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Research writing difficulties of the X High School Faculty: An assessment

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ABSTRACT

The issuance of DepED Order 16 s. 2017, the Research Management Guideline, establishes a defined framework for doing research in basic education in the public school system in the Philippines. Further, the Basic Education Governance Act of 2001 emphasizes the significance of research in the management and administration of the basic education system and establishes a mission to promote basic education research. Hence, this study primarily envisions not only to aid the twenty-four faculty members of the X National High School cope with their research writing difficulties, but also to help them escalate with their professional ranks through preparing and orienting them in research presentations and publications. The study utilized descriptive type of research with the use of a researchers-based questionnaire. Frequency, weighted mean, and rank were used to analyze the gathered data. The results revealed that majority of the respondents are female, 36-45 years old, and have five years and below teaching experiences. Further, it was found out that majority of them, 16 and 19, have not yet experienced to present and publish, respectively, a research paper neither in school, district, division, national nor international levels. Also, the data divulged that the respondents find it "Extremely Difficult" to prepare and make a research paper. It is therefore recommended that the respondents be re-oriented with the importance of conducting researches, as well as help them rewire with the notion that making a research paper is a herculean task. Further, a training which will guide them problematize, conceptualize, and finish a research paper is highly recommended. Lastly, another training which will prepare them to present and publish their research outputs will be of good help.

Keywords: difficulties, research writing, presentation, publication, DepEd faculty

1. INTRODUCTION

In the realm of education, teachers play a pivotal role in shaping the minds and futures of generations to come.

Central to their professional development and contribution to the field is the ability to engage in scholarly research and articulate their findings effectively (Caingcoy, 2020). However, despite the critical importance of research writing skills, many teachers encounter significant challenges in this domain (Abarro, & Mariño, 2016).

Understanding the obstacles that teachers confront while writing research papers is more than just an academic quest; it is a critical activity with far-reaching ramifications for educational practice and policy (Davidson, & Palermo, 2015). Effective research writing not only improves teachers' ability to contribute to academic scholarship in their field, but it also promotes critical thinking, evidence-based decision-making, and ongoing professional development (Gomez, & Panaligan, 2013).

Furthermore, the issuance of DepED Order 16 s. 2017, the Research Management Guideline, establishes a defined framework for doing research in basic education in the public school system in the Philippines. Further, the Basic Education Governance Act of 2001 emphasizes the significance of research in the management and administration of the basic education system and establishes a mission to promote basic education research.

These instances are acknowledged by the faculty members in a national high school which urged them to seek assistance from the research experts to identify issues and provide solutions. Hence, this study envisions not only to aid the faculty members of the cope with their research writing difficulties, but also to help them escalate with their professional ranks through preparing and orienting them in research presentations and publications.

2. METHODOLOGY

The study utilized descriptive type of research with the use of a researchers-based questionnaire. Frequency, weighted mean, and rank were used to analyze the gathered data.

To analyze the writing research difficulties, the following scale was used:

- Extremely Difficult 4.00 – 3.00
- Difficult 2.99 – 2.00
- Moderately Difficult 1.99 – 1.01
- Not Difficult 1.00 – 0.99

3. RESULTS

The following discussions show the data gathered by the researchers.

3.1. Profile of the Respondents

Tables 1 shows the data gathered by the researchers in terms of the profile of the respondents. This includes their sex, age, number of years in teaching, experiences in research presentation, level of research presentation, number of researches presented, number of published researches, level of publication, and number of researches published.

3.1.1. Sex

It can be seen on the presented table that majority of the respondents are female (19 or 79%) while only 5 or 21% are male. This apparently discloses that more female teachers tend to have more difficulty in writing researches than male.

3.1.2. Age

The data show that majority of the faculty members of the school is composed of teachers who belong to the 36-45 years old. It is followed by 26-35 years old, then by the 25 years old and below, and the 46-55 years old which both have 2 or 8% of the total respondents. It can be deduced from the gathered data that adult teachers

tend to experience more difficulties in writing research than their younger counterparts.

3.1.3. Number of years in Teaching

It can be evidently seen on the table that majority of the respondents (11 or 46%) have spent five (5) years and below in the field of teaching. They are followed by 6-10 years (9 or 38%), then by 11-15 years (3 or 12%), and lastly, 15 years and above which is composed of one (1) or 4% of the total number of the respondents. From the presented data, it can be deduced that those who have

fewer teaching experiences in teaching tend to experience more difficulty in writing research.

3.1.4. Research Presentation

It can be seen on the table that majority (15 or 62%) of the faculty members have not yet presented in any research presentation, while 9 or 38% of them have already experiences in presenting their research paper in various fora. This is in consonance to the results of other variable that since they still have fewer years in the teaching profession, fewer are the opportunities given to them in terms of research presentation.

Table 1. Profile of the Respondents

Sex	frequency (f)	percentage (%)
Male	5	21%
female	19	79%
Age	frequency (f)	percentage (%)
25 years old and below	2	8%
26 - 35 years old	7	30%
36 - 45 years old	13	54%
46 - 55 years old	2	8%
56 years old and above	0	0%
Number of years in teaching	frequency (f)	percentage (%)
5 years and below	11	46%
6 - 10 years	9	38%
11 - 15 years	3	12%
15 years and above	1	4%
Research Presentation	frequency (f)	percentage (%)
Yes	9	38%
No	15	62%
Level of Research Presentation	frequency (f)	percentage (%)
None	16	67%
School	6	25%
District		
Division		
Regional	1	4%
National		
International	1	4%
No. of Researches Presented	frequency (f)	percentage (%)
None	16	67%
1 - 3	8	33%
4 - 5	0	
More than 5	0	
Published Researches	frequency (f)	percentage (%)
Yes	5	21%
No	19	79%

Level of Publication	frequency (f)	percentage (%)
None	19	79%
School	5	21%
District		
Division		
Regional		
National		
International	1	4%
Number of researches published	frequency (f)	percentage (%)
None	19	79%
1 - 3	5	21%
4 - 5	0	
More than 5	0	

3.1.5. Level of Research Presentation

The table shows that majority (16 or 67%) of the faculty members have never been to any research presentation. On the other hand, there are already six (6 or 25%) of them who have presented their research papers in school, while one (1 or 4%) had already presented in regional and another one (1 or 4%) of the respondents presented in an international conference. The data revealed that research presentation outside their school is not an easy task since according to the respondents, the paper needs to be scrutinized first before being approved to be presented outside their schools.

3.1.6. Number of Researches Presented

It can be clearly seen on the table that majority (16 or 67%) of the respondents have not experienced yet to present their researches in any research presentation. It is followed by eight (8) respondents or 33% of them who experienced to present for 1-3 times. The data, therefore, revealed that the faculties still need more exposures and experiences in any of the research presentations. When the respondents were asked as to their reason in not attending research presentation, majority of them concurred that they are not confident enough to present in any research for a. Further, they divulged that their lack of idea on research and its related activities like presentation and publication

hindered them to attend any research conferences and fora.

3.1.7. Published Researches

As shown on the table, there are nineteen (19) respondents who do not have experiences yet for their studies to be published. On the other hand, five (5) of them have already studies which are published in both local and international publications. As previously discussed, the respondents disclosed that they have not acquired yet the necessary competence and confidence for them to be ready to be engaged in any research activity, like the research publication.

3.1.8. Level of Publication

The table shows that majority (19 or 79%) of the faculty members have never published any study in any journal or publication. On the other hand, there are already five (5 or 21%) of them who have published their research papers in school. The data only shows that since majority do completed any study yet, then, they do not have any study to be published. On the other, hand, since other variable revealed that they do not have experiences yet in research publication, they tend to be ambivalent whether they will try to publish their study or not.

3.1.9. Number of Researches Published

It can be clearly seen on the table that majority (19 or 79%) of the respondents have not published yet to any journal or publication while because they do not have output not research paper yet to publish. On the other hand, others are able to publish five (5) or 21%. It is very apparent that the respondents need more guidance and assistance in terms of publication for them to secure any space in a journal.

3.2. Research Writing Difficulties

The following discussion focuses on the research Writing Difficulties of the faculty respondents.

It is displayed on the table that among the identified difficulties of the faculty members are indeed to be perceived as Extremely Difficult, given the fact that it got an Overall Mean of 3.32.

On the other hand, among the statements given and presented, #12, "Writing an accurate and captivating Research Title" garnered the highest weighted mean of 3.50 with a verbal interpretation of Extremely Difficult. It is followed by items #1, "Choosing the right and

appropriate topic", items #6, Constructing questionnaire based on the chosen research topic", item #7, "Presenting, analyzing, and interpreting the gathered data", and item #14, "The time to be devoted in writing researches is very limited" which all received a weighted mean of 3.46 with a verbal interpretation of Extremely Difficult. On the other hand, statement #4, "Determining the Scope and Delimitation of the study" received the lowest weighted mean of 3.13 with a verbal interpretation of extremely difficult.

It is very apparent on the presented data that all of the components or aspects of research writing is deemed to be difficult. None of the statements received a different interpretation which further revealed that all of the faculty members are experiencing the same thing. Furthermore, it is worthy to discuss that writing the best title to encapsulate the focus and scope of the study is deemed to be the most difficult part among respondents. Aside from that, selecting or problematizing a study to be studied is also considered to be a challenging task, along with the fact of creating a

Table 2. Research Writing Difficulties

	WM	VI
1. Choosing the right and appropriate topic.	3.46	Extremely Difficult
2. Establishing rationale and basic literature of the study.	3.33	Extremely Difficult
3. Creating a general problem and research questions.	3.25	Extremely Difficult
4. Determining the Scope and Delimitation of the study.	3.13	Extremely Difficult
5. Discussing the benefits and beneficiaries of the study.	3.21	Extremely Difficult
6. Constructing questionnaire based on the chosen research topic.	3.46	Extremely Difficult
7. Presenting, analyzing, and interpreting the gathered data.	3.46	Extremely Difficult
8. Drawing conclusions from research findings.	3.25	Extremely Difficult
9. Formulating recommendations based on the general findings of the study.	3.21	Extremely Difficult
10. Writing the correct citations or referencing.	3.25	Extremely Difficult
11. Preparing all of the Communication needed before and after the conduct of the study.	3.29	Extremely Difficult
12. Writing an accurate and captivating Research Title.	3.50	Extremely Difficult
13. Technicalities in writing research paper such as the grammar, mechanics, and any related concerns.	3.21	Extremely Difficult
14. The time to be devoted in writing researches is very limited.	3.46	Extremely Difficult
15. Confidence to produce and make a research study.	3.33	Extremely Difficult
TOTAL	3.32	Extremely Difficult

research instrument, interpreting the gathered data, and finding time to do the research.

4. CONCLUSION

Given the abovementioned challenges of the respondents, the following conclusions are drawn: (1) The year spent in teaching contributes to the idea of whether the faculty members can produce a research paper or not; the more experiences a teacher has, the bigger probability of being able to produce a research paper; (2) it could also be deduced from the data presented that the lesser the years spent, the lesser the chances of being approved for research presentation and/or publication; (3) The component of research which is found to be extremely difficult is creating a title that will encompass the whole scope of a study.

5. ACKNOWLEDGEMENT

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6. CONFLICT OF INTEREST

The authors have declared that there is no conflict of interest.

7. SOURCE/S OF FUNDING

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