learner such as life experiences, motivation, and time management. Additionally, four emerging themes in the preparation of being an adult learner like Time Management, Setting a Goal, Adopting Technology, and Self-Preparation. Adult learners enrolled in Teacher Education made these preparations. Lastly, the informants shared that their motivations to finished their studies were their family, Future Learners, and Work Experiences.

**New Learnings.** This theme is the common reason adult learners continue studying despite the generation gap. It is evident that there is no age restriction on learning, as adults demonstrate a passion for acquiring knowledge. Two of the participants shared that the new learnings in their school is evident in helping them to finished their studies. They also added that acquiring new knowledge and skills in the field of education is important to them as they enter their second year of college, they recognize that there are still many concepts they need to grasp. Adult students have numerous challenging responsibilities. Additionally, they must adjust to learning and acquire the new skill of studying from a remote location. With the growing presence of adult learners in higher education, it is expected that they will revolutionize the procedures and regulations within this sector (Sun, 2019; Kazis et al., 2017).

**Personal Growth.** This theme reveals the most important factors in helping adult learners most specially that they are future educators. Three of the participants' highlight the personal development of every adult learner. They added that every day, they feel enthusiastic because they have been taught to confront their shortcomings, particularly in the presence of their instructors. This practice also assists them in building greater self-assurance. It contradicts with the study of MacKeracher, Stuart, and Potter (2006) that revolve around attitudinal barriers such as low self-esteem and negative perceptions of adult learning, including feeling too old, busy, tired, or not smart enough, lacking financial resources or adequate time, not requiring further education, lacking language skills, and lacking interest.

**Application of real-life experiences.** One of the participants shared that application to real life experiences demonstrates life-long learning. The participants also shared that engaging with fellow students who are enthusiastic about learning has been enriching, as it has brought in new perspectives. The fundamental aspect of genuine learning involves connecting learning to real-life issues and challenges. Educators can present illustrations that directly correspond to their professional environment, utilize case studies that directly tie in with day-to-day work and life, or propose real-world projects sponsored by a business or organization. A curriculum can also include practice-oriented courses like capstone projects, independent study, internships, and so on (Lombardi, 2007).

**Life Experiences.** The theme life experiences between adult learners and traditional students lies in their life experiences, proving that experience is the most effective teacher. The participants shared that they entered college at an older age, so they have accumulated a wealth of life experience. This allows them to share their personal insights with their younger classmates and provide them with valuable advice their principal always has a checklist regarding the task they must accomplish and is reminded of the deadlines. By doing so, the teachers are challenged and encouraged to provide a real-life situations or experiences most specially to their adult students. They also added that as an adult learner, they find it easy to grasp the concepts being discussed because they can relate to the examples provided by their instructor. The learner considers teaching methods and learning environment highly significant. It is the responsibility of the school and teachers to ensure the learner's comfort and exposure to new experiences, facilitating their growth as adult learners and guiding them towards the appropriate learning journey. As an adult educator, it is crucial to encourage students' motivation and readiness, regardless of their social context, to become proficient in areas they consider significant (Galbraith, 2004).

**Motivation.** This theme acts as an encouragement for all adult learners to complete their studies. Two

participants shared that they are confident that they will achieve their life goal in obtaining a degree, regardless of any challenges that may come and the other participants shared that she is eager to attempt to achieve her aspirations to become a future educator regardless of her age and status in life. The needs and motivations for learning are unique to adult learners.

The needs and motivations for learning are unique to adult learners. The methods and teaching strategies for adults are different from those used for young children and youth. Adult learners are independent and typically experience only positive outcomes from their learning experiences, as they are highly prepared to learn and willingly engage in educational activities with a focus on life, task, or problem-centered learning, and are internally driven (Candido, 2016).

**Time Management.** All participants experience this theme frequently. Participants make sure to pay attention during class discussions to make the most of their time. They prioritize completing all their coursework because failing in their subjects would be a waste of time. This theme reflects as the primary focus for adult learners as they often have other commitments in life. They also shared one of their preparations as an adult BEd student. They are focusing on managing their time effectively and planning their finances, as it can be challenging for them to juggle these responsibilities alongside while I am also caring my two children and Managing time and prioritizing the most crucial tasks to complete.

The situational barriers encompass personal difficulties, such as managing multiple responsibilities at home, caring for family and children, struggling to find affordable childcare services, and lacking support from others. These are widely recognized as significant situational barriers experienced by working women. Moreover, most studies have concentrated on working women pursuing higher education. Heenan (2002) supports this by pointing out that "women are the primary caregivers of young children and older people, and they bear the majority of domestic duties such as cooking and cleaning" (as cited in Habibah, 2006).

**Setting a Goal.** This preparation is crucial for adult students, particularly due to the generation gap that exists between adult and traditional-aged students. Participants emphasized the importance of setting a goal among the adult learners, especially in education students. However, only two participants shared that they are preparing by aiming to pursue their education until they complete their studies and to persist until they complete their studies and earn my degree. It relates to that adults are seen as independent learners. It is extremely important to clearly and coherently present the goals, structures, and content of the course as this creates a sense of security (Milheim, 2012; Philips, Baltzer, Filoon, & Whitley, 2017). Any confusion about course expectations and deadlines will impact the ability of adults to direct their own learning. Additionally, Ryberg et al. (2012) maintain that the educational principles derived from behaviorism, which require carefully planned learning objectives connected to instructional methods, are still pertinent.

**Adopting Technology.** Two participants shared that adopting to the technological integration into education is one of their biggest preparations. This lack of training makes it difficult for them to effectively utilize technology in education. They said that their focus is on the adoption of technology and its incorporation into education due to the limited use of technology in their basic education. In addition, on getting ready to explore fresh teaching techniques, particularly making use of technology-based resources and platforms. New technologies are often adopted by adults at a later stage and they tend to resist and have negative attitudes towards using them. While people are becoming more at ease with using computers and new inventions, the rapid release of new devices and applications means they constantly have to adapt to technological changes. This could make it challenging for them to shift away from the technologies they are already accustomed to (Rogers, 2003).

**Self-Preparation.** In every adult learner, this is one of the steps they need to take to consider, to prepare themselves for this new endeavor into their lives. Participant shared that they braced myself to embrace the challenges of being an adult student. It's tough for them to attend school, especially given their current circumstances of having children who are also in school. Kahu et al. (2014) conducted a study involving mature-age learners and found that some of the participants encountered technical difficulties while engaging in educational activities at home and were unable to study in their workplaces. This difficulty posed an additional challenge, namely the lack of adequate physical space for studying.

**Family.** Six participants shared that their own families are their main driving force for to complete their studies. All their handwork is for the better future of their children. The participants shared that they are committed to finished their studies for the sake of their children. They aim to demonstrate to them that they can successfully

complete their studies, no matter the obstacles we have faced. In connection with this, other participants also shared that they are holding on to this for the sake of their children's bright future. This theme emphasizes the importance of family's role such as their unconditional support to adult learners in completing their studies. The concept is backed by extensive research (Jarvis, 2007; Mezirow, 2000; Ross Gordon, 2003) which suggests that the learning process for adults should be distinct from that of high school students. Many adult learners re-enter educational settings after a significant period, bringing with them a wealth of experiences and perspectives. This serves as a crucial distinguishing factor between adults and high school students or traditional college learners who may not have had the chance to gather or be exposed to similar professional resources.

**Future Learners.** Participant shared that they aspire to make a positive impact and provide inspiration for future generations or learners. These are the reasons that drive them to persist, despite the challenges they encountered. This shows that future learners are also the motivation of adult learners because most of them are already parents and aspiring to become a future educator.

**Work Experiences.** The theme is extremely significant because the majority of adult learners has their own families. In addition, most of the business establishments and companies accepts college graduate applicants. Two participants revealed that their last job experience motivated them to keep attending school because having a completed degree is necessary for getting promoted. Honestly, they prefer working over staying at home. Moreover, they aim to seek employment in a fair-paying job which offers a high salary and stability to meet their needs. They have come to understand the vital role of an educational background in securing employment opportunities. This realization motivates them to persist in completing their studies. In terms of balancing work and family, women often faced more challenges compared to men. This was because women had to juggle a greater number of roles throughout the day, while men were able to separate their different roles more effectively. Even though men also took on multiple roles, they were better at allocating specific time slots for each, which helped reduce conflicts between their work and family duties (Kremer, 2016).

### **3.2 On the challenges of adult learners taking Bachelor of Elementary Education.**

The emerging themes were generated from participants' responses to the second research question regarding the difficulties and problems encountered as an adult learner taking BEEed are Adjustment, Time Management, Financial, Academic Performance, and Family Factors. The following also are the five emerging themes that was identified from the responses in differences between adult learners and regular learners who are taking BEEed such as motivation, life experiences, responsibility, priorities, and decisions for themselves. The emerging themes were time management, overload of activities, generation gap, and finance. Finally, the emerging themes in this particular question on what are the negative experiences as an adult learner taking BEEed are time mismanagement, generation gap, work mismatch, and bullying.

**Adjustment.** This theme poses the greatest difficulty for adult learners, especially because many of them were educated under the old curriculum. Three participants emphasized that the major challenge faced by the research participants was adapting to a new learning environment. Moreover, it is difficult for them specially for the adult learners to adopt the lesson in college nowadays. Because it's far big and different from the old curriculum. In addition, they did not go through senior high school and it is hard to keep up with the young learners because they are better when it comes to the lessons in the new curriculum and remembering all the lessons. Most grown-ups tend to be slow to embrace new technologies and have negative feelings towards using them. While individuals have become more at ease with using computers and new inventions, the constant release of new gadgets and software means they struggle to keep up with technological advancements and find it challenging to switch away from familiar technology (Rogers, 2003).

**Time Management.** Two participants in this study stated that was challenging for them to balance their time since most of them also have their other priorities such their own families and jobs which leads to their work and family commitments, leading to confusion about whether to prioritize studying or their family. Participants shared that as an adult learner you have many challenges. Most especially in time management because in the teacher education, there are a lot of tasks that need to accomplished and at the same time taking care of my children. The findings highlighted the significance of proper utilization of time most specially to all the adult learners. Adults who are employed face difficulties in managing their jobs and education. It is reported by Dumais et al. (2013) that even if they strive to balance their work and studies, they struggle to find the time required to fulfill course or program obligations when they are overwhelmed by their work responsibilities.

**Financial.** This theme is one of the challenges faced by adult learners especially being an education student requires an additional funds most specially during end of the semester. Two participants shared how they struggle financially most specially that they cannot work fulltime and sometimes their husband's salary is not enough for their daily needs and their children. Examples of institutional barriers in this context encompass challenges related to providing financial assistance for tuition fees, ensuring access to the necessary resources for learning activities, a general absence of support services available at suitable times and locations for adult learners, and the recognition of prior learning and previously acquired academic credentials (MacKeracher, Suart & Potter, 2006).

**Academic Performance.** This theme is one of the trials faced by adult learners since most of them are products of the old curriculum and they almost forgot all the concepts in their basic education. It is also challenging for them since the educational institution implemented retention policy. Two participants shared their struggles in their academic performance. In the literature, the dispositional barriers, also known as attitudinal barriers, are frequently mentioned. These barriers include having low self-esteem and negative attitudes about being an adult learner. Examples of these attitudes include feeling too old, too busy, too tired, too sick, not smart enough, not rich enough, lacking enough time, not needing further education, lacking adequate language skills, and lacking interest in the program (MacKeracher, Suart & Potter, 2006).

**Family Factors.** It is also expected that every family member would support each other most specially if they want to finished their studies. However, the participant shared that when your family members don't them their full support in your studies and they want you to stop in college, especially your husband's. Moreover, when the school works will be given at the same time and they cannot take care of their family. Adult learners may find themselves lacking the same level of support and orientation programs available to college students, potentially leaving them feeling disconnected in their educational journey. The obstacles they encounter may be exacerbated by the absence of sufficient support from their families and workplaces. Furthermore, adults juggle various roles like spouse, parent, colleague, and student, each bringing with it added responsibilities and workload (Thompson & Porto, 2014).

**Motivation.** This theme is the clear differences between adults and regular learners. This theme highlights the important role of motivation among the adult learners in finishing their studies. Two participants emphasized that adult learners have a clear motivation for pursuing a BEEd degree, and then they have already developed their learning style over the years, which may be different from the traditional ways of learning in the classroom used by regular students. In connection with this, adult learners are more motivated and focused than regular learners. Some of their younger classmates didn't know yet what to do after graduation and others do not know if they will teach or pursue their first-choice course. It shows that a calm and rational argument approach can help maintain relationships and avoid unnecessary conflicts. This discovery is consistent with the transparent way of communicating. All members of the school community are encouraged to freely express their feedback, ideas, and criticism at all levels. (Okotoni & Akinwale, 2019).

**Life Experiences.** This theme is rich among all the adult than regular aged learners because of their past experiences. According to the two participants, the differences between the adult learner and regular learner is the rich in life experience because most adult learners have a wealth of life experience that can influence their way of learning and the adult learners are formal and mature than regular learners. The concept is backed by extensive research (Jarvis, 2007; Mezirow, 2000; Ross Gordon, 2003) which suggests that the learning process for adults should be distinct from that of high school students. Many adult learners re-enter educational settings after a significant period, bringing with them a wealth of experiences and perspectives. This serves as a crucial distinguishing factor between adults and high school students or traditional college learners who may not have had the chance to gather or be exposed to similar professional resources.

**Responsibility.** This theme is more common to adults since they already acquire the sense of responsibility than the regular learners. Two participants in the study shared that they are satisfied with their multiple responsibilities such as work and family that require them a strong time management skill so that they can balance their studies with other commitments. Furthermore, adult learners also have more responsibility than regular teenagers, and regular students, rely on more guidance structured by parents. As highlighted by participants, adult learners are more responsible than the younger learner. Many graduate adult learners are professionals with full-time jobs and family responsibilities, so they may not experience the same challenges as traditional or undergraduate students (Polson, 2003).

**Priorities.** This theme is one of the differences between adults to regular learners because they have different routines and lifestyles. Participants in the study revealed that younger students are very active in their academics or

activities. The adult is no longer active in school because they have their families to take care of. Adult learners have unique concerns that differ significantly from those of traditional college-aged students. They are dedicated to their studies and seek higher education institutions that can cater to their specific needs. Post-traditional students' worries revolve around the academic demands of college, whereas newly enrolled traditional-aged students are primarily concerned with social integration and fitting in, according to Taylor and House (2010).

**Decisions for themselves.** This theme is rich among adult learners that younger students because their dreams are stood clear in their mind. The participant in the study told that others regular aged-learners were forced because it's their parent's choice to take BEEEd. Another difference is that the adult learners can decide for themselves and stand for their own decision. Mature students highly value their time and prefer information to be easily accessible. Studies indicate that mature students utilize academic support services more frequently compared to traditional-aged students (Breen et al., 2014). This variation in the use of support services may stem from older students adopting a more comprehensive approach to education. The adult learners studied wanted to understand the material more fully than many of their traditional-aged counterparts, who were more focused on the material that would be on the test. Traditional-aged students may depend on collaborating with peers to comprehend academic material, whereas older students may not utilize this approach and instead rely more on formal advising and tutoring support, according to another theory (Breen et al., 2014).

**Overload of Activities.** This theme is an additional burden on every adult learner since most of them have other priorities aside in their studies and most specially when all of their instructors gave their tasks at the same time without enough time to finished their tasks. The participants in the study shared that they have a lot of coursework to do, and they can't take care of their children at home because they already loaded with the task. Adult learners encounter relentless challenges due to their diverse responsibilities and socio-economic circumstances, which hinder their educational pursuits in comparison to conventional university students. Generally, adult learners face difficulties in literacy programs (Miller, Esposito & McCardle, 2011) and struggle to balance their multiple roles as students (Brunton & Buckley, 2020).

**Generation gap.** This theme is the most challenging for our adult learners since they need to adjust and adopt the new modes of learning. However, the two participants tells that the most difficult part of being an adult learner is interacting with children who are students, especially now more on technology, because most of the adult learner do not know how to utilize it, especially how to do my task by using editing, collage and so many more. Moreover, let us prove to themselves and to others that they have the edge and they can do what the younger learners can do. As highlighted by participants, they encountered challenges in the generation gap.

**Finance.** This theme is one of the additional burdens, especially for average-income adult learners. The participants in the study shared that as a student and a housewife, they must budget everything. As highlighted by participants, budgeting finances is one of their difficulties as an adult learner. At a societal level, increased educational attainment by adult learners could enable them to provide for themselves and their families and reduce the financial assistance burden on society. Society benefits as adults move into jobs that provide a wage that reduces their dependence on public support and increases their ability to contribute to the tax base. Additionally, the success of the adult learner has a significant impact on the next generation. Watching their parents persist and obtain a college degree shows children that college is important for their futures as well (Austin, 2006).

**Time Mismanagement.** This theme is a common negative experience among adult learners since most of them have other priorities in life. However, the four participants in the study shared that one of their negative experiences as an adult learner is coming late to class because as a housewife and a mother, I have to handle everything at home, and the limited flexibility in scheduling, sometimes it is difficult to balance all aspects of their life. Moreover, balance between work, personal life, and academics can be stressful, we feel like we burnt out and exhausted. Insufficient time management skills present a significant obstacle to continuing education and completing distance learning programs. Internal challenges identified in the literature suggest that individuals aged 36 to 55 struggle to balance education, work, family, and social commitments. Furthermore, married female learners with children encounter difficulties in prioritizing their education over family responsibilities (Selwyn, 2011).

**Work Mismatch.** This theme is one of the difficulties encountered among adult learners especially since they do not have a license to teach and they need to work for a job that is not related to education. The participants in the study revealed that My BEEEd course is not related to the nature of my current job. It aligns with the study of Willing & Johnson (2009) found that the diverse job demands also pose a challenge to adult learners. They noted that adult learners with irregular work schedules or financial difficulties were more likely to drop out of distance education

programs.

**Bullying.** This theme is one of the difficulties faces by all adult learners especially when they are surrounded by people who judged and bullied them in different forms. The participants in the study shared that she experiences others are judging them that they should not be able to go to school anymore.

### 3.3 On Coping Mechanism of Adult Learners with the Problems and Challenges as an adult education student.

The responses extracted five themes such as time management, continuing in learning, listening, always asking for help, and setting realistic goals themes were generated from participants' responses to the research question regarding how do adult learners cope with the problems and challenges encountered as an education student. On the other hand, on practices that you have started to help yourself in getting through the difficulties as an adult learner. The responses of the informants extracted four themes that corresponded to their practices in getting through their difficulties as adult students. these themes were staying motivated, time management, developing study habits, and continuous learning. Lastly, on who helped them in coping with their challenges as an adult learner. Their responses extracted five themes that corresponded to their practices in getting through their difficulties as an adult student these themes were their children, spouse, almighty God, friends, and instructors.

**Time Management.** This theme is the most effective strategy among adult learners because they have other priorities in life such as their families and work. However, three participants said the strategies they employed in coping with drawbacks and barriers are Time Management, prioritizing tasks, and creating a study schedule. Moreover, they also divide their time, when they have a vacant time, they will go to work, if they can't catch up on time, they go back to school and go back to work after class. Lastly, they prioritize their tasks and create a schedule to ensure that they allocate an enough time for studying and learning. According to Lowe and Gale (2016), adult students often cited the challenge of time management as the most significant issue they faced after starting college. One interviewee mentioned, "I struggled with time management at the beginning, especially with four kids at home and a full-time job" (Lowe & Gale, 2016).

**Continuing in Learning.** The participant highlights the importance of active learning that embrace a personal growth, positive mindset, and view challenges as opportunities for learning and personal growth. One participant shared that every adult learner should continually accept and develop their knowledge and skills. Rogers (2002) identified several ego-defense mechanisms that adult learners can utilize to navigate personal challenges and barriers in adult learning. These mechanisms include fantasy, compensation, identification with others, projection of impulses and traits onto others, rationalization, repression, sublimation, displacement, negativism, and reaction formation.

**Listening.** One participant shared his strategies employed in coping with the drawbacks and barriers as an adult student. She encourages to listen to their surroundings to observe what they should do. This approach creates a culture of mutual respect and encourages team members to share their thoughts and ideas openly. According to Martz (2006), methods involve how learners are organized in an activity, while techniques are various processes used to achieve learning after selecting methods and devices. The quality of student learning is influenced by methods and devices, taking into account factors such as language proficiency, maturity level, student motivation, curriculum, class size, classroom facilities, course length, and teacher skills. Instructional delivery methods are not the curriculum but are intended to effectively present the curriculum to learners with diverse learning styles.

**Always Asking for Help.** This theme is a helpful strategy among our adult learners especially in the concepts that are new and unfamiliar to them. In this matter, A participant shared her experience that if they cannot do a specific task, they will ask for an assistance from their classmates, friends, and instructors. Many adults seek to acquire knowledge that will help them tackle their everyday struggles. Adult learning is focused on practical activities. According to Crous et al. (2002), adults prefer a learning process that is practical and applicable to their lives. This means that adult educators need to understand the characteristics of their learners and identify what is relevant to the diverse groups within their classes.

**Setting Realistic Goals.** This theme is effective among adult learners especially since they have a clear vision of their lives. Based on a participant experience, it is essential to set a clear and achievable goals for myself, both short term and long term. This helps them to stay motivated and focused on their learning journey. According to Alotaibi (2016), it is important to include specific targets and evaluation criteria, as well as effective methods for promoting independence among learners over time in the instructional plan. Therefore, although adult learners may not naturally possess self-direction, they must be given the opportunity to develop this essential skill in order to achieve academic success. The instructional design can aid in achieving this objective by highlighting the learners' requirement for



organization, such as understanding the structure of the course, and providing support throughout the learning process.

**Stay Motivated.** This theme is the most common and effective practices among our adult learners in order to finished their studies. Two participants' responses highlight the importance of internal motivation as a driving force of every adult learner to finished their studies. According to the participants, stay positive, focus on your progress, celebrate small achievements, and most of all stay motivated. Moreover, set your goals to provide direction and motivation for your learning journey. Motivation to learn varies depending on individuals' age groups and their specific learning goals. Adult learners find motivation through various means. Many adults are driven to learn by the relevance of the knowledge to their daily lives and its practical usefulness (Knowles, Holton, and Swanson, 2012).

**Developing Study Habits.** This theme helps every adult learner in overcoming all the challenges they encountered and performed better in their future endeavor. Participants' responses shared the practices that help them in getting through the difficulties as an adult learner is by studying hard because they are very forgetful. Boone, Safrit, and Jones (2002, as cited in Ayers, 2011) suggest that when programs fail to address the immediate interests of adult learners, it leads to a lack of motivation. As mentioned by Ayers (2011), adult learners express certain concerns about their ability to justify their learning needs adequately.

**Children.** This theme plays the most important role of every adult learner as they are their primary motivation of every adult learner to finished their studies. In connection, they also want to give their children a better life. Three participants' responses shared the important role of every child in helping them in coping with the challenges. According to the participants, their daughter helped them in comforting them, they remind them always that everything will be fine because there are times when they feel down especially when are tired tired of things. Moreover, another respondent also shared that their son helps them in using technology. Lastly, their children give them determination that they can finish for their future. According to a study, 44% of adult college students mentioned that balancing family and schoolwork had both positive and negative impacts on their academic performance (Lowe & Gale, 2016). Having a supportive family was found to significantly boost college work performance, while an unsupportive family was a major obstacle, as per Lowe & Gale (2016).

**Spouse.** This theme plays an important role into the lives of every adult learner because their unconditional support makes their student journey ease and full of hope. Two participants' responses shared that the person who helped them in coping with the challenges as an adult learner is their husband, they are always there to support them, he is always besides them whenever they are down and depressed, they are always besides them whenever they are tired and disappointed. They also helped them to lighten up their work, supported, pushed and encouraged them. Moreover, another respondent also shared that the persons who help them in coping with the challenges are their partner in life along with his brother. They both always support me, through financial, moral, and academic support.

**Almighty God.** This theme plays an important role as he is the greatest source of everything and continuously bestowed his blessings to all adult learners and to all other future educators. According to the participants, the first thing that helped them to cope with the challenges as an adult learner is the Almighty God, they prayed to him for everything they went through, problems, pain, and happiness. He made them stronger and more resilient to the challenges that they will go through.

**Friends.** This theme plays a significant role among our adult learners as their moral support serves and help every adult learner journey more enjoyable and memorable. According to the participants, their friends and classmates helped them in coping with the challenges as an adult learner their words of encouragement and understanding have played a significant role in helping them in overcoming with the challenges. The works of Asoodar et al. (2016) and Hsieh and Tsai (2012) confirm the importance for students to engage with peers and their preference for instructors' participation, guidance, and facilitation of online discussions. Specifically, the effectiveness of facilitation strategies such as directing learners to the topic, supporting learners in preparing arguments, providing feedback, and sustaining online discussions has been demonstrated in enhancing the quality of learner-learner interaction (Hsieh & Tsai, 2012).

**Instructors.** This theme plays the one of the most important characters in achieving their dreams of becoming a future adult educator. Their proper instruction and guidance mold the adult learner to be an effective teacher of the future generations. According to the participants, their instructors and mentors helped them in coping with the challenges encountered. The guidance and expertise of instructors and mentors have been invaluable in their learning journey. Adult students were driven to attain educational goals in order to support their families and achieve a comfortable lifestyle. School administrators need to take these factors into consideration and devise ways to support them in meeting their needs. These findings align with Knowles, et al. (2012), who highlighted the fact that adults are primarily motivated by internal pressures to learn. Furthermore, educators emphasized by Pintrich et al. (2007) indicate

that internal motivation is more effective and leads to better learning outcomes compared to external motivation.

### **3.4 On the gained insights of adult learners who are taking Bachelor of Elementary Education.**

Five themes were generated from the responses of participants to the fourth research question regarding the advice to the other adult learners who are taking BEEED - staying motivated, time management, always asking for help, prioritizing yourself, and praying to God. Moreover, three themes regarding to the hopes and aspirations of every adult learner as a future educator - Make a Positive Difference, Being an Effective Teacher, and Passed the Licensure Examination for Teachers (LET). In conclusion, on suggestions and recommendations to other adult education the seven emerging themes were identified in the responses: Staying persistent, Time Management, Variety of Options, Respect, Finishing your studies, Collaboration, and Clear Goals.

***Staying Motivated.*** This theme is the most common and most effective advice among all other adult learners as this theme plays the most important factor on their academic journey. It also serves as their fuel to themselves in order to finished their studies. Four participants recommend that always remember why you chose to pursue that degree in BEEed. Remember your objectives and remain driven during your academic pursuits. Additionally, other individuals also mentioned that one should persevere until the completion of their education as age does not prevent one from completing school. Upon completion, there are numerous opportunities ready for you.

The adult learning programs should have elements that motivate adults, including (a) creating an environment of inclusivity and respect to make participants feel valued and comfortable; (b) providing relevant learning opportunities to foster a positive attitude towards learning; (c) presenting challenging learning experiences that engage participants' perspectives and values; and (d) offering a program that promotes competence through authentic assessments, enabling participants to apply their learning to real-life situations. Therefore, the professional development program should deliver a respectful environment for teachers, offering meaningful learning opportunities, chances to implement new knowledge in their classrooms, and feedback and support from colleagues (Wlodkowski, 2003).

***Time Management.*** This theme is very important advice among all other adult learners since most of them have another priority in life such as their own families aside from their studies. A participants advised that other adult learner should do the coursework that should be more prioritized.

***Always Asking for Help.*** This theme highlighted the importance of always asking for help in more knowledgeable others (MKO) as they can provide you the appropriate assistance that you may need especially in the concepts that are new and not familiar. Two participants shared that her advice to other adult learners like always ask for help if you are confused, go with your instructors and ask them the concepts that you are confused about in your assigned tasks. In connection with this, if you cannot, seek help from others, from family or friends. It is widely acknowledged that knowledge should be constructed socially in order to enhance the quality of learning. Therefore, the involvement of peers is crucial in the construction of knowledge. The Community of Inquiry (CoI) framework, developed by Garrison, Anderson, and Archer in 2000, is a significant model in this regard. Built on the principles of socio-constructivism, the model suggests that knowledge construction is a collaborative process that necessitates active participation from learners (cognitive presence) and effective design and facilitation of learning activities by instructors (teaching presence).

***Prioritizing yourself.*** This theme is one of the advices to all other adult learners especially that they also have their own needs and priorities that would help them develop holistically. A participant shared that her advice to other adult learners like them is to prioritize themselves. It's okay to give to others but they should give to themselves first. In connection with this, always give your best shot because we're not getting younger anymore and always know your priorities.

***Praying to God.*** This theme shows that adult learners have a connection to the greatest source of strength and wisdom which is the Almighty God and they are willing to surrender all their journey into him. A participant added that adult learner should always pray and surrender everything to Almighty God. Always remember the reason why they are taking BEEed, and why they pursue their ambition despite of their age etc.

***Make a Positive Difference.*** This theme is the one of the hopes and aspirations of every adult learner since they are expected to be a role model to their younger classmates. Three participants highlight the importance of making a positive impact to people in their environment most specially to their younger classmates and to their future learners. They shared that their hopes and aspirations as a future educator are to make a positive difference in the lives of our students, inspiring them to learn, grow, and succeed academically and personally. In connection with this, the other

participants also shared that her hopes and aspirations as a future educator, are making a positive impact, one of the most common aspirations of educators is to make a positive impact on the lives of my future students. Lastly, one of the participants also shared that fostering a love for learning, educators aspire to instill a lifelong love for learning in their students. Especially, in building strong relationships with students, educators hope to build strong and meaningful relationships with their students. According to Ginsberg et al. (2009), the adult education facilitator's role involves providing a supportive environment for adult learners to examine their cultural values and biases. This approach aims to ensure that learners feel welcome, comfortable, and engaged in the learning process. Additionally, the author discusses how adult education facilitators in culturally diverse classrooms should work to create an inspiring educational experience for their learners. The facilitator's duty is to assist adult learners in uncovering their internal motivation.

***Being an Effective Teacher.*** This theme is the most common hopes and aspirations of every adult learner since they are future educators of the next generations learners. Four participants shared that they want to empower their learners to become confident, pursue their goals, and make a meaningful contribution to society. Moreover, one of the participants shared that her dream is to provide a good and quality education for their future students, and they hope to instill a good value in them and teach them to love learning. Finally, they also hope that they can be the best teacher, a competent and productive teacher one day. They can provide an impact as a teacher who can touch the lives of their students in the future. The unique worries of adult learners differ significantly from those of younger students. Adult learners are dedicated to their studies and seek higher education institutions that can cater to their specific needs. Post-traditional students are primarily concerned about the academic demands of college, while traditional-aged students are more focused on social issues and fitting in (Taylor & House, 2010). This study highlighted the necessity for personalized support for each group, aiming to enhance the persistence of both sets of students (Taylor & House, 2010).

***Passed the Licensure Examination for Teachers (LET).*** This theme is the main point of every adult learner who is taking a teacher's education degree. A participant shared that she wishes that would pass the LET and teach children. Because they can teach, they can share wisdom to the future children. In collaborative professional development, principles are present when it is tailored to adults. These efforts should offer continuous support and input in a setting that promotes learning and facilitates change. Furthermore, teacher professional development that is focused on learners rather than content can assist in cultivating the capacity to learn from experiences, assimilate knowledge, and engage in reflective thinking (Daley, 2003).

***Staying Persistent.*** This theme is one of the effective advices to other adult learner especially that most of them should have a clear vision. A participants mentioned that adult learner should stay persistent and maintain their positive outlook on their studies, look for other resources for learning, and be cooperative and collaborative with their peers. Adult learners encounter persistent challenges in balancing their various roles and addressing the socio-economic constraints that hinder their educational pursuits, which sets them apart from traditional university students. Adult learners frequently face difficulties in literacy programs (Miller, Esposito & McCardle, 2011), and they also grapple with the need to reconcile their multi-faceted identities as students (Brunton & Buckley, 2020).

***Time Management.*** This theme is very important suggestion to every adult learner since most of them have important things to fulfill such as their families and source of income. Three participants suggest to other adult learners that have to develop effective time management skills because time management is crucial for adult learners who often have multiple responsibilities. In addition, for other adult learners that want a better learning process, they have to read their modules ahead of time, review their notes if you have quizzes and exams, and submit your tasks, projects, and all your requirements on or before the deadline. The success of students in higher education has been linked to possessing strong time management skills, critical thinking abilities, and receiving sufficient academic support, including timely and thorough feedback from instructors (Rose et al., 2018). Numerous studies have been carried out to pinpoint factors that can forecast achievement or failure in tertiary education. College students frequently attribute their academic challenges to factors such as inadequate academic support, lack of guidance from family, insufficient study skills, and financial difficulties (Rose et al., 2018).

***Variety of Options.*** This theme is a very good recommendation in every institution to plan for a program that would suit to the needs of every adult learner especially if they have different learning needs compared to regular aged-students. A participants recommend that hopefully in the future there will be more options or choices for adult learners, and she hoped that more help will be offered to them. Instructors, during the phase of designing the course, should foresee that students might prefer multiple learning mediums due to the learner-centered and self-directed nature of adult learners. The incorporation of various course delivery methods and media usage will improve their learning satisfaction and learning experience (Parise & Crosina, 2012; Fernandez, Simo & Sallan, 2009).

**Respect.** This theme is one of the most important values that should modeled among all learners regardless of their gender, age and status. A participant shared that always respect the instructors even if they are younger than you.

**Finishing your studies.** This theme is a very good suggestions most specially to the other adult learner especially when they felt like less motivated. They should think that all their hard work will be paid off when they finished their studies and get a stable job that would support to the needs of their family. A participant suggests that continue your studies because the difficulties in life or finances is not an obstacle to not graduate. Martz (2004) argues that adult learners are motivated to engage in learning when they have needs and interests that can be met through learning. They are focused on real-life situations, and their experiences are the most valuable resource. Adults require autonomy, and individual differences become more pronounced with age. Therefore, effectively facilitating adult learning demands an evaluation of their distinct needs, experiences, and preferences.

**Collaboration.** This theme is a very good suggestions to all other adult learners especially since most of them experience difficulties in coping with the concepts and skills that they need in higher education. A participant said that they should have to seek support and collaboration because as an adult learner, they will not to hesitate in seeking support from their peers, instructors, or our children. The focus of collaborative learning, similar to active learning, revolves around students engaging in exploration or practical application of knowledge, while also highlighting the importance of interacting with others and sharing knowledge (Du & Wagner, 2005).

**Clear Goals.** This theme is very evident and a good suggestion most specially to the coming and other adult learners that they should have a clear goal in mind. Two participants suggest that stay focused on their goals and do not give up right away. Moreover, the other added that have clear goals and encourage other adult learners to set clear and specific goals for their learning journey. The presence of clear expectations in assessment serves to provide guidance for the learning process and demonstrate how various learning objectives can be attained and assessed. According to a social cognitive standpoint, clear goals and expectations can enhance learning by enabling learners to assess their advancement and encourage them to commit effort towards reaching or addressing any issues with their accomplishment (Locke, & Latham, 2002).

### 3.5 Implications for Practice.

Based on the findings, the project would provide valuable information for both adult learners and the academic community as a whole.

*On Positive Experiences as an Adult Learner taking BEEEd.* As adults pursue teacher education, they encounter various experiences, many of which have positive aspects. They gain fresh learning opportunities, enabling them to acquire new knowledge, grasp different educational concepts, and develop new skills. This also results in an enhancement of their approach to learning and skill acquisition, especially considering their exposure to the previous curriculum. Additionally, their peers stand to benefit from their experiences, as many of them held leadership positions in school. Furthermore, adult learners can benefit from positive experiences, such as personal growth, as many of them struggle with low self-esteem due to their age and abilities. As a result, program heads and student leaders should consider organizing a seminar or workshop on computer enhancement or capability development to provide adult learners with the opportunity and additional experiences that would enhance their leadership qualities and abilities through training.

*On Benefits of Being an Adult Learner.* The key benefit of being an adult learner is their personal life experience, enabling them to have a deeper understanding than regular students. Furthermore, they can apply their personal life experiences during classroom debates and they can also guide younger peers. It is imperative for the government to guarantee that all students finish their studies, regardless of their gender and age. Therefore, it is important to continue providing free tertiary education without any conditions as long as there are adult learners who want to finish their studies. As a result, the local government or Commission on Higher Education (CHED) should provide incentives such as priority consideration for scholarship programs and higher bursaries for them.

*On Preparation as an Adult Learner taking BEEEd.* The study revealed that for adult learners, mastering time management skills is essential as they struggle to balance their family responsibilities. Additionally, adapting to the use of educational technology is crucial as many of them lack prior training in this area from their high school years. Therefore, adult students must make a conscious effort to develop effective time management habits to avoid being swamped by their academic workload. I urge the school administration to explore a community partnership that offers adult students access to information about current teaching and learning practices, enabling them to effectively compete

in today's world. Research indicates that effective time management is crucial for adult learners as they often struggle to balance their responsibilities, particularly those with families of their own.

*On Motivations of Adult Learners to Continue Despite the Challenges Encountered.* The primary driving force behind their commitment to completing their studies appears to be their own family. They are constantly mindful that all their hardships are in service of their family, as they seek to demonstrate their ability to complete their studies despite the obstacles they face. Their motivation is further bolstered when those around them place full trust in their ability to achieve their aspirations. Additionally, they are also motivated by the prospect of being role models to future learners, especially since many of them are already parents, aiming to make a positive impact and provide inspiration for future generations. The discovery indicates the crucial role of receiving unwavering support from all family members of adult learners as they strive to reach their objectives. It is essential for their family to be empathetic and supportive of their spouse or parents who are determined to complete their education.

*On Difficulties and Problems Encountered as an Adult Learner taking BEEEd.* The participants in the study expressed that their main difficulty was adapting to a new learning environment. They found it challenging to make this adjustment due to significant differences between the traditional teaching methods and the current approach. Adapting to the new curriculum posed challenges because they lacked experience in senior high school. Keeping pace with younger students was tough as they excelled in grasping the new curriculum and retaining the lessons. They faced another significant challenge in managing their time due to juggling work and family obligations, making it difficult for them to allocate time effectively. These findings prompted the institution to introduce initiatives such as scheduling one-on-one sessions once a week at their preferred times, alongside tech-savvy regular students, to assist adult learners in utilizing technology and not falling behind in their education.

*On Differences Between the Adult Learners and Regular Learners.* In comparison to regular learners, adults display a distinct motivation. They pursue their degrees with a clear purpose and have honed their learning style over time, setting them apart from younger students. From what I've seen, some younger students are uncertain about their post-graduation plans. Furthermore, adult learners have a broader and more varied range of life experiences compared to their younger counterparts. The discovery shows that adult learners are primarily driven by internal motivation compared to traditional-aged learners. It's crucial for them to consistently receive support, especially from their families. College instructors need to be understanding of their circumstances, and it's particularly important for them to show empathy towards adult learners as it greatly benefits them.

*On Most Difficult Part of Being an Adult Learner.* The adult learners shared that managing their time was the most challenging aspect of their studies due to having competing priorities in life. Balancing studying with family and work commitments proved to be quite demanding. Additionally, they often had to stay up late to complete schoolwork and then wake up early to prepare for the day, as they had to fulfill their roles as both a mother and a wife. Time management is not the only challenge for adult learners. They also face an overwhelming number of activities, which can be especially tough for those who are also managing household responsibilities. Academic tasks can take up a lot of their time, sometimes forcing them to stay up late practicing, which can cause tension with their spouse. To help these adult learners succeed, college instructors should assign assessments or activities immediately after discussions to ensure the concepts are fresh in their minds. It's best to avoid giving quizzes on material covered in previous weeks. Finally, I suggest that the institution should allow the group of adult learners the opportunity to earn money to support their daily academic expenses, such as by operating a store in the canteen.

*On Negative Experiences as an Adult Learner Taking BEEEd.* The process of learning can be challenging, as adult learners often struggle with managing their time due to competing priorities in their lives. Juggling work, personal commitments, and academics can be overwhelming, leading to feelings of burnout and fatigue. For example, as a housewife and mother, they may find themselves arriving late to class after ensuring everything is in order at home. In addition to time management challenges, adult learners also face difficulties adjusting to new learning methods due to the generation gap. Occasionally, this situation results in feelings of isolation and challenges in connecting with their younger peers, particularly in today's technology-driven world. They struggle because many of them lack the know-how to use technology, especially for tasks like editing. As a college instructor, I believe it is important to minimize or refrain from assigning activities outside of our schedule because our students have other priorities, such as spending quality time with their families. In today's society, many children lack good morals and proper guidance due to insufficient time spent with their families. It is crucial for us to show compassion and concern for adult learners and future generations, assisting them in balancing their studies with work and family commitments.

*On Strategies Employed in Coping with the Drawbacks and Barriers.* Adult students have discussed their

strategies for dealing with difficulties and adversity. They believe that effective time management is one of the best ways to handle the challenges and obstacles they face as adult learners. This strategy is particularly effective because they have competing responsibilities such as work and family. As a result, they place importance on organizing tasks and establishing a study timetable. Their time is planned based on their daily schedules. Finally, it's important for every adult learner to prioritize their tasks and establish a timetable to make sure they dedicate sufficient time to both their family and studies. Additionally, they need to cultivate effective time management skills, as this is extremely important given their numerous responsibilities.

*On Practices that Help in Getting Through the Difficulties.* In this area, the typical behaviors of adult learners include keeping motivated and managing their time effectively. Adult learners need to maintain motivation while facing various challenges in their studies. Setting clear goals is important to provide direction and drive for their educational journey. It's essential to stay positive, concentrate on progress, acknowledge small accomplishments, arrange tasks systematically, and improve time management. With these strategies in mind, adult learners can successfully navigate their educational pursuits. As a result, I suggested that adult learners focus on accomplishing one specific learning goal each day. This approach makes it easier for them to track their progress in their learning process. Adult learners should actively participate in professional communities relevant to their area of interest. Additionally, they can participate in conferences, seminars, workshops, or webinars to network with like-minded individuals and stay current with industry developments. Lastly, it's important for them to seek guidance and motivation from experienced individuals such as adult instructors throughout their learning journey.

*On Persons Helped You in Coping with the Challenges.* The backbone of adult learners in overcoming their challenges as future educators has been many individuals. Playing the most important role in assisting their parents as they continue their journey as adult students are their children. By comforting and reminding them that everything will be fine in God's perfect time, they provide help during moments when their parents are feeling down, especially when they are tired of everything. Their children have given them the determination to complete their studies for their future. Furthermore, they assist individuals in integrating technology into education. In addition, their partner's unwavering support is crucial in their journey, making them feel valued and cherished. Their financial, moral, and academic assistance enables them to navigate challenges. They stand by them during moments of low energy, sadness, fatigue, lack of motivation, and disappointment, offering encouragement through their words and actions. The results suggest that it is important for adult learners with children to receive help and support from their children, particularly in tasks involving technology such as editing or creating presentations. Furthermore, this highlights the significance of the entire family, especially the children, providing full support to help the adult learners achieve their educational goals. It is crucial for family members to be more empathetic and supportive of their spouse or parents who are working towards completing their studies.

*On Advice to the Other Adult Learners who are Taking BEEEd.* Remaining motivated is the most common advice given to adult learners. By confronting life's difficulties, challenges, and trials, you can keep the flame burning. The lives of adult learners are tough, but they must be willing to take risks for their future, particularly for their children. Maintain motivation and recall the reasons behind your decision to pursue this path. Keep your objectives in mind and stay motivated as you progress through your studies. Acknowledge your accomplishments along the way and consistently remind yourself of the difference you can make as a future educator. For all adult learners pursuing BEEEd, I encourage you to remain resilient and avoid dwelling on negativity. Stay motivated and let your inspirations lead you. Persist until the end because age should not stop you from completing your studies. Upon graduation, numerous opportunities await you.

*On Hopes and Aspirations as a Future Educator.* The adult learners expressed their desire to continue pursuing their passion for teaching and making a positive impact on their future students despite the inevitable challenges. They hope to inspire, educate, and help their future students succeed both academically and personally. Building strong relationships with their students is also an important aspect of making a positive difference. Additionally, they aim to be effective teachers and foster a love for learning in their students. The current challenge they face is dealing with elementary students who are quite different from those in the past. However, they remain confident in their ability to inspire their students to embrace positive values, cultivate a love for learning, build confidence, pursue their ambitions, and contribute meaningfully to society. It's essential for all college instructors to consistently show appreciation, provide motivation, demonstrate understanding, and be considerate to their students. I am convinced that when college instructors exhibit these qualities, students will thrive in a learning environment that revolves around their needs. Ultimately, students must exert considerable effort to succeed in their studies and ultimately graduate.

*On Suggestions or Recommendations Other Adult Learner.* As per their advice, adult learners should persist

and retain a positive mindset towards their studies. They should seek alternative learning resources and actively engage with peers. Effective time management is crucial to prevent overwhelm from activities like quizzes, reports, and exams. It's essential to submit projects and requirements before the deadlines, especially for adult learners juggling multiple responsibilities. Thus, it is very imperative for every adult learner to practice time management skills because it helps them to easily arrange their daily chores or activities. This also help them and easily target their learning goal. Every college instructor also should always show appreciation, understanding, motivation, and be consideration to your students because students learned best in a student-centered learning environment. Lastly, to all the adult learners just keep going until the end because age is not a barrier to finishing your studies. Always ask for help if you are confused about something, go to your instructors or more knowledgeable peers and ask them if you are confused about your assigned tasks. Always pray and surrender everything to Almighty God.

### **3.6 Implications of Future Research.**

The following implications are considered for future researchers:

First, it would be useful to conduct qualitative studies in other schools of Davao de Oro, particularly the hinterlands and remote communities. The findings of this research could be compared and contrasted with those of the present study.

Secondly, this study recommends that further future research be conducted having participants from all year levels in different other programs, departments, or institutions to support the result of this study further. The more participants involved the more realistic results gathered.

Moreover, as a researcher, it is proposed to have other schools be included as research locale to widen the scope allowing the researcher to discover more and varied responses from other participants from different departments or schools.

In line with this, since this study is conducted in a state college, it might as well include some accessible private universities or institutions nearby to know if responses and results are almost the same or far different.

Lastly, further research should be performed to understand how to address the challenges encountered by adult learners and what methods of application are most effective across different settings

## **4. CONCLUSIONS**

Based on the data gathered regarding the various experiences and difficulties encountered by the adult learners, taking teachers' education, their gained insights, and how they manage themselves despite all the challenges encountered.

Adult learners have challenging responsibilities in front of them. Most of them are required to wake up early just to prepare for their family's daily chores and they will stay in school for almost 5 to 8 hours a day as a student, or working students afterward they will go back to their homes as a parent. Some of them, do multitasking such as they are housewives, employees, and students at the same time. They are an inspiration to all other students. I firmly believe and with strong faith that this study will open the minds and hearts of other adult learners that their challenges and struggles encountered along the way in pursuing their dreams are not hindrances to success but rather a series of inspirations to keep moving forward.

As an instructor, teaching adult learners involves a lot of understanding and compassion. Nevertheless, there are still good things that took place in handling them such as they can share their personal experiences as a concrete example, from there we will learn something that we can apply in the same situation in the future. The learning process is effective when everyone has an active participation. Even so, the teachers become motivated when they realize that their students are learning and doing better in their classes. In conclusion, it brings the advantage of using the qualitative phenomenological research design approach in understanding the live experiences of adult learners who are taking elementary education, which also opened opportunities and relevant ideas for future research about the generation gap in the educational arena.

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