

# **Beginners' Learning Experiences in Qualitative Research: Inputs for Curriculum Enhancement of Senior High School in Practical Research**

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## **ABSTRACT**

'Beginner Researchers' refer to the Senior High School Students learning Qualitative Research for the first time. Qualitative Research is one of the Applied Track subjects offered for the SHS and is deemed relatively new for the students. This study aimed to describe the experiences of beginner researchers on learning Qualitative Research. Specifically, on the questions: How they find learning Qualitative Research for the first time; their learning strategies; teachers mentoring styles as experienced by them; Learners' collaboration and leadership; their challenges and the implications to the teaching and learning process. This study utilized Descriptive Qualitative Research as a research design. There were two sets of focused group discussions conducted one group with eighth participants and the other group with six participants during the actual interview. Beginner researchers' view Qualitative Research has a rigorous process that requires good communication and social skill; difficult subject; provides new knowledge and experiences; and interesting subject. Repetitive teaching and the prompt feedback mechanisms on students' output were teacher's mentoring strategies while learning together as co-learners; Learners' collaboration; and

delegation of tasks were the identified concepts on learners learning strategies. The challenges of the beginner research were on the group dynamics and the methodology's technicality. The results implied reviewing the curriculum on Practical Research Subject and contextualized the process based on the actual needs of the students based on how it has been delivered for the past years of the Senior High School implementation; coming up with a common teaching guide or module without deviating from the prescribed curriculum guide, to be used by the teachers handling Qualitative Research subject and intensifying the coordination of the learning contents between Practical Research subject and Writing- related subject in the curriculum.

**Keywords** — Education, Inputs in Curriculum Enhancement, Practical Research, Descriptive Qualitative Research, Philippines

## INTRODUCTION

There had been several studies conducted showing the connection between learners' attitudes towards their learning and their learning success. In one study on language learning, motivation and attitude provide primary impetus to initiate learning language two and later the driving force to sustain the long and often tedious learning process (Oroujlou & Vahedi, 2011). Learning can be at times easy, and sometimes tough. That speaks about learners' style and technique in learning. This can also be attributed to individuals' context and orientation. In connection to learning, students might take different preferred approaches to learn across cultures. For instance, in the case study conducted by Nield (2007) on understanding Chinese learners, the result shows that generally, 'Asian students have been portrayed as typically passive, uncritical, and rote learners. They have strong perceptions of teachers as knowledge providers are considered one of the influential factors that affect their passive participation in a classroom'. Such a claim may be true to some young Filipino learners but not necessarily true to all. The connection between learning as a process and the behavior or attitude of the learners towards it is an important consideration to look at in understanding what success in learning is.

Research activity is considered one of the high-impact educational practices that cultivate learner's skills and attitude through inquiry (Imafuku et al., 2015). As a discipline, it engages the learners with the content, process, or problems related to their field. Research is not merely a pursuit of academic career and

advancement of knowledge; rather, it also includes an aspect of the learning process (Kuh, 2008).

The interest of this study focusing on Qualitative research comes from the fact that the interpretive view in understanding reality has now been given a spot in the curriculum for basic education for the first time. Thus, Qualitative Research learning can either be interesting because it is fresh or can be threatening because it is new for the learners.

In the study of Belcher & Hilvera (2005) on determining what truly motivates L2 students in sustaining commitment for doing qualitative research which is tagged in that paper as 'fuzzy genre,' Hong Kong writers consciously avoid doing it because of the challenges such as self-reflexive, rhetorically complex, and generically unstable research report mode pose. In the same article, it was revealed that what sustains researchers in pursuing qualitative paradigm is the researchers' strong philosophical commitment to their research paradigm and intense intellectual curiosity about their topics, which in the case of the beginners, it would be safe to presume that their understanding of this philosophical views about research is still vague.

Further, in the report shared by Watt (2007) on her study 'On Becoming Qualitative Researcher: The Value of Reflexivity,' she mentioned learning Qualitative Research for the new makes them afraid or feel less confident because of its unique paradigm with emphasis on complexity, emerging design, and reflexivity. Borrowing her own words, "*Reflexivity is thus considered essential, potentially facilitating understanding of both the phenomenon under study and the research process itself.*" This report was taken from adult learners who are new in doing qualitative research. If this is how they felt about becoming Qualitative researchers, given their experiences and maturity on looking into the world of a phenomenon which oftentimes the subject for Qualitative research, then beginner researcher's experiences then can be interesting to explore.

Beginner researchers are those who do not have an extensive background in research, qualitative and quantitative research, and learning it for the first time. Thus, a question has been raised as to how they actually learn it without a good background. In the learning process, prior knowledge of the students has a marked effect on their learning outcomes (Shapiro, 2004).

Some literature tells about how this subject should actually be taught. Cognitive apprenticeship is a way of co-constructing knowledge that counts to be a promising route towards successful learning in this constructivist sense (Breuer & Schreir, 2007). This has been pointed out since learning research as a discipline adheres much to a constructivist pedagogical approach.

According to a paradigmatic point of view, Qualitative Research methods and methodology are conceptualized as a craft to be practiced together by a “master” and an “apprentice.” The “master” would refer to the teachers, and the “apprentice” would refer to the students. Hence, in the process, the teachers’ role in the students’ learning of Qualitative Research is of great importance. Learning Qualitative research requires a lot of skills for a learner to be able to finish a project. Learners should have the commitment to extensive time in the field in data collection, engage in the complex, time-consuming process of data analysis, and write long passages (Bloomberg & Volpe, 2018).

With these demands in time, effort, and mental skill in writing Qualitative Research for the senior high school students, undeniably, the teachers who are teaching the Practical Research subject were deemed to have a challenging role in making students learned. Collin et al., 1989, as cited by Breuer and Schreir (2007). However, little is known about how learners actually learn with this kind of subject. It is on these premises that this study was pursued. Basically, it aims to describe the experiences of the learners in learning qualitative research for the Senior High school with an emphasis on the beginner learners of research.

## **OBJECTIVES OF THE STUDY**

This study aimed to describe the experiences of beginner researchers on learning Qualitative Research. Specifically, on the questions: How they find learning Qualitative Research for the first time; their learning strategies; teachers’ mentoring styles as experienced by them; Learners’ collaboration and leadership; their challenges and the implications to the teaching and learning process.

## **METHODOLOGY**

### **Research Design**

This study employed a Descriptive Qualitative Research Design. It is a generic approach in Qualitative Research to describe a situation or phenomenon experienced by the identified group or participants. It employs focused group discussion using an interview guide as a tool in the data gathering process. The concepts and themes were drawn using thematic analysis based on the problems or questions.

## **Research Site**

This research was conducted in Notre Dame of Marbel University- Senior High School Department. The NDMU is a Catholic educational institution located in Koronadal City, South Cotabato, Philippines. It is run by the Marist Brothers or FMS (Fratres Maristae a Scholis), a Catholic religious order from France. It is the first Marist University in the Philippines and the only university in Koronadal City. This university offers a complete Basic Education Department from kindergarten to Senior High School, College, and Graduate School.

## **Instrumentation**

The interview guide was prepared by the researcher and asked the assistance of the three members of the panel of experts to give feedback to ensure the relevance of the questions in order to generate the data needed for the study.

## **Participants**

The participants for this study were the 14 Senior High School Students of Notre Dame of Marbel University- Senior High School Department who were taking up Practical Research Subject when the study was conducted. These participants were from the Science and Technology and Mathematics (STEM) and the Accountancy and Business Management (ABM) tracks. In identifying the participants, the following inclusion criteria were employed; they were enrolled in the Practical Research 1 subject when the time that this study was conducted. The students with the highest midterm grade in the Practical Research subject in their respective classes were chosen as the participants. There were 14 participants who were present during the actual conduct of the FGD. There were two sets of focused group discussions (FGD) conducted. Eight participants were present on the first FGD for the STEM group and six participants during the second FGD for the ABM group.

## **Data Collection**

Permission to conduct the study was obtained from the school principal. Protocols in the interview process were observed. Since both FGD interviews with the participants were done after class in the afternoon, parents' permits for the participants were secured. Essentially, participants in the interview were informed that the discussion was recorded, but they were assured of the confidentiality of the data.

## Data Analysis

This study employed the thematic analysis to describe the students' experiences in learning qualitative research for the first time. After the conduct of the interview, the recorded data were transcribed verbatim. Once the transcript was ready, a thematic analysis was done. The transcript was coded with significant text based on the questions in the interview guide. Each significant statement was given meaning. From the formulated meaning, concepts, categories, and themes were generated.

## RESULTS AND DISCUSSION

On the first research question about how do, beginner researchers find learning qualitative research, from the analysis of the data obtained from the sharing of the participants, the first category that emerged says that students learning the Qualitative kind of research find this kind research challenging due to the rigor of its process and the need to have good communication and social skills. As shared by the participants, doing Qualitative Research requires good Communication skills for the researcher. They have experienced themselves conducting interviews with the participants of their studies. The interview requires good speaking skills in asking questions. They are aware that the proper way of articulating research questions is essential in arriving at the appropriate response from the persons being interviewed. Thus, they find the interview process challenging. Writing skill is also communication. Researchers need to write their reports after the analysis. Thus, it also requires them to have a good vocabulary and writing skills. By saying this, the participant had understood the importance of having good social skills too in the process of interviewing the participants, which had required them to be extra sensitive in terms of questioning and interacting with the participants that they have dealt with.

The second theme emerged is that *Learners have already the impression that Research subject is and can be difficult*. Before the participants had experienced engaging in learning Qualitative research in their Practical Research subject, they had already biases on how difficult Research can be as a subject. They said that it had already been known to most of them (*even with the other students they knew*) that Qualitative Research could just be difficult; however, when the time they had already engaged in the process, they have learned that it's more than just difficult. It was truly difficult for them. As what participant 3-B had stated, "*Sir, sabi ko dati sir budlay siya, gali kay mas budlay pa gid gali sir.*" This statement looks like

an affirmation on what they have already thought Research subject to be like in terms of difficulty. Some of them had experience doing their scientific researches as a requirement in the Junior High School (*as also shared by them*), especially those who belong in the Science Curriculum. That experience provided them already the schema about how tedious and difficult research is. According to their sharing, when they first heard about the subject, what came up immediately to their mind was that the subject could be difficult. From this perspective, it can be inferred that students' already understand that research subject is a difficult subject because of their experience or possibly based on what other people were saying. Such existing schema on research to be a difficult subject may also possibly be attributed to how they were mentored back then, or on what approach the teachers in the past had actually taught them of the process.

The third theme on how the participants find learning Qualitative Research for the first time appeared as '*Students were introduced to a new learning experience when they were learning Qualitative Research.*' In their sharing, they have learned several concepts that they have not encountered in their previous and other research subjects such as terminologies like "*respondents*" to "*participants*" and processes like "*no statistics, instead of pure words and writings.*" When they first heard about how data shall be processed in the Qualitative Research, they were surprised at the same time puzzled how that process can be possible as they used to learn research with figures and statistics. Even the term "Qualitative Research" is something new to them as what they have shared. Admittedly, participant 5-B shared that he had no idea how to do and handle Qualitative Research at first as it was not introduced to him during the Junior High School "*I was not introduced to this kind of research when I was in Junior High School*" (Participant 5-B). He felt pressured to learn the subject. Eventually, in his sharing, he said that it was indeed a new learning experience to engage in Qualitative Research.

The fourth category talks about *Qualitative Research as an interesting subject* as viewed by the participants. For Participant 8-B, what makes the subject really interesting how it was taught to them. Because the subject is new to them, they find it interesting, and so, there were conscious efforts on their part to learn it through reading and paying attention to the teacher's discussion. The participants also find learning Qualitative Research interesting because of its unique process. For them, the process seems to be unique because it was their first time processing data without necessarily using figures and statistics. Terms such as "behavior" and "in-depth process" had surfaced in their sharing of experiences. These terms are very relevant in Qualitative Research. 'Behavior' has commonly been the

subject in qualitative research described qualitatively. ‘In-depth’ has been the term commonly used to describe how data gathering and analysis should be in the process to obtain the details about the subject being explored or investigated. They have probably learned them from their classes. The nature of this kind of research, its unique process of analysis, and the way it is being taught seem to have contributed significantly to their interest in learning this paradigm. One participant shared,

*“I find that very interesting because it’s more on the behavior. I think it is more in-depth.”(Participant 8-B).*

The fifth category on how do students find learning Qualitative Research talks about how *learning this kind of research improves their knowledge*. Qualitative Research is new knowledge learned by them as what Participant 2-B shared, *“Makahelp man siya sa amin nga experiences sa pag grow din sa amon knowledge about research.*

As they engaged in the data gathering process, learners seem to understand and appreciate the benefit of doing Qualitative Research in the understanding phenomenon and exploring problems and issues in the community. Further, the participants seem to understand that having a good foundation of knowledge about research as early as senior high school can be an advantage in preparation for a higher level of research such as thesis in the college. They find their learning experience in senior high school truly helpful in building their fundamental knowledge.

In describing students’ experiences learning Qualitative Research, some concepts that emerged describe the *learners’ strategies in learning this new research paradigm*. These strategies were the initiatives or actions that they have done to learn better. In the sharing the participants’ experiences learning Qualitative Research, two themes emerged in the category about their learning strategies. First on this category is about *students’ conscious effort of learning the subject, and the second one was about students’ inquisitiveness*. These two surfaced in the sharing of the participants when asked to describe their experience in learning Qualitative research. ‘*Conscious effort of learning*’ means their initiative to read and explore existing materials and sample thesis and research works to learn the concept. One shared,

The second theme under the category on learners’ strategies, as appeared in the participants’ sharing, is the *Students’ inquisitiveness*. This characterizes

students' desire to ask questions from the teachers whenever necessary. As shared by Participant 3-A, asking the question is a good way to learn better; thus, they (*referring to his classmates*) ask whenever there is something that they need to clarify in the process. As shared by one participant

*“Pirme gd kami gd ga-ask sa iya or may clarifications amo na nga nga one good way gid sya para maka-learn” (participant 3-A)*

The next category that surfaced from the sharing of the participants on their experiences learning Qualitative Research is all about *the mentoring style of the teachers* who are teaching Qualitative Research. There were five (5) themes that emerged after the analysis. To present the different mentoring styles, the following themes emerged. First, teachers do *Repetitive teaching of the concepts for better understanding*.

*Overall nami-nami gid nga teacher si Ma'am kay may intindihan mo gid siya kag ginapabalik-balik niya gid lesson niya para maintndhan mo gid (Participant 1-A)*

This shows how the teacher ensures that all the students are learning the concepts by repeating the discussion. In other words, there has been a conscious effort too on the part of the teacher to make sure that the learners were able to get the grasp of the discussion.

The second theme that surfaced says that Teachers *provide feedback on students' queries and output*. In the sharing of one of the participants, she described how patiently the teacher responds to the questions of the students, although, in some cases, the same question is being asked repeatedly asked by them. Another essential attitude of a teacher in providing feedback on students' output is how particular their teacher is in terms of pointing out the error and the parts of the paper which need to be revised.

In the sharing of participant 2-A, they (*together with his group mates*) believe that their teacher finds time to read and give comments to their output. Every time the teacher returns their work, they expect corrections, and then, they had to revise again for another submission of the corrected output. According to them, this process had to go in several cycles before the output is accepted.

*I-pacheck sa iya, pirmi niya gina pa-revise, tapos ginapa change, tapos next meeting, kung na-change na namon, ichange niya naman liwat ang iya nga revision... (Participant 2-A)*

Looking into this example, one can probably think about how taxing the research teachers' work is. With this kind of mentoring style, this probably had consumed much amount of time of the teacher examining several papers.

Another theme that emerged from the data shared by the participant is that the teachers give a detailed discussion on the topic by providing the processes and the formats. It can be inferred that students under this class find the format or pattern 'to do this' helpful in their understanding of the nature and processes of this kind of research. Participant 3-A described their teacher by being too detailed in giving the lecture, which made students understand the concept.

*Nami-nami gid siya maghandle sang students niya kay makaintindi ka gid kag very detailed gid... (Participant 3-B)*

In contrast, while participant 3-B seems to feel good on his teachers' being detailed and attentive to the students' questions, participant 3-A's experience with their teacher was quite different.

*Ang ng discussion niya na, basahon niya na ang powerpoint, basahon niya lang na... tapos next..tapos basahon nman tapos next, tapos kung mamangkot ka sa iya, mahambal siya diba tapos ko na ina discuss ngaa gapamangkot ka pa, class ano gani to...tapos mga classmates ko patas-patas lang kami wla naintimndhan so, wla magsabat sa akon. Ti paano na to? Tapos sir pag maghimo na research... (Participant 3-A)*

With these differences in the experiences of the learners, it can be understood that teachers do have different styles of mentoring according to the needs of the learners. Further, 'The teachers allow students to think critically' is also among the themes emerging from the data. This means that the teacher provides an opportunity for the learners to discover their errors, explore how else they can improve their own work, and make decisions as a group. This means learners feel that they are being empowered by their teacher to be more critical about their work.

However, while learners are encouraged to be critical by their own discovery of the correct process or concept, they can still appreciate their teachers' guidance by giving their recommendations and suggestions whenever necessary. It leads to the succeeding theme that surfaced under the category of teachers mentoring style as experienced by the participants. This theme is labeled as "*Guiding student progress through being hands-on in providing input and provides consultation time for students prior to submission.*"

*As observed, hands-on gid siya sa amon.....Indi pwede nga wala siya tapos mapatawhay lang kami kung wala siya....(Participant 1-B).*

Lastly, *Teachers provide materials for students to follow, including teachers, their own research work.* In the sharing of participant 5-B, there is some kind of pride on his part as a learner of research having a mentor who is a published researcher himself and utilizes his own work in the class, thus, provides more credibility on his being a mentor of Qualitative Research.

The third category in describing the experiences of the beginner researchers (*the participants in this study*) learning Qualitative Research for the first time is about their experiences *learning together as co-learners.* In the analysis, two emerging themes make up this category. The first theme is all about '*Learners' collaboration,*' and the second one is all about '*Delegation of Tasks.*'

In detail, there were four dominating ideas or concepts that surfaced under the first theme on learners' collaboration. From the analysis, collaboration pertains to '*Teaching others,*' '*Initiating to do the task,*' '*facilitating the group in accomplishing the task,*' and lastly, '*trusting group members.*' In the sharing of the participants, it appears that the leaders of the group in a research work seem to have greater roles in accomplishing the tasks. They tend to see the need to take the initiative to finish the task by doing what he can possibly do on his own just like in the experiences of participant 4-B by sharing this;

*Kung may work nga gamay nalng man, wla na ginhatag sang amon nga leader daw siya nalang bala gaubra...amo to nga thankful gid ako sa group ko..shout out guys...(participant 4-B)*

Trusting the members also came out to be significant in accomplishing a task. This idea also transpired in their sharing based on their experiences.

*I really appreciate my groupmates kasi they are really doing their part. I think ang kelangan mo i-note kapag gabigay ka ng task is that mag trust ka sa member (participant 8-B).*

The second major theme under the category of learners' collaboration and leadership is about *'Delegation of tasks*. Apparently, this strategy is commonly adopted by students in every group task assigned for them to do. The division of tasks means giving every member equal opportunity to perform his/ her role in the research work process. Also, this means equal opportunity for the members to learn too in the process. From what the participants have shared, it was not easy to assign task as members of the group differ in many ways just like in terms of attitude towards completion, deadlines or attitude towards work in general, so, along with this strategy on dividing the task, strong leadership and facilitation also surfaced significant elements in the success of the project.

### **Challenges Encountered In Learning Qualitative Research**

Six categories surfaced in describing the challenges of the participants. The first category describes their *challenges in working as a group*. The second category talks about *pressures and time constraints*. Other categories were about the difficulty in the process, such as *data gathering, data analysis, and finding related literature*. Each of these identified categories is discussed in the succeeding part of the discussion.

### **Challenges in Working As A Group**

Five concepts surfaced describing the *challenges of working as a group* as shared by the participants. The first concept is about *dependence and cooperation*. This means that other group members were not compliant with the task assigned to them to the point that only the assigned leader fulfills the task for submission.

*Ang iban ko bi nga grupo nga gin-tagaan ko task, daw i-pahimo lang sa imo nga kaya mo na... (Participant 1-A).*

Some participants also shared about how the *relationship of the members of the group turned into a challenging situation* for the group leader to deal with, pondering that this kind of relationship affects group productivity. Example of the sharing, "*Budlay gid sir basta friends kamo tanan. Ako na mag-transcribe, ako pa mag-type tanan...*" Participant 3-A).

The kind of personal relationship between the two members of the group seems to affect their productivity in the sharing of the participant. They *lack focus* because of their romantic relationship. This kind of situation have been singled out primarily because of its implication to the productivity of the group is doing their research task. Perceptibly, it is something that mentors of research should have to look into in assigning groups for the student in a collaborative work like research.

*Then kapag time na magpass sir, ang tinitingnan ko tlaga yung gawa ng couple. Then, yung gawa nila sir, kulang- parang ako lang yung gumagawa. (Participant 7-A)*

*Lack of urgency* of some members of the group came to be one of the challenges too of as shared by the participants. Just like in the experiences of the following participants who happened to be leaders of their own respective groups. In effect, lack of urgency results to cramming and panicking of the entire group during submission.

*The three of us should participate 100% para mapasa talaga naming yung research by the deadline kasi it wil be a domino effect among us kasi kapag hindi nakapag pasa yung isa, maapektuhan yung isa (Participant 5-A)*

### **Pressure on the Completion and Submission of the Research Tasks**

Pressure as one of the categories of the participants' challenges in learning qualitative research pertains primarily to their completion and submission of tasks. Based on the participants' sharing, overloaded work to comply in both Research and other subjects affects their supposed on-time completion and submission of the research task.

*...ang challenges for me sir is kay time management kay indi man lang abi research ang gina-himo namon tapos sometimes makahimo lang kami sang research namon during that certain period gid... (participant 2-A).*

Secondly, there is pressure in the time frame for task completion and submission that results in not thorough editing of the tasks prior to the submission, which leads to students' half-baked submission of their work.

*Nabudlayan lang namon that time sir is kung paano namon mapasa dayon kay during that time... (participant 3-A)*

Further, participants shared that some teachers were very strict about the deadline. Deadlines bring students to pressure in completion and submission. In other words, for the students, while it is true that having a deadline to beat that teach them to manage time properly, but most of the time, it compromises the quality of work that they're supposed to submit.

### **Data Gathering Process**

On the technical dimension of learning Qualitative research, students find the data gathering process challenging in finding the right and available participants for the study. As experienced by participant 1-A, their group had difficulty looking for the most available time of their chosen participant to be interviewed, especially that since they are still students and their whole day is spent inside the campus.

*It's really hard to find the right timing to interview someone even the right time to write everything... (Participant 1-A).*

*Giving the right questions to get the right answer to ensuring the depth of the data gathered from the participants* is also found to be significantly challenging for the students as shared by the participants. Evidently, on their sharing, participants are fully aware of the significance of an in-depth process of data gathering for Qualitative research. As what they have experienced, questioning the participants to get the right answer had been challenging for them. Since all of them beginner researchers, while they have already understood the process of how to gather the data, but, to judge or validate whether they already have fully exhausted the data needed through the responses of the participants was a bit difficult for them.

*For me, ang pinaka-challenging time ay ang pag-gather sang data. Unlike sang quantitative research maghimo ka lng sang questionnaires tapos maglakat ka lang sa classrooms magdistribute sang questionnaires gather data, statistics.... (Participant 1-B)*

Some participants do not even know how to answer the question. While this can just be one of the significant limitations in the process because it's

actually beyond their control, but the pressure on providing good, relevant, and appropriate questions made the process even more challenging for the beginners.

### **Difficulty in the Data Analysis Process**

Difficulty in data processing also emerged as one of the categories in the challenges experienced by the participants. Under this category, there were three themes that surfaced, which students find to be challenging as shared by the participants. These are Data transcription, *Formulating meanings and themes, and extracting the concepts*. Data transcription is the first stage of data analysis. For most Qualitative researchers, this is considered to be the most taxing and tiresome job but deemed very important as the output of the process. (Transcript) serves as the data to be analyzed eventually. For beginners, this can indeed be very challenging.

During the transcription process, the participants were already trying to do the analysis by familiarizing themselves with the data and what possible themes or concepts can possibly be surfaced that will answer the research questions. As experienced by them, there were times when they felt that the data they transcribed seem to be not relevant to what they need.

*Participants have really different answers to the questions, and for all the participants, they have different answers, wala naga align... (participant 8-B)*

### **Difficulty in Writing the RRL and the Research Reports**

Difficulty in looking for related literature and writing the report of the findings seemed to be difficult as well as experienced by the participants. Based on their sharing, they find difficulty in deciding whether the readings are appropriate or inappropriate. At their level, probably, students still have difficulty in trying to comprehend and make sense of the text available for them to read. Most of the time, they are overwhelmed by the readings and texts related to their topic, but the way text can be integrated and appropriated in the presentation of the related literature can be a big challenge. Along with this are other issues that they have encountered such as; ensuring that the text is not plagiarized; difficulty in writing the report and language facility for them to be able to write the narratives as shared by one participant, “*Siguro sa resources sa Data kasi sa internet di man abtman sir didto is authentic and reliable, so ang resources di ka sure kung tama ba yan mali ba yan ganun po ba... (Participant 4-A)*.”

## **The Implication of Teaching and Learning**

Review the curriculum on Practical Research Subject and contextualize the process based on the actual needs of the students based on how it has been delivered for the past years of the SHS implementation. Because of the differences in the experiences of the students in terms of the approaches of the teachers, it can be considered to come up with a common teaching guide or module without deviating from the prescribed curriculum guide to be used by the teachers handling Qualitative Research subject. Since most of the difficulties experienced by the students in writing their research were on the skills that require them to analyze, to read and to write, it can be considered to intensify further the coordination of the learning contents between Practical Research subject and Writing- related subject in the curriculum. For example, Paraphrasing is an essential linguistic skill needed by students in writing reports and related literature. The teaching of this skill can be strengthened thoroughly in the English subject. Other relevant skills are referencing, use of library resources, use of online resources, etc.

## **INSIGHTS**

Based on the findings of this study, it can be understood that learning qualitative research for the first time for the beginner researchers can be both challenging and interesting. For some reason, most learners already have biases on research as a subject is difficult. They have different backgrounds in terms of learning Research subjects during their junior high school years, which significantly contribute to their appreciation and motivation in learning and doing research. But in the process, these biases can be changed over time, depending on how they have introduced again into the process of doing and learning it. The teaching of Research subject, especially to beginner researchers, must be deliberate and methodical so that students will be able to really appreciate it as something that will help them grow as a person but not just a requirement to do in order to pass.

As to how do students learn Qualitative Research, there were concepts drawn which practically describe how students have learned and how they have reasonably been taught in order to learn the process. It's a bit surprising that common among the learners' experiences on their learning success was actually their own conscious effort of learning the subject. They were forced to read related literature, browse the internet for learning purposes, or even spend time visiting the library for some references. This is learning, and this can still be enhanced by providing more guidance with young researchers on how to be more critical and

evaluative on the materials they get from various sources. Collaborative learning between and among the students in accomplishing the task was also drawn as an important concept. From the adults' point of view, this can be enhanced further in terms of monitoring and supervising the progress of the learning task done collaboratively by the group, ensuring that learning as the outcome is inclusive to all members.

As observed, teachers have different techniques and styles in teaching the subject as perceived by the participants. In a way, this influences learner's success in learning the subject and even results in students comparing their experiences in terms of the process. It means that teachers teaching this subject should at least have common expectations among the learners and come up as well with common teaching methodology with consideration to learners' coping differences. In doing that, shared experiences among the participant in this study suggest that research as a subject being taught should have at least be challenging because of its rigor, but the first point should be that learning the subject should not threaten their success in the learning process.

The challenges experienced by the learners in learning Qualitative Research were categorized according to the nature of the challenge. Some challenges shared were their difficulties in doing the technical process from conceptualizing of the papers to data gathering, processing, drawing out themes or concepts to the writing of reports. Looking at this shared experience, these are expected from them to say because they are like neophytes in this paradigm, some are even new to the subject research. This can be strange for them to look at precisely why teachers' facilitative nature in mentoring is a must. Teaching Research subject should be a journeying process much as a requirement-oriented teaching style. There is a need for the teacher to understand why learners are doing research; why is it important in the curriculum and what are the essential skills learners should carry on after the process. And not necessarily how and what the outcome would be because these are beginner researchers. Their learnings of the important skills entrenched in doing the research process are of utmost importance.

## **TRANSLATIONAL RESEARCH**

The result of the study may provide an avenue for discussion among curriculum planners, instructional leaders, and faculty to review and revisit the curriculum on Practical Research for the Senior High School and see how the process, content, and strategies can be contextualized based on the actual needs

of the students. Because of the differences in the experiences of the students in terms of the approaches of the teachers, it can be considered to come up with a common teaching guide or module without deviating from the prescribed curriculum guide to be used by the teachers handling Qualitative Research subject. And lastly, since most of the difficulties experienced by the students in writing their research were on the skills that require them to analyze, to read and to write, it can be considered how else mentoring can be intensified to focus more on the essential skills needed to be developed to the learners at this particular level and perhaps to level off teachers' expectations from what learners can actually achieve.

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