

1. Background

The role of a teacher is not only confined in a four-cornered room. It extends everywhere. After finishing my college journey and earning that diploma, I thought life would go smoothly. With a hopeful heart, I knocked on different doors to sell my resume. I patiently waited for the result. After a few weeks, a call ended it. A door unexpectedly opened that I accepted wholeheartedly. I was given the chance to teach at EDNAS School, marking the beginning of my teaching career. As outlined in my contract, I had two years to grow, improve, and prove myself.

They say the beginning is always the hardest, and that certainly rang true for me. Little by little, though, I found my rhythm. My supportive mentors and co-teachers greatly helped me with the smooth adjustment. My tenure became even more fulfilling—and challenging—when I was asked to oversee various clubs and organizations. Drawing on my knowledge and experience, I took on leadership roles with the Red Cross Youth Club, the school paper, and the CBS Club. Additionally, I had the honor of teaching Advanced Math during summer camp.

My desire to serve extended beyond the classroom, fueling a passion to contribute to my community. When new opportunities came knocking, I didn't hesitate. I was appointed Vice President of the Kabataan Kontra Droga at Terorismo, and, driven by my passion for journalism, I became an anchor on Alaminos Channel. I also continued supporting the Red Cross and even conquered my fear of deep water by participating in Scubasurero.

As a Sangguniang Kabataan member, I found the strength to continue these endeavors, but the most meaningful role for me has been serving as a Parish Youth Leader. This role opened my eyes to a deeper truth: I have come this far because of Him, and it is through His guidance that I have been able to serve others. This realization is something I hope to pass on to those I meet, inspiring them to see the power of faith and service in their own lives.

In the end, my journey as a teacher, leader, and servant has shown me that true fulfillment comes from using one's gifts to uplift others. Every role I've taken on—from the classroom to the community—has deepened my understanding of the impact we can have when we lead with purpose and heart. It is not only about imparting knowledge but about inspiring others to believe in their own potential and in something greater. As I continue this path, I am reminded that I am not walking it alone.

2. Financial

As the first degree holder in our family, I am proud to say that I was able to achieve it without asking for financial help from my family. My parents are both farmers and are both in their senior years, and I did not want to add to their burden.

It took me some time to pursue graduate school due to financial constraints. My salary when I was teaching in a private school did not suffice. It just barely covered my small allowance and a little amount for my family. Yes, I decided to give it to my parents because, even in a small way, I could ease their burden. Both of them are already seniors and should not work anymore, yet they were still stretching their fragile bones to provide for our family.

When my contract ended, I immediately hunted for another job, and despite my experience and degree, it did not turn out easy. I decided to become self-employed and try tutorials. Now, my salary is much bigger. I could give more money now for my family. And with this, I got the courage to enroll in a graduate school. As it is needed, I bought an installment laptop so I could use it for my reports, presentations, and research. This added to my monthly expenses; that's why, aside from tutorials, I even accepted occasional gigs in hosting.

With my current situation, finishing this degree feels like a significant challenge. However, after learning about your organization and seeing the support you offer to students from less privileged backgrounds, I feel hopeful. The assistance you provide not only lightens the financial burden but also inspires me to keep pushing forward. Knowing there are people and institutions willing to help gives me the strength to continue despite the obstacles. I am determined to work hard and make the most of this opportunity, and I am truly grateful for the hope you've given me.

3. Proposed Course of the Study

I chose to pursue a Master of Arts in Education, Major in Mathematics, because it aligns perfectly with my undergraduate program, Bachelor of Secondary Education, Major in Mathematics. My goal is to contribute meaningfully to the field of mathematics education by conducting research and publishing books that address the challenges and gaps faced by both educators and learners. By deepening my knowledge and skills, I aim to improve teaching practices and student outcomes in mathematics. I chose to study at PSU-SAS because of its reputation for providing high-quality education and support to its students, which I believe will help me achieve these goals.

As a math teacher, my future plans for employment include continuing to teach at the secondary or collegiate level while actively engaging in curriculum development and research. I also plan to contribute through volunteer work, such as offering free math tutorials to underprivileged students and participating in community outreach programs focused on enhancing math literacy. By mentoring young learners and future educators, I hope to inspire a love for mathematics and help bridge the educational gap in underserved communities.

A graduate school degree will equip me with advanced knowledge and research skills, allowing me to contribute to the development of mathematics education in the Philippines. By conducting and publishing research that addresses educational challenges, I can advocate for effective teaching strategies and policies that improve learning outcomes. This will not only enhance the quality of math education but also help in producing a generation of critical thinkers and problem solvers, vital for the country's growth and progress.

4. Budget

A. Number of semesters and courses required for the program

a1. 4 semesters to complete the program

a2. The courses required for the program:

- Theory of Matrices
- Research Management
- Computer Programming
- Abstract Algebra
- Data Management
- Differential Equations
- Probability and Sampling Techniques
- Parametric and Non-Parametric Statistics
- Mathematical Investigation and Modelling
- Master Thesis

B. Tuition and fees per semester

- Tuition Fee - 9,900
- Miscellaneous Fee - 1,768

C. An estimate of other related expenses

- Thesis - 50,000
- Books - 5,000
- Supplies - 2,000
- Fieldwork fees - 4,000
- Monthly fare - 3,000