

Building Research Skills of Students: Setback of Senior High School Teachers

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Abstract:-This study uncovered the difficulties of teachers in building the research skills of senior high school students. There were ten (10) participants in this study and they were senior high school teachers from cluster 5 of the Division of Davao City. The information data gathered from this phenomenological inquiry were obtained through in-depth interviews. Using thematic analysis, the theme on the difficulties of teachers in building the research skills of students were as follows: Lack of research competence and Lack of writing skills. The findings indicated that in building the research skills of the students, the lack of competence of the students and the lack of writing skills were the roadblocks that prevent the teachers. Meanwhile, on the coping strategies senior high school teachers in building the research skills of students, this study had developed the following themes: strengthen the assistance of research advisers and Making use of instructional videos. The findings indicate that, as a way to cope with the challenges of senior high school teachers in building the research skills of the students, the teachers make use of their time providing technical assistance to the students. From the difficulties and coping strategies of teachers, this study has developed insights that may help enrich the competence of senior high school students in writing practical research. The insights drawn from the findings of the study were as follows: reinforced composition writing in the school curriculum and reinforced composition writing in the school curriculum. This study provided in-depth knowledge and propositions to strengthen the research competence of students.

Keywords:- Research Skills of Students, Setback, Senior High School Teachers.

I. INTRODUCTION

In the field of education, practical research plays a crucial role in developing students' critical thinking and problem-solving skills. However, senior high school students often face challenges in building their research skills, particularly in writing practical research papers. This study aims to explore the difficulties faced by senior high school teachers in this regard and identify coping strategies to address these challenges.

One of the main difficulties identified in the document is the language barrier. Students often struggle with limited vocabulary and lack of writing skills in English, hindering their ability to express their ideas effectively. Additionally, organizing thoughts and presenting them convincingly to

readers and panels pose further challenges. These difficulties highlight the need to reinforce composition writing skills in the school curriculum, not only in English classes but across all subjects.

To address these challenges, the study suggests intensified research trainings for both teachers and students. Engaging students and teachers in research activities, rather than solely focusing on understanding research principles, can enhance their competence in crafting practical research. Furthermore, the use of instructional videos and seeking guidance from research advisers or experts can provide valuable support to students.

The findings of this study have implications for curriculum development. By prioritizing composition writing skills and providing research trainings, schools can better equip students to overcome the language barrier and develop their research competence. Additionally, the study emphasizes the importance of creating a supportive community of practice, where students can engage in discussions and receive guidance from their peers and teachers.

In conclusion, this study sheds light on the challenges faced by senior high school teachers in building the research skills of students, particularly in writing practical research papers. By addressing the language barrier and reinforcing composition writing skills, schools can empower students to excel in their research endeavors. The insights drawn from this study provide valuable guidance for educators and curriculum developers in enhancing students' research competence.

II. METHOD

The method used in this research study involved qualitative phenomenological research methods. The researcher conducted in-depth interviews with participants to gather their experiences and observations on the topic of building research skills in senior high school students. The interviews were transcribed and validated by the participants.

Thematic analysis was employed to analyze the data. The researcher identified specific words and ideas that emerged repeatedly in the interviews and organized them into codes or categories. These categories were then collapsed under overarching themes to provide a deeper meaning to the data. The researcher also ensured the reliability and validity of the findings by confirming them

from multiple independent sources and using multiple instruments to measure the same thing.

The process of data analysis involved staying connected to the general framing of the study, asking analytic questions, writing descriptive and analytic memos, and sharing ideas with others. The researcher also engaged in reading what others have said about the topic, being creative in using metaphors and images, and using fundamental techniques of data analysis such as reading, thinking, and writing.

To establish the dependability of the study, consistency was maintained during data collection and analysis. Thematic statements were identified based on the frequency of occurrence in the transcripts, and only those that were highlighted by at least two participants were included. This ensured that the study was reliable.

In reporting and sharing the findings, the researcher followed guidelines for making conclusions and recommendations, listing references, and the process of report writing. The K to 12 curriculum for senior high school was also considered to provide an in-depth understanding of the nature of practical research.

Overall, the method used in this research study involved in-depth interviews, thematic analysis, and ensuring the reliability and validity of the findings.

III. RESULTS AND DISCUSSIONS

The findings of this qualitative phenomenological study revealed the challenges faced by senior high school teachers in building the research skills of students, particularly in practical research. The themes that emerged from the narratives of the participants included the lack of research competence and writing skills among students. These difficulties hindered their ability to effectively engage in practical research.

To address these challenges, the study suggests providing research trainings to both teachers and students. By enhancing their research skills, students can overcome the language barrier and improve their competence in research work. Additionally, reinforcing composition writing in the school curriculum can help develop students' writing skills in English, which is crucial for effective research.

The study also explored the coping strategies employed by senior high school teachers in building the research skills of students. The themes that emerged from this analysis included strengthening the assistance of research advisers and utilizing instructional videos. These strategies provided support and guidance to students, helping them navigate the complexities of practical research.

In terms of implications and future directions, it is recommended that parallel studies be conducted in various locales to verify the findings of this study. Additionally, further research should be conducted to explore in-depth the factors that improve students' competence in writing research papers. Presenting the study to DepEd authorities can contribute to the department's efforts in supporting students and teachers in the field of research.

Overall, the insights drawn from the findings of this study highlight the importance of addressing the challenges faced by senior high school teachers and students in building research skills. By providing research trainings, reinforcing composition writing, and implementing effective coping strategies, students can develop the necessary skills to excel in practical research.

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