



# TRAVERSING THE DUSK: A PEDAGOGICAL JOURNEY OF SENIOR HIGH SCHOOL RESEARCH TEACHERS

By

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Traversing the dusk of the pedagogical journey of public senior high school teachers aimed to explore the pedagogical journey of teachers in influencing their teaching of research to senior high school students. This employed a descriptive phenomenological inquiry method to further help in describing the lived experiences of the senior high school research teachers in their journey in the teaching of research subject of the K to 12 Curriculum. In the pre-journey, three themes emerged in the narratives of the research teachers which include the following: 1) feelings towards the teaching profession; 2.) personal and professional characteristics of a research teacher; and 3.) teaching experiences in private and public schools. This further influences their personal and professional perception which includes their being goal oriented and collaborative. While in the journey, three themes also emerged in the narratives of research teachers in the journey which include the following: 1.) acquisition of knowledge of the pedagogical content; 2.) employment of various teaching methodologies; and 3.) information of content standard which influenced by their teaching of research through attendance in Learning Action Cell (LAC) sessions and other research-related training. And finally, in the post-Journey. It emerged two themes which included the following: 1.) application of teaching strategies/techniques considering the different competencies in the K to 12 Curriculum, and 2.) challenges in collaborative teaching of research which influenced by their performance in the application of the different strategies/techniques in their observance to the required writing standards of the writing of research of the K to 12 Research Curriculum.

*Keywords:* pedagogy, K to 12 Curriculum, SHS Research Teachers, journey, research writing, collaborative

## CHAPTER 1

### INTRODUCTION

#### The Problem and Its Setting

Teaching research writing involves using critical thinking to gather knowledge about a topic, assess sources, organize, and compose thoughts that stand out and are supported by the opinions and viewpoints of others (Marlina & Giri, 2014). It also acknowledges the challenges students face when writing academically, highlighting some of the most significant issues as the absence of academic prerequisites for teaching research paper writing techniques, a lack of understanding of the process involved in writing a research paper, a lack of resources, and a lack of methodology (Altikriti, 2022). This makes teaching research writing challenging for all educators.

For instance, Cruz (2013) states that no student will be admitted to college without having met the College Readiness Standards, making teaching research writing to senior high school students a difficult assignment for all research teachers (CRS). For instance, the CRS mandates that entering freshmen be able to write a research paper in English of at least 1,000 words with proper citation of all sources and evidence of critical thought regarding a current subject. The standard for senior high school graduates is undoubtedly raised by this. This implies that students should be capable of handling college-level courses without worrying about their writing skills. Due to the issues with current college English writing instruction, teaching writing is viewed as the most challenging endeavor, even if it entails direct and explicit understanding of training (Ying, 2018). As a result, it has always been difficult for teachers to properly teach writing. This difficulty involves struggling to pique students' enthusiasm for writing instruction (Abrar, 2016). Additionally, teachers will find it challenging to accommodate all of the students' levels at once due to the varying levels of learning. This additionally necessitates the adoption of various strategies by the teachers to overcome teaching challenges (Asep, 2014).

Consequently, with the introduction of K to 12 in the Philippine educational system, the pedagogical framework for teaching the general education curriculum has changed to vertical articulation. Teachers must only teach subjects related to their areas of expertise under this system. Since no teacher has the specialized training to teach the subject, the question currently is how to teach research in senior high school as one of the applicable courses in the K–12 curriculum. As observed, teachers may also struggle with this issue since they lack professional experience, which makes teaching unpleasant. As a result, Gudogmus (2018) asserts that teachers can only plan appropriate activities if they are well aware of the interests and skill levels of their students. Thus, teachers must also create fresh lesson plans, appropriate exercises, and new instructional resources in addition to offering feedback or reflections.

Moreover, in the teaching of research writing, Gallagher (2016) emphasizes acknowledging the importance of research skills to adopt new standards and advance students' writing skills; however, most teachers are not experiencing instruction that aligns with those standards. Because the new standards necessitate a new way of teaching, identifying supports to assist teachers in making significant shifts in the teaching of research writing is critical.

Metaphorically, a teacher has to traverse the dusk of teaching of research writing which are the challenges and experiences to be equipped and prepared to teach. Overcoming the educational obstacles one faces when teaching is what it means to "traverse the dusk." This has an even greater impact on the creation of a pedagogical intervention to close the learning-teaching gap while simultaneously teaching and learning. In order to support an effective teaching process and inspire them to accept the obstacles in teaching writing, teachers should be aware of the difficulties they experience while trying to teach writing skills. This will help them choose the best strategy available.

In General Santos City, particularly in General Santos City National High School, the teachers who are teaching research subjects have been challenged to face various problems. In the learning cell (LAC) sessions (Appendix: B1-LAC Report 2016, Appendix: B2-LAC Report 2017, Appendix: B3-LAC Report 2018, and Appendix: B4-LAC Report 2019), the following is the feedback on teaching research in the senior high school. First, although all of the teachers handling research subjects are Master's Degree holders in their respective fields, they do not have the necessary background to teach research as a subject in the K-12 Research Curriculum. Second, since 2016, no training has been conducted for the research teachers from the Department of Education on specialized approaches to cater to the learning needs of the different tracts and strands in the senior high curriculum. Third, in the four years of operation from the school year 2016 to 2019, no instructional materials were made available for the teachers to use as guides in the teaching of the research subject. Fourth, the National Production of Curriculum Guide for Research is very generic, which became subject to confusion among teachers on how to contextualize the subject matter according to the level of understanding of the different tracks and strands of the Senior High School Curriculum. And fifth, most of the teachers have observed that students cannot afford to acquire technological devices to aid in their research, and at the same time, the school cannot afford to also provide the students with the demands of the technology. These problems were addressed during the LAC sessions (LAC Report, 2016, 2017, 2018, and 2019) through feedback, the creation of a collaborative instruction committee, and coaching sessions. However, despite these interventions, the teaching of research skills still needs to be developed.

Therefore, exploring the pedagogical journey of public senior high school teachers may shed light on the enhancement of the curriculum, the teaching-learning process, and teachers' training to better prepare the teachers for the teaching of research in senior high school.

## Literature Review

For the purposes of this study, a wide range of relevant literature was consulted, with special reference to literature pertaining to influence in teaching, nature of the teaching profession, qualities of a research teacher, experiences in teaching, acquisition of knowledge of pedagogical content, employment of various teaching methodologies. Collaborative Approach in Teaching Research and Performance in Teaching K–12 Pedagogical Approaches in Writing Special reference was made to literature relating to curriculum development and phenomenological studies. A variety of sources, such as textbooks, journals, official documents, seminar papers, and websites, were also consulted. In addition, the literature incorporates an unpublished thesis and various research findings on the issue of teachers' pedagogical journey in teaching research to public senior high school students, which helps the researcher see various findings conducted in different areas.

Influence in teaching comes from various factors, such as educational qualifications, experience, skills, and environment. It provides support, boosts confidence, and guides the right direction in the learning and teaching process. This microteaching therefore focuses on using specific teaching methods and offers opportunities for practicing teaching under controlled conditions. (Digitalclass, 2022).

The Teaching Personal and Social Responsibility (TPSR) model was developed by Lee and Choi (2015) and examined the influence of a professional development program on teachers' implementation of TPSR. The findings revealed that PD enhanced the fidelity of implementation in terms of improving structural adherence, facilitating coherent instructional delivery, and making students more active and responsible.

Meanwhile, the study by Ilhan (2021) set out to assess whether research evidence-based practices in science teaching (EBPST) influences the teaching practices of student teachers and their attitudes toward education research. A mixed-methods research design was used in this study. Quantitative findings showed that several factors negatively and positively influence the understanding and use of educational research by student teachers, indicating the applicability of EBPST.

Additionally, Mesker, Wassink, and Bakker's (2018) investigations looked at how six newly certified teachers assessed their current teaching practice and professional self-understanding during personally meaningful situations based on a prior overseas teaching experience. The results imply that every experience impacts later experiences and reflects back on earlier ones. The study also demonstrates how significant personal experiences have a lasting impact on how newly qualified teachers approach their teaching practice. This includes how they interpret professional beliefs about teaching knowledge, moral concerns about the kind of teacher they want to be or become, and how they use their international teaching experience to put new experiences into perspective. The study presents real-world examples of how experiential continuity might assist

newly certified teachers in understanding why they adopt particular moral or personal interpretations throughout their initial teaching experiences and what this means for the type of teacher they hope to become.

Consequently, the studies by Gibbons et al. (2018) and Popova et al. (2020) explored the link between postsecondary instructors' thinking and enacted instructional practices, showing a connection between instructors' beliefs about teaching and learning with personal (e.g., nature and extent of instructors' preparation and learning efforts) and contextual factors (e.g., course, department, and broader cultural contexts).

As a result, these ideas about the influence of teaching have relevance to the current study, which is concerned with the influences of teachers in teaching research subjects to senior high school students. The same holds true for the studies of Lee and Choi (2015), Ilhan (2021), Mesker, Wassink, and Bakker (2018), which investigated the impact of a teacher's professional teaching practices on dealing with teaching while Lund and Stains (2015) identified the factors related to the influence of pedagogical knowledge in teaching. In addition, Gibbons et al. (2018) and Popova et al. (2020) explored the link between postsecondary instructors' thinking and enacted instructional practices, showing a connection between instructors' beliefs about teaching and learning.

The nature of the teaching profession in its broadest sense is a process that facilitates learning. It is a specialized application of knowledge, skills, and attributes designed to provide unique service to meet the educational needs of the individual and of society, and the goals of education are realized with the responsibility of the teaching profession. In addition, it provides students with learning opportunities to meet curriculum outcomes, emphasizes the development of values, and guides students in their social relationships. Thus, teachers employ practices that develop positive self-concept in students, which typically take place in a classroom setting, and the direct interaction between teacher and student is the single most important element in teaching (Alberta Teachers, 2012).

Moreover, highly qualified and competent teachers are fundamental for equitable and effective education systems. Today, teachers are facing higher and more complex expectations to help students reach their full potential and become valuable members of 21st-century society. The nature and variety of these demands imply that teachers, more than ever before, must be professionals who make decisions based on a robust and updated knowledge base. This publication presents research and ideas from multiple perspectives on pedagogical knowledge—the knowledge of teaching and learning—and the changing nature of the teaching profession. It provides a modern account of teachers' professional competence and how this relates to student learning (Guerriero, 2017).

Meanwhile, Kasapoglu (2020) has noted that the status of the teaching profession is essential because it can affect teachers' perspectives on the profession, motivation levels, and professional disciplines. This study aims to investigate in what

direction the status of the teaching profession has changed from the past to the present, the factors affecting the change in status, and what can be done to increase the status of the teaching profession. A total of 54 voluntary teachers from 18 districts in Trabzon province participated in this study. In light of the conceptual framework, a semi-structured interview form was used to collect data. Data were resolved and interpreted by content analysis. The findings obtained in this study suggest that teachers should conduct a wider range of research and take measures to improve their status levels using different methods.

In summary, the concepts and studies contributed by Alberta Teachers (2012), Guerriero (2017), and Kasapoglu (2020) to the present study shed light on the understanding of the nature of teaching and provided the right information on the application of knowledge, skills, and attributes of the teachers in their teaching profession in the social, cultural, economic, scientific, and technological dimensions. A profession, therefore, is based upon specialization in a certain field, teaching skills, didactics, and some specific personal characteristics that the profession requires.

Good qualities must be possessed in order to teach well, according to the Qualities of a Research Teacher. It should be mentioned that teaching in the twenty-first century is a completely new phenomena, and as a result, the characteristics of a teacher are very important when managing classroom instruction. Palmer (2015) has outlined 15 qualities of a teacher in the twenty-first century. This includes: (1) creating a learner-centered classroom and personalized instruction, which provides access to all information possible and eliminates the need to spoon-feed students' knowledge or teach one-size-fits-all content; (2) allowing students to act as producers, which goes beyond interacting with family and friends via chat, text, or phone calls; (3) learning new technologies, which allows for the development of one's own hands-on experience and expertise; (4) thinking global, which enables students to become more aware of the world around them; (5) adapting technologies such as use of smartphones, it encourages to view their devices as valuable tools that support knowledge (rather than as distractions); (6) blogging sees the value of writing for real audience and establishing their digital presence; (7) going digital, it attributes paperless—organizing teaching resources and activities on one's own website and integrating technology to bring students' learning; (8) collaborating, it allows collaboration between teachers and students which creates digital resources, presentations, and projects together with other educators and students; (9) using Twitter chats, it builds professional learning networks; (10) Connecting, it connects with like-minded individuals; (11) utilizing project-based learning, it develops driving questions and conducts research; (12) building positive digital footprint, it produces and publishes valuable content on how to create sharable resources; (13) coding, it operates with a great resource to start with; (14) innovating, it expands the teaching toolbox to try new ways; and (15) updating learning, it keeps emerging, learning and adapting.

According to McEwan (2013) in understanding western philosophical thought, there are two distinct attitudes that direct meaning for the term *teacher*: one in which the teacher facilitates critical thinking and understanding through a mutually



educative and caring relationship between himself and his pupil; the other in which the teacher delivers a set of prescribed mindsets to his student through directed methodologies. The first attitude speaks of a teacher who fosters a relationship with the student and works in a collaborative situation in which the meaning of facts, ideas, principles, and problems is vitally brought home. While the second attitudes speak of the other philosophical tradition which believes that the teacher is one who engages in formalized and generalized instructional methods. In this view, the teacher is responsible for the delivery of information via the deployment of an artificial or constructed system, and as such, teaching is only the act of the application of approved techniques and practices.

While, Janssen and van Berkel (2015) note that the Philosophy of science education can play a vital role in the preparation and professional development of science teachers. In order to fulfill this role, the philosophy of science education should be made practical for teachers. First, multiple and inherently incomplete philosophies on the teacher and teaching on what, how, and why should be integrated. It describes the philosophy of science education (ASSET approach) which is composed of bounded rationalism as a guideline for understanding teachers' practical reasoning, liberal education underlying the way of teaching, scientific perspectivism as a guideline for the what, and educational social constructivism as guiding choices about the how of science education. Integration of multiple philosophies into a coherent philosophy of science education is necessary but not sufficient to make it practical for teachers. For this purpose, a heuristic model must be developed on an intermediate level of abstraction that will provide teachers with a bridge between these abstract ideas and their specific teaching situation.

Also, the studies of Kaygin, Yilmaz, and Semerci (2017) aim to reveal the relationship between lifelong learning and philosophies of education. The sampling of the study consisted of 570 prospective teachers attending a pedagogical formation course at Bartın University and Bülent Ecevit University in 2016. A relational screening model was used in the study and the data were collected through the Educational-Instructional Philosophies Determination Scale and Lifelong Learning Tendency Scale. The collected data were analyzed using regression analysis via SPSS 22. According to the data obtained, there is a weak, positive correlation ( $r = 0.286$ ) between prospective teachers' lifelong learning tendency and the philosophies of education they favor at a 99% confidence interval. As the standardized regression coefficient ( $\beta$ ) indicates, the relative order of importance of predictor values on lifelong learning tendency is as follows; essentialism, perennialism, reconstructionism, and progressivism. It is observed that essentialism and perennialism are important predictors of lifelong learning tendency

Therefore, the concepts about Teacher's qualities have defined the attitude of teaching that aligns itself with efficiency models to provide technical skills and, for the most part unquestioned, common core values which can be seen among the teachers who are the participants of this study.

Then the studies of Janssen and van Berkel (2015), Bolat and Bas (2018), Kaygin, Yilmaz, and Semerci (2017) which identified the professional development of teachers have bearing in the present study as it sheds light on the qualities of a kind of methodology used and the application and influence of philosophy in teaching.

In the experiences of teaching, it requires a favorable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude she possesses toward the profession. A positive attitude helps teachers to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on the learning of the students. The attitude is a social construct that is influenced by many factors like gender social strata, age, stream of education, and previous experience of the job. What bearing the gender and stream of education have on the attitude of student teachers towards the teaching profession to throw light on this a study was conducted using a ready-made tool. A study of different categories like non-tribal male and female science stream, nontribal male and female social science stream, Tribal male and female science stream, and Tribal male and female social science stream was undertaken. In a sample of hundred students, ninety-six students responded. The mean scores were considered and the "t" value was calculated to find the difference in the attitude of different categories towards the teaching profession (Bhargava, 2014).

Moreover, motivation in teaching is important because a teacher must be willing to work hard in the face of fatigue, boredom, pain, and the desire to do other things. To perform at their best, they must be willing to maintain their efforts until they have achieved their goals. Achieving goals can become a powerful motivator in a person's life. Some people live for reaching their goals. The need for achievement is their motivation to accomplish a challenging task quickly and effectively (Kerr, 2014). This motivation includes Extrinsic motivation which comes from a source outside of the teaching responsibilities. Instead of doing something because it is fun, a teacher who is extrinsically motivated to teach is not concerned with the action itself but concerned with the resulting rewards. These teachers are usually self-starters because of their love of the profession. Intrinsically motivated teachers are more likely to maintain effort and consistency across practices; Positive motivation is a form of motivation that moves teachers toward a positive happening or experience, moving toward something they do want to happen, and the essential motivating part of positive motivation is the thought of this 'good' experience or result happening (Weinberg & Gould, 2011).

Teachers usually hold very stable long-term beliefs about the nature of student motivation and the particular motivational strategies that are effective in motivating their students. Teacher beliefs are developed through teachers' own experiences as learners which they use controlling motivational strategies that can be at odds with motivational theories (Turner 2010). Therefore, teachers can find controlling strategies more effective when they seem to believe that students are not motivated. In such instances, teachers consider lack of motivation to be an innate characteristic of students, and they might



resort to controlling strategies so that they can make students work without having to encourage their inner motivational resources (Reeve, 2009).

Based on the studies of Kini and Podolsky (2016), within the last 15 years that meet rigorous methodological criteria in analyzing the effect of teaching experience on student outcomes in the United States, it was found out that teaching experience is positively associated with student achievement gains throughout a teacher's career. As teachers gain experience, their students are more likely to do better on other measures of success beyond test scores, such as school attendance. Teachers make greater gains in their effectiveness when they teach in a supportive and collegial working environment, or accumulate experience in the same grade level, subject, or district. More experienced teachers confer benefits to their colleagues, their students, and to the school as a whole. The study further suggests that policymakers should support policies and investments that (a) advance the ongoing development and professional growth of an experienced teaching workforce, and (b) increase the retention of experienced and effective teachers.

Another study by Irvine (2014) claimed that teachers' years of teaching experience correlate to teachers' effectiveness. The assumed experience–effectiveness relationship was used to support the Government of Ontario, Canada's policy decisions concerning teacher hiring practices. This study critically examined sources cited in the policy report and reviewed other research on teacher effectiveness. Findings indicate that the relationship between total years of experience and teacher effectiveness, as measured by student achievement gains, is complex, nuanced, and nonlinear. The conclusion is that decisions based on assumptions that the relationship between experience and effectiveness is direct and linear are simplistic and lead to a less than optimal policy.

Therefore, a teacher's belief that extrinsic rewards encourage learning can be deeply rooted and so, when students are not autonomously motivated, teachers could offer extrinsic rewards such as grades to make students learn. Also, some teachers will more efficiently reach their instructional goals when using controlling strategies. In other words, these concepts have an impact in the present study in considering the experiences in teaching as one of the characteristics of a good teacher. Moreover, the studies of Kini and Podolsky (2016) and Irvine (2014) help the present study in understanding the relevance of experiences in teaching.

In terms of the acquisition of knowledge of pedagogical content, this refers to the way the curriculum is taught and all the methodological aspects of learning and teaching. The success of pedagogy in sustainable development will be determined by whether teaching is problem or inquiry-based, project-driven, and fosters collaboration, and critical thinking. If teachers plan their lessons around these concepts and ideas, then the outcome is likely to lead to sustainable development (Capelo et al., 2014). Furthermore, if teaching is planned and focused on problem-solving and is practical as happens when projects are

used, then it can be described as ecologically relevant. It has practical applications to solve problems in the environment and a clear link is established between teaching, learning, and the environment (Treare et al., 2013).

Teachers who embrace an autonomy-supportive style vis-à-vis their students promote student motivation. Using Self-Determination Theory as a framework, it suggests teachers' own motivation and beliefs about student motivation are predictors of their tendency to opt for a supportive style. Having students read text or observe others interact with text also enhanced writing performance. Around 60.6% were enrolled in the academic track while only 39% were in the tech-voc curriculum. This indicates further that the teaching of the K to 12 curricula has given more importance to assessment. (Aelterman et.al, 2014).

From there, the teacher's role can be designed so that appropriate approaches can be planned and how learners will participate in the learning process. This, once again requires that the teacher examines the environment and how it can be incorporated in the teaching, making learning relevant to the local environment, what learning outcomes are expected, the nature of the learners, and other learning materials, people, and issues. Planned in this manner, teaching and learning can only be described as addressing real-life issues and becoming sustainable to local needs. In their study of problem-based learning (PBL), issues involved in designing appropriate problems or scenarios suitable for ESD were examined. They concluded that use of interdisciplinary problem-based approaches to embed sustainable development in the curriculum was desirable. (Dobson & Tomkinson, 2012).

The views therefore are corroborated by Cruickshank and Fenner (2012) in a study that explored sustainable development themes through learning activities in higher education. They reported that exercises and assignments should be designed to encourage learners to test their own abilities and assumptions as they developed their competencies. Activities had to support formal lesson delivery such as fieldwork, role plays, games, and systems thinking. Attention should also be paid to the learning environment for its suitability for developing awareness and relevant skills. They concluded that effective learning took place where there was mutual support as well as the adoption of holistic teaching approaches that included assignments, class activities, lectures and access to materials. e classroom to the field for sustainability.

The concepts presented by Capelo et al. (2014), Treare et al. (2013), Aelterman et al. (2014), and Dobson and Tomkinson (2012) viewed the learner-centered approach in teaching and further collaborated by Cruickshank and Fenner (2012) that as one of the pedagogical activities, it explored exercises and assignments to encourage learners to test their own abilities and assumptions as they developed their competencies. This has a bearing in the present study as it deals with the acquisition of knowledge in the pedagogical content.

While employment of various teaching methodologies, the understanding research on how teachers work collaboratively can be challenging for several reasons. Collaboration is not a goal in itself or a specific prescription for change. Instead, collaborative practices take many different forms and go by many different names. Schools, districts, or individual departments do not necessarily institute only one collaborative practice but may foster collaboration in various ways, making it difficult to tease out the effects of any single approach to collaboration. These challenges highlight the value of getting a handle on the big picture from multiple studies, rather than focusing only on findings from a single piece of research (Moore, 2015).

Key questions about collaboration remain unanswered. For example, questions remain about how enhancing collaboration compares with and can be used together with other strategies to bolster student learning. There is limited research on how to build collaboration in school settings where teachers do not already collaborate. While a growing body of research shows what happens when teachers work more collaboratively and how teachers learn by working more closely with their peers, research thus far provides only limited details about how the complex process of teachers' growth leads to changes in their work with students. Researchers have also not determined which approaches to collaboration or elements of those approaches are most effective. Much of the research, but not all of it, focuses on identifying and examining schools that are already collaborative, rather than studying how to transform schools from isolated to collaborative environments. Therefore, questions remain about how to foster collaboration where it does not already exist and how long it may take for collaboration to yield results (Suad, Cabana & Shreve, 2014).

In addition, questions remain about the costs for schools and districts to implement various collaborative practices, how to sustain collaboration over time and whether making teachers' workplaces more collaborative can inadvertently marginalize some teachers and students. Fostering collaboration among teachers requires changing how schools operate. It is difficult to do well and therefore is not a guaranteed path to improved outcomes. Nonetheless, this Guide to Research presents evidence that shows fostering a more collaborative workplace for teachers does hold promise for schools and districts as they seek to advance teaching and learning (Matthew, Owens, McQueen & Grissom, 2015).

The present study of Tajeddin and Aryaeian (2017) sought to investigate nonnative L2 teachers' cognition of teaching methodology based on their collaborative talks. Participants were 12 nonnative EFL teachers categorized into three collaborative discussion groups by their teaching experience. Collaborative discussions were aimed at exploring the participants' cognition of language teaching methodology, including the criteria for the evaluation of teaching methodology, classroom activities, teaching language skills and subskills, teachers' roles, and learners' roles in general and communicative language teaching (CLT) in particular. Analysis of the data indicated that the teachers participating in each discussion group

held largely similar cognition about most of the issues in teaching methodology and CLT. In addition, Capacho (2016) shows a set of new methodologies applied in the teaching of Computer Science using ICT. The methodologies are framed in the conceptual basis of the following sciences: Psychology, Education, and Computer Science. The theoretical framework of the research is supported by Behavioral Theory, and Gestalt Theory. Genetic-Cognitive Psychology Theory and Dialectics Psychology. Based on the theoretical framework the following methodologies were developed: Game Theory, Constructivist Approach, and Personalized Teaching,

Teaching methodologies for parametric design are being researched all over the world, since there is a growing demand for computer programming logic and its fabrication process in architectural education. The computer programming courses in architectural education are usually done in a very short period of time, and so students have no chance to create their own designs. This paper describes a course in which metaphors are used as a teaching methodology in parametric design, in order to let students, create their own designs and learn the basic elements of parametric programming language in a short period of time with deductive reasoning. This course, it was intended to teach visual programming language to undergraduates. Advancing under the metaphor theoretical framework, the students obtained experience in achieving a form-finding process for their projects in accord with certain constraints. Using this methodology, the students, who experienced all design stages from 3D modeling to digital fabrication, additionally were able to develop their ability for versatile thinking and the use of more than one tool in combination, in the early years of their architectural education (Agirbas, 2018).

Consequently, Kalathaki (2015) emphasizes on the discovery direction of teaching methodology in the school of Environmental Education (EE) in order to promote Education for the Sustainable Development (ESD). In ESD school projects the used methodology is experiential teamwork for inquiry-based learning. The proposed tool checks whether and how a school program follows discovery teaching approaches under the principles and guidelines of EE and ESD. The criteria focus on the active teaching and learning which promote student discover, regarding the role of the community as a learning environment which can cultivate active, environmentally responsible citizens. The Evaluation Tool answers 3 research questions and 17 sub-queries with 47 criteria on the skills for implementation of the discovery teaching method, the process of discovery teaching method, and the learning environments.

Also, Djenic and Mitic (2017) present teaching strategies and methods, applicable in modern blended environments for learning of programming. This paper describes teaching strategies which are implemented within the blended programming traditional and distance courses in the School of Electrical and Computer Engineering of Applied Studies in Belgrade. Having students read text or observe others interact with text enhanced writing performance. Around 60.6% were

enrolled in the academic track while only 39% chose the tech-voc curriculum. This indicates that the teaching of the K to 12 curricula has given more importance to assessment.

Therefore, the concepts of Moore (2015), Suad, Cabana, and Shreve (20,14), and Matthew, Owens, McQueen, and Grissom (2015) on collaboration in teaching have an impact on the present study as it employs various teaching methodologies in utilizing collaboration in the teaching of the research subject. While the studies of Hossain (2017), Dylan (2017), and Baird et al. (2017) tackle the importance of assessment as a teaching methodology, the studies of Delany, Doughney, Bandler, Harms, Andrews, Nicholson, Remedios, Edmondson, Kosta, and Ewen (2018), Agirbas (2018), Kalathaki (2015), Djenic and Mitic (2017) present teaching strategies and methods applicable to teaching

Apparently, the performance in teaching writing according to Arifani (2016) is that the writing of a research proposal in an educational setting is a very complex process in a variety of elements. Consequently, analyzing the complex elements from the introduction to data analysis sections in order to yield convinced research proposal writing by reviewing reputable journal articles is worth contributing. The objectives of this research are to improve students' ability in generating a research topic from reputable journal articles, develop a thesis proposal draft, and write a comprehensive thesis proposal. Classroom action research administered at the English Department University of Muhammadiyah Gresik Indonesia is adopted. The results reveal that the implementation of team-based discovery learning may improve students' ability in generating a research topic, develop a research proposal, and draft and write a comprehensive research proposal.

Azasu and Berggren (2015) described and analyzed efforts to integrate research into teaching in a postgraduate degree program in real estate management. The long-term goals of the changes were to increase graduation rates as well as the quality of dissertations. In order to validate our findings, the data for this paper emanate from three main sources, namely; students' course evaluations, students' grades, and a qualitative assessment of the students' thesis proposals made by senior lecturers. The results show that the first cohort of students found it stressful when individual research writing was introduced towards the end of their studies. With a more gradual and earlier introduction of writing in a series of courses in the program, coupled with changes in assessment tasks, the second cohort found individual research writing less stressful and more beneficial. Performance in the second cohort improved in appreciable ways.

However, Nicolas, (2014) concerns about the poor quality of students' use of sources in undergraduate research writing have typically led to investigations either of students' information-seeking strategies or of their composting practices. It is argued that an either/or approach provides an incomplete picture of students' research writing processes and that an exploration of the beliefs that shape students' use of sources is needed. This study explores the beliefs guiding undergraduate students in three disciplinary fields as they worked on a research writing assignment for a course in their majors. It seeks to

understand what students, by their own accounts, believe a "good source" is, and how these beliefs shape the rhetorical decision-making in their own writing. Thirteen upper-level, undergraduate students enrolled at a private institution in the Southern region of the U.S. participated in this study. They completed two research questionnaires, took part in an in-depth interview about their strategies for using sources, and submitted a copy of their research papers. Analyses of the interview transcripts, the questionnaires, and the use of sources in the research papers revealed that participants deferred to their sources in their writing and that they relied on a turning-point source and conferred credibility to make decisions about sources (Aitchison & Lee, 2014).

Analyzing purpose and the context, three stages of socialization into scientific writing is revealed, ranging from what the students write on their own initiative, via texts written through challenges to demanding research tasks scaffolded through writing instructions given by the teacher. It means that the students emphasized the relevance of both the research experience and the writing to their future adult life (Bjørkvold & Blikstad-Balas, 2018). A focused scientific research effort on writing research and its relationship to language development and reading is needed to address the writing and broader literacy needs of today's and tomorrow's learners and workers. In the United States, as well as in many other nations, research on writing has been neglected in relation to the emphasis on reading and oral language more generally. The authors suggest next steps for research addressing both "what" and "how": "what" areas of science are areas of high need and "how" the field may consider moving forward to address these needs. Interdisciplinary research on writing is needed that addresses and integrates cognitive, biological, and social-cultural traditions, contributions, and methods (Miller & McCardle, 2011).

Studies included in a review involved true- or quasi-experiments (with pretests) written in English. As predicted, teaching reading strengthened writing, resulting in statistically significant effects for an overall measure of writing. Having students read text or observe others interact with text also enhanced writing performance. Around 60.6% were enrolled in the academic track while only 39% were in the tech-voc curriculum. This indicates further that the teaching of the K to 12 curricula has given more importance to assessment. (Graham, Liu, Bartlett, Ng, Harris, Aitken, Barkel, Kavanaugh & Talukdar, 2018).

Challob, Bakar and Latif (2016) examined the effects of collaborative blended learning writing environment on students' writing apprehension and writing performance as perceived by a selected group of EFL students enrolled in one of the international schools in Malaysia. The students went through the writing process in face-to-face and online learning modes via through the class blog and online discussion.

On the other hand, the view that language should be divided into four skills--reading, writing, listening, and speaking--has dominated second language (L2) teaching and learning for some time; perspectives have emerged that conceptualize



language as holistic or skills as integrated. This construct of language is evident in language assessments, with an increase in 'integrated skills' tasks appearing in tests of writing or speaking. Integrated skills assessments have been defined in several ways such as reading-into-writing performance with the reading content included in the writing or as tasks that use input, textual or visual, as a stimulus for writing under the integrated umbrella (Plakans, Liao, & Wang, 2018).

Feedback plays a fundamental role in writing development. The present study seeks to investigate the impact of teacher's written feedback on the writing performance of Iranian undergraduates. The subjects were 400 students majoring in the fields of English language translation and English language literature in four universities, namely Shahaid Bahonar, Valie-Asr, Isfahan, and Shiraz, in Iran. Writing tasks, questionnaires and interviews were used in the process of the present study. Mixed methods research design was adopted in this study. Therefore, this research used the triangulation of data collection techniques. For data analysis, thematic coding was used for analyzing semi-structured interviews. In the writing task, inter-rater agreement (Cohen kappa) was used and the Pearson correlation coefficient was run for the analysis of the questionnaire. The result shows a significant relationship between teachers' written feedback and students' writing performance (Bijami, Pandian & Singh, 2016).

A study conducted by Dawala, Parinda, and Sirikoy (2018) found out that worries in writing research papers in English provoke their anxiety. Data triangulation confirmed that their apprehensions are due to a lack of writing skills and lack of confidence. The researchers redesigned the workshop into a series of group and individualized sessions to respond to their needs. Some resources on technical and research writing, research methods, and publishing papers are also recommended.

Andersson and le Roux (2017) proposed a set of multi-level questions as a guide for developing an ethical attitude in researcher--participant and researcher--researcher relations during the research writing process. Drawing on the sociopolitical turn in mathematics education, the authors view these relations in terms of power and positionings, in the dialectic between the micro-level of research writing and the wider, macro-level context of mathematics education. The authors illustrate the use of the proposed questions through a back-and-forth dialogue. The dialogue draws on experiences from writing in collaboration with the authors.

For instance, many college and university students in Taiwan are required to take a research writing class prior to graduation. A majority of the undergraduate students generally work closely with their research writing instructors who know their research topics fairly well and can guide them on how to complete the research from start to finish. However, no single research has been solely dedicated to looking at the important role of the instructor (a mentor) in undergraduate students'

research writing process in Taiwan. This study uses a qualitative research method to explore undergraduate students' expectations of a mentor and how mentoring influences their research writing experiences (Kuo, 2009).

Hence, Ho (2016) investigated research writing anxiety and self-efficacy beliefs among English-as-a-Foreign-Language (EFL) graduate students in engineering-related fields. The relationship between the two writing affective constructs was examined and students' perspectives on research writing anxiety were also explored. A total of 218 survey responses from engineering graduate students at Taiwanese universities were analyzed, along with qualitative data from open-ended questions and semi-structured interviews. The findings show that while master's and doctoral students felt a similar moderate level of writing anxiety, senior doctoral students were more self-efficacious about writing research papers in English than their junior counterparts. Overall, students with higher writing self-efficacy felt less apprehensive. Additionally, among the individual variables, experience in writing for publication better predicted writing anxiety and self-efficacy than students' self-reported English proficiency and the number of writing courses taken.

Furthermore, Lumpkin's (2015) concern about the research and writing abilities of undergraduate students led to the development, implementation, and enhancement of four sequential writing assignments in an introductory course. These writing assignments--which included a report on an interview of a professional in the field, a research paper on an aspirational career, a research paper on interim positions that would prepare a person for the chosen career, and a reflection paper--were designed to help students gain increased knowledge of, and understanding about, careers in sport management. Based on reflections and feedback from students, revisions in these assignments were made over three years to strengthen students' research and writing skills. A course portfolio containing examples of student learning enabled the professor to provide evidence of student learning and to make the teaching-learning process more visible.

Like for instance, a graduate writing is receiving increasing attention, particularly in contexts of diverse student bodies and widening access to universities. In many of these contexts, writing is seen as "a problem" in need of fixing. Often, the problem and the solution are perceived as being solely located in notions of deficit in individuals and not in the broader embedded and sometimes invisible discourse practices. An academic literacies approach shifts the focus from the individual to broader social practices. This research project emerged out of an attempt to develop a graduate research-writing pedagogy from an academic literacy's perspective (Badenhorst, Moloney, Rosales, Dyer. & Ru, 2015).

In sum, relying on ways of developing teaching methods for the teaching of the research subject to the senior high school in public schools, this study therefore make use of the concepts of educational setting (Arifani, 2016); programs of writing in a series of courses (Azasu and Berggren, 2015); practices of students' information-seeking strategies (Nicolas, 2014); knowledge of students' use of sources from their personal epistemologies (Aitchison and Lee, 2014); life of the

students on experiencing and the writing about future adult life (Bjørkvold and Blikstad-Balas, 2018); and integration of writing to cognitive, biological, and social-cultural traditions, contributions, and methods (Miller and McCardle, 2011) had bearing in the present study as it deals with the strategies in the teaching of writing.

Furthermore, the studies of Graham, et al. (2018), Challob, et al. (2016), and Plakans, et al (2018) have something to do with reading interventions which can enhance students' writing performance. While the studies of Bijami, (2016), Dawala, et al (2018), Andersson and le Roux (2017), and Kuo (2009) gave emphasis on the writing or a task that uses input, textual or visual, as a stimulus for writing, writing tasks, questionnaires, and interviews to process teacher's written feedback and students' writing performance. Therefore, the studies of Ho (2016), Lumpkin (2015); and Badenhorst, et al (2015) focus from the individual to broader social practices to develop a graduate research-writing pedagogy from an academic literacy's perspective, which is seen to be an appropriate teaching method that may enhance the writing performance of the students (Froese, 2012). These studies had impacted the present study as it makes use of teaching methodologies in teaching writing.

The collaborative approach in teaching research, it found out in the study of Thomson and Turner (2015) that the reasons given by K-12 teachers about their motivation to remain in teaching, their motivation for engaging in professional development, and the characteristics of their teaching. Participants (N = 151) were public teachers of different grade levels from the USA enrolled in a one-week professional development training. Respondents' ratings on reasons for continuing teaching revealed that four key-specific factors were the main influences for continuing to teach, namely intrinsic reasons, extrinsic reasons, job perception, and extended reasons. Further analysis indicated that their reasons for teaching were correlated with specific incentives for attending the professional development training, with teachers' instructional beliefs, and with professional development programme outcomes. Study results are discussed in relationship with teaching motivation and implications for teachers' professional growth.

Furthermore, the ptpaw according to the study of Tajeddin and Aryaeian (2017) sought to investigate nonnative L2 teachers' cognition of teaching methodology based on their collaborative talks. Participants were 12 nonnative EFL teachers categorized into three collaborative discussion groups by their teaching experience. Collaborative discussions were aimed at exploring the participants' cognition of language teaching methodology, including the criteria for the evaluation of teaching methodology, classroom activities, teaching language skills and subskills, teachers' roles, and learners' roles in general and communicative language teaching (CLT) in particular. Analysis of the data indicated that the teachers participating in each discussion group held largely similar cognition about most of the issues in teaching methodology and CLT. In addition, Capacho (2016) shows a set of new methodologies applied in the teaching of Computer Science using ICT. The methodologies are framed in the conceptual basis of the following sciences: Psychology, Education, and Computer Science.

The theoretical framework of the research is supported by Behavioral Theory, and Gestalt Theory. Genetic-Cognitive Psychology Theory and Dialectics Psychology. Based on the theoretical framework the following methodologies were developed: Game Theory, Constructivist Approach, and Personalized Teaching,

Therefore, Collaboration, just like any other skill, can be honed and improved upon with practice. Having a shared vision and mutual goals can lead to the buy-in required for teachers to have a genuine sense of ownership. Another thing is to Foster a Sense of Community which is all about building relationships. Teachers are passionate about their work and beliefs which causes them to be vulnerable. Common planning time, PLCs, and PLNs are all effective methods of teacher collaboration. With time, teachers can develop genuine collaborative teams in which they share goals and engage in mutually beneficial professional learning (Davis, 2020).

In connection with the K to 12 Curriculum, the K to12 program (sometimes called P-12) is a basic education program widely practiced in all thought the world is serving children for the 13 years from kindergarten to year 12 (Department of Education and Training, 2018). DepEd of the Philippines believes that the 12-year program to be the best period for learning under basic education. It is also the recognized standard for students and professionals globally; this is the main reason why the Philippines were the last country adopting more than 10-year pre-university in Asia. The Philippines has a total of 13 years from kindergarten to Grade 12, all of which are mandatory and free, especially in public schools. It even subsidizes students who will take their grade 10 to 12 classes in the private schools or universities/colleges through the voucher program (DepEd, 2018.). The K to 12 education programs in the Philippines addresses the defects of the country's basic education curriculum. As claimed by the proponent of the K12 program, the curriculum is seamless, ensuring a smooth transition between grade levels and a continuum of competencies. It is also a relevant and responsive, enriched, and learner-centered curriculum. There was a total of more than a little more than 1M students in grade 11, (first year in SHS). Around 60.6% were enrolled in the academic track while only 39% were in the tech-voc curriculum and less than 0.5% chose the sports, arts, and design curriculum (Abulencia, 2015).

In preparation to pursue a higher education or to join the workforce right after senior high school, the K to 12 curriculum is designed. The Philippines has a total of 13 years from kindergarten to Grade 12, all of which are mandatory and free. DepEd believes that the 12-year program to be the best period for learning under basic education. The K to 12 education programs in the Philippines addresses the defects of the country's basic education curriculum. (Uyquiengco, 2017).

Meanwhile, in the studies of Orbe, Allen and Datukan (2018) on the the present teacher education curriculum prepares science teachers to specialize in a specific field (e.g., integrated science, biology, chemistry, and physics) In the K-12 curriculum, they are required to teach all the sciences in a spiral progression approach. Findings suggest that the teacher's

content, pedagogy, and assessment in chemistry are problematic. In addition, Unal and Unal (2019) found out that K to 12 teachers' assessment beliefs and practices in relation to their years of teaching experience have valued more assessment. This indicates further that the teaching of the K to 12 curricula has given more importance to assessment to determine the academic progress of the learners.

Also, the study by Sarmiento (2016) revealed that the basic education (k-12) curriculum specifically the senior high school (SHS) of the Philippines, Japan, and the US. Results of the review show that the SHS curriculum is intended to prepare students to enter college/university or to work in the industry or be an entrepreneur. The SHS program is the last level in all basic education programs of the countries reviewed. The Philippines has a clearer model with at least four tracks (academics, tech-voc, sports, arts & design) and at least ten strands. Japan has two tracks in academics and tech-VOC. The US basic education system varies from state to state, similar to its SHS curriculum.

Therefore, the concepts about K to 12 curriculums have given the insights into how the K to 12 curriculum was implemented in the Philippines and the studies of Orbe, Allen, Sarmineto (2016) and Datukan (2018) and Unal and Unal (2019) have something to do with the present study as the study deals with how teachers prepare the teaching of the subjects with the observance of the K to 12 curriculum. This further emphasized that the K to 12 program in teaching Research to Senior High School students of the Department of Education has been presently adopted by all Public Senior High Schools in the country.

On the other hand, the Curriculum Guide as noted by Ko (2016) makes an effective teacher. It draws out implications for policymakers in education and for improving classroom practice. The other reviews in this series focus on Assessment for learning – where the first priority is to promote learning – is a key means of initiating improvement. This establishes further what the key debates are in relation to school self-evaluation, what principles and processes are associated with it, and what the implications are for school self-evaluation as a means of leading school improvement.

Curriculum can refer to the entire program provided by a classroom, school, district, state, or country. A classroom is assigned sections of the curriculum as defined by the school. Implicit curriculum deals on lessons that arise from the culture of the school and the behaviors, attitudes, and expectations that characterize that culture, the unintended curriculum. Curriculum can be ordered into a procedure: Step 1: Diagnosis of needs; Step 2: Formulation of objectives; Step 3: Selection of content; Step 4: Organization of content; Step 5: Selection of learning experiences; Step 6: Organization of learning experiences; and Step 7: Determination of what to evaluate and of the ways and means of doing it. Moreover, the curriculum has numerous definitions, which can be slightly confusing. In its broadest sense, a curriculum may refer to all courses offered at a school,

explicit. The intended curriculum which the students learn through the culture of the school is implicit. The curriculum excluded like racism, plus the extra- curricular activities like sports and clubs.

This is particularly true of schools at the university level, where the diversity of a curriculum might be an attractive point to a potential student (Purita, Paz, Tomasa & Robrigo, 2017). Also, in Bloom's Taxonomy, Dreyfus' model, and the learning outcomes framework developed the Curriculum Analytics Tool (CAT) which generates the competency scores for the entire curriculum across two dimensions; Cognitive levels and Progression levels. It used the CAT to analyze the competencies of an undergraduate Information Systems Management core curriculum program. Using 14 courses and the corresponding competencies, this paper shows how the method enables to achieve an in-depth analysis on the curriculum by discovering the cognition and progression statistics. It further applies the tool for recommending competencies when launching new courses (Gottipati, & Shankararaman, 2017).

According to Owoh (2016) that the acquisition of practical and applied skills as well as the basic scientific knowledge that would facilitate efficient occupational training requires good manipulation of skills oriented instructional facilities in a conducive learning situation. Thus, the provision and effective utilization of functional instructional materials are essential for adequate practical training in vocational education for the development of employable skills in the students. However, there are many factors that hinder the effective production and utilization of instructional materials in vocational education. Hence appropriate recommendations are made to remedy these unfavorable situations facing the educational system.

While Redding (2017) observed that mastering the knowledge and abilities taught in the curriculum requires a variety of learning tasks to be completed, learning in school is a matter of goal attainment. A personal competency framework is required in order to claim a higher profile for personal competencies in educational aims. Additionally, Aksan and Baki (2017) pointed out that the curriculum steers students away from memorizing; the material has been enhanced and now addresses global trends. On the other hand, Febwick (2017) discovered that teachers did not plan a curriculum that included assessment practices to actively engage students in learning. As a result, there is an inclusion of subject-based performance standards in the curriculum for senior schooling, and Adeyemi (2018) came to the same conclusion. Thus, the lack of teacher involvement in the process, the rushed nature of the implementation, the lack of aligned textbooks to support the new curriculum, and the perceived lack of opportunities to develop student mastery of the standards given the abbreviated instructional timelines contributed to decreases in teacher self-efficacy levels. In these findings, further research is needed to determine the best practices involved in changing and implementing a curriculum. Based on the input from teachers regarding their instructional and training needs, results could be applied to teachers across all grade levels and content areas (Ramsey, 2010).



These concepts and studies by Ko (2016), Purita, Paz, Tomasa and Rodrigo, (2017), Gottipati, and Shankararaman, (2017), Redding (2017), Febwick, (2017), Aksan and Baki (2017), and Ramsey (2010) on the importance of curriculum in the foundation of teaching guide the present study with the framing of the curriculum guide in the development of instructional materials for teachers.

Finally, the present study had impact to the following studies as it served as a guide in dealing with a phenomenological study. This included the study of Núñez (2022) which presents the lived experience of a distance learner and how the participant had overcome the feeling of isolation. The participant of this qualitative phenomenological study was a graduate student from Visayas State University -- Open University (VSU-OU). This qualitative phenomenological study sought to measure in-depth experience of a distance learner and systematically analyze the culture of distance learning in order to understand phenomenon and to be able to inform future researchers.

In response to the critical gap in the literature, the research team conducted a phenomenological study of first-semester counseling master's students' experiences amid the COVID-19 global pandemic. The following themes emerged: academic supports, external supports, meaning-making, academic stressors, and external stressors. Implications for counselor education programs are explored, along with limitations and areas for future research (Boulden, Hommer, & Sokoto, 2022).

Another phenomenological study was conducted to explore the experiences of 32 school counselor educators preparing preservice school counselors. Analysis of data from three focus groups revealed 3 themes: breadth versus depth, balancing specialties and professor partiality, and preparation versus practice. These results highlighted the need for collaboration across counseling specialties at the preservice level (Watkinson, Goodman-Scott, Martin & Biles, 2018).

According to the interview conducted by Mutluer and Yüksel (2019) teachers' perceptions of the social status of the teaching profession in Turkey, and the factors had shaped perception over time. The data were obtained through semi-structured interviews with 26 teachers, 16 of whom were retired. The findings of the study reveal that teachers had negative opinions about the social status of the teaching profession. Teachers based their views on a variety of professional and non-professional factors. The most effective factors were financial gain, relations between the Ministry of National Education and teachers, the teacher education system, and teacher employment.

Shalka (2021) explored the hermeneutic and post-intentional phenomenological study on the spatial dimensions of the experiences of college student survivors of trauma. Specifically, this study unearthed how individual traumatic experiences traveled through campus environments and what this meant for survivors' lived experiences as college students. Results suggested deeply embodied and affective experiences of shadow spaces in which survivors navigated campus environments through the lens of threats to safety and integrity. Although difficulties inevitably arose, participants also demonstrated many

strategies and sources of strength through these navigations. Implications for higher education research and practice are provided.

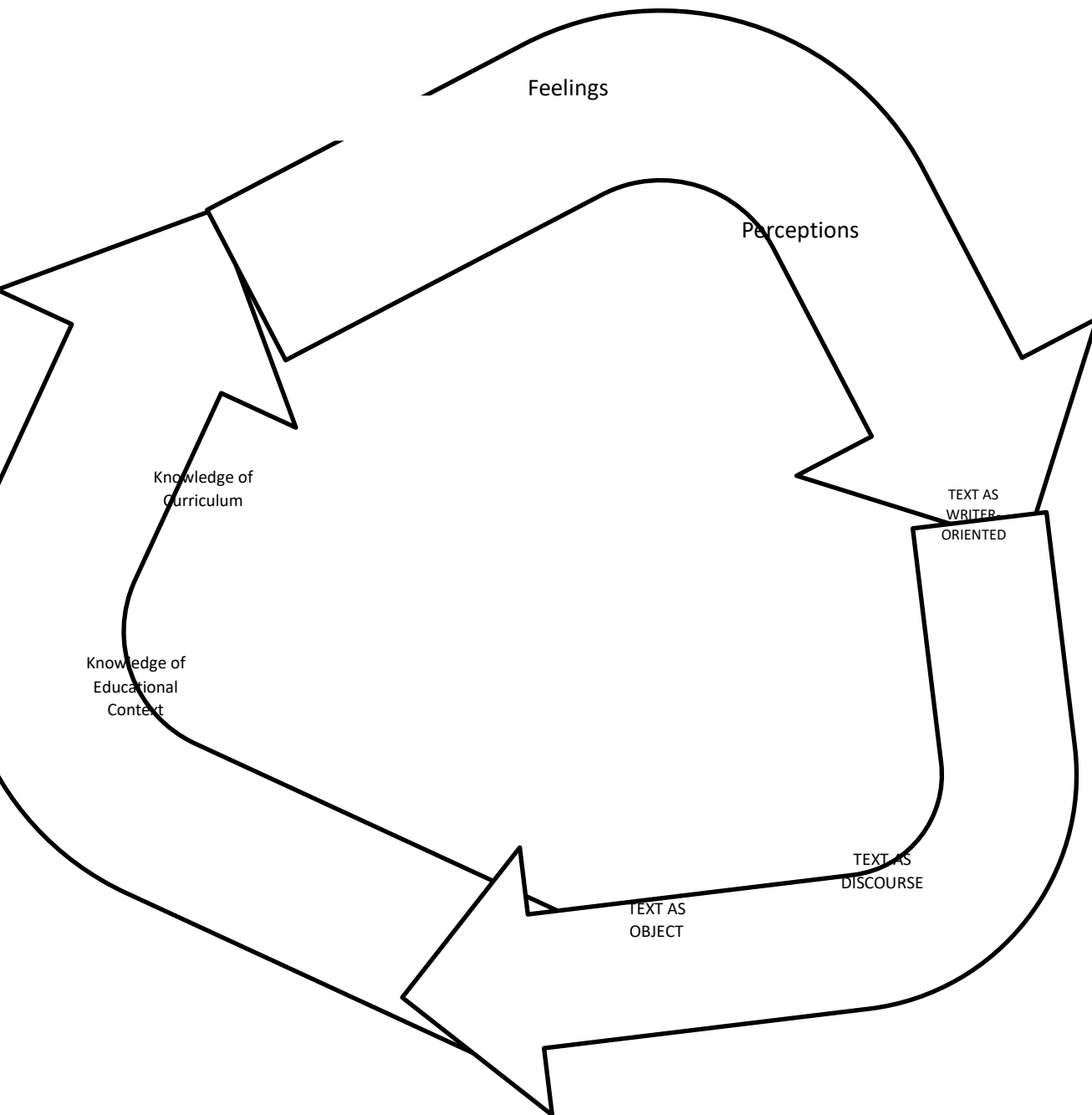
### Theoretical Framework

The theoretical paradigm of this study utilizes the symbol of a triangle spinner toy, which is played to relieve stress, hand pain, and anxiety. It relieves concentrated thinking. It also utilizes four arrows, which represent directions. The three angles of the spinner represent theories, and the three directional arrows represent boring time, and spinning this excellent creative toy to represent cycles is a fun way to spend one's time. In relation to the application of these symbols to the theories being utilized in the study, the nature of the teaching experiences of research teachers is said to be difficult and yet challenging. They need to overcome boredom and at the same time continue to face the challenges of teaching life. They also need directions to be guided through the cycles of teaching life. Thus, the theoretical considerations of this study are the journeys of senior high school public school teachers teaching research subjects to various students from different tracks and strands. The pedagogical journey of a teacher considers the following theories: Studying the journey of teachers who have been teaching research in the senior high school curriculum captures the essence of their particular feelings and perceptions about being a research teacher. Thus, in the understanding of human nature and human experience, it allows considering more than one possible truth, whereby knowledge is not only an apodictic truth. Therefore, knowledge in the Human Science Theory, according to Polkinghorne (1983), is recognized as having new understanding of human phenomena.

Fig.1 Theoretical Paradigm of the Study

This understanding is seen as necessary for every teacher to obtain to add depth and breadth to their knowledge base, which deepens and enriches their perceptions and results in more valuable understandings. In addition, the Human Science Theory of Inquiry concerns itself

with much more than behaviors; it includes not only the hopes and fears and thoughts and acts of individuals but also the life activity in which knowledge results from human discourse. Although originally claiming an interest in social structure, Polkinghorne's attentions focus mainly on individual experience, which seems most often self-referential (and reverential) rather than communal. Thus, when applying the concepts of this theory to teachers' pedagogical journeys, their individual knowledge and skills are taken into account in order to discover the depth of each involvement with the truth in life.



This study also applies the Pedagogical Content Knowledge (PCK) theory of Shulman (1986). This theory claimed that the emphasis on teachers' subject-matter knowledge and pedagogy were being treated as mutually exclusive. Shulman (1986) believed that teacher education programs should combine the two knowledge fields. To address this dichotomy, he introduced the notion of *pedagogical content knowledge*, which includes pedagogical knowledge and content knowledge, among other categories. His initial description of teacher knowledge included curriculum knowledge and knowledge of educational contexts. To achieve the curriculum objectives in the delivery of instruction, teachers must have pedagogical content knowledge as a basic knowledge in the teaching of research. For instance, the research subjects in the K–12 curriculum strictly observed the content standards to ensure that the required competencies were followed and the required

performance was achieved. This is only possible if the teacher has the necessary pedagogical content knowledge to teach the subject. Thus, according to Freire (1995), the teacher has responsibility for making decisions about the content to be learned, the methodology for delivering the instruction, the sequencing and presentation (i.e., when it will be learned), and ultimately, an assessment of whether or not the material has been learned.

The theory of Hyland (2002) includes the following components: first, it sees texts as objects, which means understanding writing as the application of rules. Writing is a "thing" independent of particular contexts, writers, or readers, and learning to become a good writer is largely a matter of knowing grammar. So, this view sees texts as arrangements of words, clauses, and sentences, and those who use it in the classroom believe that students can be taught to say exactly what they mean by learning how to put these together effectively.

Then, a second perspective sees texts as a discourse that is used as a language to communicate and achieve purposes in particular situations. Teachers working with writing in this way seek to identify how texts actually work as communication, regarding forms of language as located in social action. A key idea here is that of "genre," which is a term for grouping texts together. For example, a text used in a research context can respond to it and provide the term needed to convey the meaning of a research finding. So, when teaching students to write, they follow conventions for organizing messages to convey and recognize the purpose of the writing.

And the third perspective is the writer-oriented view, which sees context as the site of writing, where the writer is, what he or she is thinking of, and so on, but a final approach expands the idea of context beyond the local writing situation to the reader's context and what writers do to address the reader. This process of writing involves creating a text that the writer assumes the reader will recognize and understand. For instance, in research writing, text tends to be more explicit about structure and purposes (previewing and reviewing constantly); employ more, and more recent, citations; use fewer rhetorical questions; be less tolerant of digressions; be more cautious in making claims (hedges dominate a lot of academic writing); and use more sentence connectors (such as therefore and however). In teaching writing, these theories work with how research should be taught at the senior high school level. Therefore, it implies that in teaching writing, it needs to be clear about the purposes, genres, and readers that the students will need to communicate with before teaching begins.

The interplay of the three theories operates as follows: for the experiences, it makes use of the knowledge in the Human Science Theory according to Polkinghorne (1983); for the knowledge of the content in teaching, it applies the concept of the Pedagogical Content Knowledge (PCK) Theory of Shulman (1986); and for the teaching of writing, it patterns the theory of Ken Hyland (2002), which includes the following components: First, it sees texts as a means of understanding

writing; second, it sees texts as a discourse that is used as a language to communicate and achieve purposes in particular situations; and third, it sees context as the site of writing.

Polkinghorne (1983), Shulman (1986), and Hyland (2002) theories further framed the pedagogical journey of senior high school public research teachers by connecting the views of how research teachers encountered the teaching of the research subject. In the pedagogical journey of these research teachers, their feelings and perceptions were viewed according to Human Science Theory by Polkinghorne (1983) in search of the true meaning of their journey as teachers. In this journey, the teaching of research subjects would never be possible without their knowledge of the subject matter and pedagogy based on Shulman (1986), which should be treated as mutually exclusive. Thus, in the teaching of writing, teachers are guided by the theories of Hyland (2002), which include texts as objects, texts as discourse, and writer-oriented theories, according to which the teaching of writing is patterned.

**Statement of The Problem** The study answered the grand tour question which is how does the pedagogical journey (pre-journey, journey, and post-journey) of Senior High School teachers influence their teaching of research in teaching research in the K to 12 Curriculum.

#### Scope and Delimitation

This study is focused only on the pedagogical journey of public Senior High School Research Teachers in the teaching of research in the K to 12 Curriculum. This study further explores the qualitative data which include only the influences of SHS teachers' pedagogical journey (pre-journey, journey, and post-journey) in their teaching of research to senior high school students for the school year 2020-2021. The grand tour question of the study is answered by utilizing a focus Group Discussion (FGD) which the data are further analyzed with the reflective thematic approach. Moreover, the utilization of phenomenology as a research design is delimited only to the exploration of the research question but is not intended to offer final and conclusive solutions to the existing problems. Public Senior High School is limited only to Senior High School Department of General Santos City National High School of the city schools of General Santos City Division of the Department of Education. While the K to 12 Curriculum refers only to the Research Curriculum.

## Significance of the Study

Considering that there is no clear agreement as to what exactly is meant by good teaching, this study's goal is to explore a deeper understanding of the concept of quality teaching in the field of research. It also develops a deeper awareness and insight into the teaching of the research subject as the findings of the study may benefit the following:

**Stakeholders.** This study may give the stakeholders a more informed position to further the discussion about research teaching preparations as well as the processes in the teaching of research as a subject in the senior high school curriculum. Research Curriculum Planner. The study is further premised on the assumptions that teaching requires innovations and as such, effectiveness in the teaching of the subject entails a systematic study. It is therefore beneficial for the Research Curriculum Planner since no formal study has been conducted on the approaches utilized by the teachers in the implementation of the Senior High School Program among public Schools.

**Education Program Specialists.** The data obtained from this study may help them strengthen its curricular programs, especially in research. In the same manner, it may benefit them from the data generated by this research since it may provide them with a picture on how the research can be best taught in public schools to make ends meet considering the schools' unique circumstances. Such results could be used in future planning specifically in designing strategies to effectively train teachers and administrators to meet the demands of the K to 12 Basic Education Program, most importantly the utilization of training modules in the teaching of research to senior high school students.

**Senior High School Teachers.** This study could provide senior high school teachers and students the insights into the challenges of the Research Curriculum and its application across different tracks in the senior high school program.

**Investigators.** This study would somehow enhance and guide them in the applicability of a research methodology that works with both qualitative and quantitative data which are derived from the pedagogical journey of the research teachers in teaching research in the Senior High School of the K to 12 Curriculum. This further provides an avenue to at least prioritize the educational aspects of the emerging research agenda of 21st-century learners.

**Future Investigators.** This study would give them a variety of challenges to embark on dealing with the teaching of research in the midst of advanced technological innovations and discoveries which bridge in the research gap between the problems and solutions. This further gives them wider opportunities as subjects for research in dealing with teachers and the learners in coming up with their respective research outputs.



## CHAPTER II

### METHODOLOGY

This chapter presents a discussion of the research design, selection of participants, research instruments, data gathering procedures, data analysis and ethical considerations.

#### Research Design

This study employed the Descriptive Phenomenological Inquiry method which is a qualitative research approach that helps in describing the lived experiences of an individual. This method focuses on studying the phenomena that have impacted an individual. This approach highlights the specifics and identifies a phenomenon as perceived by an individual in a situation. It can also be used to study the commonality in the behaviors of a group of people. Its aim is to extract the purest data that have not been attained before. Sometimes researchers record personal notes about what they learn from the subjects. This added to the credibility of data, allowing researchers to remove these influences to produce unbiased narratives. Through this method, the researcher attempted to look into the research teacher's experiences related to phenomenon and the factors they have influenced the experience of the phenomenon (Creswell, 2014).

As a methodology, it is basically looking very closely at the phenomena under study to explore the complex world of lived experiences from the actors (those who live it) point of view. This further helps in understanding a phenomena or an event at a deeper level of conscious, but at the same time it helps to explore one's nature, bringing a transformation at personal level. In this way a researcher can reflect critically and become more thoughtful and attentive in understanding social practices as well (Gill, 2020).

**Consequently, the utilization of Phenomenology as a research method has limitations and intends merely to explore the research questions. It does not intend to offer final and conclusive solutions to existing problems. Although this method is a powerful way to understand personal experiences, it provides insights into individual actions and motivations by examining long-held assumptions. New theories, policies and responses can be developed on this basis. But, the research design will be ineffective if subjects are unable to communicate due to language, age, cognition or other barriers. In the case of the pedagogical journey of Senior High School Research teachers, it is moving towards research-based practices to improve**

teaching standards of Research in the K to 12 Curriculum. This means that the nature of the data gathered in this study needed to determine the qualitative standpoints to explore reality. Thus, a phenomenological inquiry was adopted in this study in order to collect and analyze data to legitimize the knowledge claim and it also created a roadmap in educational research indicating methodological possibilities for new knowledge claims (Khan, 2014).

Therefore, a phenomenological methods design was chosen for this study to address the gap in the literature regarding methodologies that have been associated with contextual studies on the pedagogical journey of senior high school teachers with the K to 12 Curriculum to examine how their teaching was influenced by the context of exploration.

### Selection of Participants

The participants of this study were the 13 research teachers of the senior high schools in the public schools who were master's degree holders in their respective fields of specialization. These research teachers were among the pioneers of the senior high school in the Department of Education who were hired during the introduction of the Senior High School in the Department of Education of the K to 12 Curriculum. Creswell (2009) provided support for a maximum sample size of 10 when he suggests that phenomenological investigation should include in-depth interviewing of no more than 10 individuals. However, in this study considered all the thirteen pioneering senior high school research teachers of the K to 12 curriculum.

Considering to capture fewer discussants and years of experience in teaching, the participants/respondents were divided into two groups. The new teachers were assigned to group 1 and coded as New Participants (NP), and the seasoned teachers were assigned to group 2 and coded as Seasoned Participants (SP).

The details of the participants are described in the following:

No.	Gender	Master's Program/Course
1	Female	Master of Science Teaching in Mathematics
1	Female	Master of Arts in English Language Teaching
1	Female	Master of Arts in Education Major in Reading
1	Female	Master of Arts in Education Major in Reading
1	Female	Master of Education in Mathematics
1	Female	Master of Arts in Teaching Second Language
1	Female	Master of Arts in Education Major in English
1	Female	Master of Arts in Nursing/Master in Management
1	Male	Master Of Science in Teaching High School Mathematics

1	Male	Master of Arts in Education ME Mathematics
1	Male	Master of Arts in Education Major in TESL/Master of Arts in Research Administration
1	Female	Master of Arts in Educational Management
1	Female	Master of Arts in Teaching Filipino

## Research Instruments

An instrument was developed across dimensions of the pedagogical journey which was administered to prospective Senior High School Research Teachers. A semi-structured in-depth interview schedule was formulated which consists of two parts. The first part was the profile of the Senior High School Research Teachers and the second part included the interview schedule with guide questions about human experiences, pedagogical content knowledge, and teaching writing (Appendix A2). Probing questions were utilized during Focus Group Discussions (FGD) which were set formally (Appendix A1). In addition, follow-up questions were also asked to explore meanings and areas of interest that emerged during the discussions. These questions were validated with the process of providing evidence that interpretations and decisions were credible, and a theoretical framework to guide this process was warranted (Hawkins, Elsworth & Osborne, 2018).

Moreover, a pilot testing was conducted through focus group discussions (FGD) which, were participated by teachers who were not part of the study. The strength and weaknesses encountered during the pilot testing were noted for validation purposes. After which, formulation of research questions for the qualitative data was done and proceeded with what they are interested to exactly state how to accomplish their work. (Yin, 2011).

The inductive and flexible nature of qualitative research offers each participant the opportunity to tell her or his story of effective teaching in her or his own way. It explained that “the goal of understanding how the person is being interviewed is at the center of the interview. Working under this premise, the idea of standardized procedures would not be a component in the qualitative research process. As such, this qualitative instrument was conducted under the theoretical framework of understanding human nature and human experience by Polkinghorne (1983), the Pedagogical Content Knowledge (PCK) theory of Shulman (1986), and the theory of Hyland (2002) which included the teaching of writing.

## Data Gathering Procedure

In gathering the data needed in this study, focus group discussion was appropriate to use as a qualitative approach to gain an in-depth understanding of the experiences of the participants in this study. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population. Hence,

Focused Group Discussions (FGD) was utilized. The FGD was divided into two groups, the new teachers and seasoned teachers. The FGD protocol was observed in the conduct of the interview of the topics of the study. The observance of the protocol (Appendix 1A) included the express understanding among the participants through informed consent. In terms of the language to be used in the sharing of experiences, there was no required dialect to use as long all the participants can understand each other. Then after the consent was secured from the prospective participants, FGD was scheduled with a written approval from the school principal of the Senior High School Department of the General Santos City National High School, Calumpang, General Santos City (See Appendix F). After the FGD, all of the participants in the first and second batches used the same procedure.

The first batch of FGD participants scheduled on the first week of February, 2021. This batch was composed of new teachers to teach research in the senior high school students. While the second batch scheduled on the second week of February, 2021 was composed of seasoned teachers to teach research in the senior high school department.

The researcher replayed the recording in the presence of the participant to ensure that the proceedings were recorded properly and to give the participants the chance to rectify any sharing which may be inaccurate or any additional information they may wanted to share.

Then the recorded FGD was played back to check the clarity and audio-comprehensively. When the gathering of data was completed, the researcher collated the data and started the transcription and transcribed the proceedings of the FGD. Then the transcriptions were reviewed and analyzed using the appropriate data analysis.

Next, the data were collected from public senior high school research teachers who had at least earned a master's degree in their respective area of specialization. The primary method of data collection in this study was the focus group discussion (FGD) method which provided insights into how people think and provided a deeper understanding of the phenomena being studied. This method gained more in-depth information to supplement surveys from interviews.

Moreover, focus groups were group interviews that gave the researcher the ability to capture deeper information more economically than individual interviews. The economy is an important benefit but there are other benefits of focus groups when compared to interviews. Group interaction and non-verbal communication are the primary benefits of focus groups. Group interaction between members of the target population during focus groups may encourage participants to make connections to various concepts through discussions that may not occur during individual interviews (Greenbaum, 2009).

Consequently, since the researcher of this study happened to be the head of the department of the participants, it is proper to avoid biases and therefore a facilitator was secured to take his place. The facilitator further should have at least the

background in facilitating the conduct of the FGD. In addition, the FGD was divided in two groups to accommodate a fewer discussant and to exhaust possible sharing of every participant in their journey as senior high school research teachers. The group was then divided according to years of teaching experiences: the New Participants (NP) and the Seasoned Participants (SP).

Moreover, the question topic and the themes that emerged for the concept were the core of the qualitative data of the study. The weight of the discussion was an indication of how important the topic was in the focus group. Focus topics with heavier weights indicated a theme was more important than themes with lower weighted discussions. There are various ways to decide on the weight of the discussions.

Alternatively, the decision on how to weigh the discussion may be based on how the topic was answered and discussed in the groups. The exchanges of ideas from the participants were weighted as the basis for an analytical judgment of the research team based on their observations of the discussion and how important the topic to them. Discussions were audio recorded for later transcription and analysis.

Thus, to ensure accuracy, participants were provided with an electronic copy of their transcribed discussions and were asked to verify correctness, clarify any discrepancies, and further remark on the inquiry.

## Data Analysis

The qualitative data was analyzed using the Reflective Thematic Approach developed by Braun and Clarke (2014), which involves a six-phase process. Although these phases are sequential, and each build on the previous, analysis is typically a recursive process, with movement back and forth between different phases. These are not rules to follow rigidly, but rather a series of conceptual and practice-oriented ‘tools’ that guides the analysis to facilitate a rigorous process of data interrogation and engagement. With more experience (and smaller datasets), the analytic process can blur some of these phases together.

In this process, there is a need for the primary investigator to explicitly identify their biases, values, and personal interests in the research. This process involved the following: (1) Familiarization with the data. This phase involves the need to review and understand all the stated information from the participants about their experiences in the teaching of research to Senior High School; (2) Coding. This phase involves generating of information from the transcript of the Focus Group Discussions (FGD) and identifying important features of the data that might be relevant to answering the research question. Furthermore, the minutes of the FGD were transcribed and numbered by lines. The numbers were superscripted at the beginning of each line or uttered statements. Each session was numbered separately. The transcripts of the two sets of FGD

sessions were coded, and after that, collating all the codes and all relevant data extracted, together for later stages of analysis. The coding of the data was further presented in three (3) levels: level 1, it constituted the reading of every single sentence and listening to every recorded discussion, and started the assigning of meaning to some chunks of the data. Then these were labeled with a code which may be a word or group of few words that represented one meaning (Presented in the table with three (3) labels: Discussants, Text Column, and Code Column). In level 2, data were classified into broader concepts which are called categories. These are concepts that summarized a set of codes that were related in meaning and they can be made of two to five codes (Presented in the table with two (2) labels: Code Column and Category Column). Then in level 3, it constituted with classified categories into the biggest ideas of the data which is called themes (Presented in the table with three (3) Labels: Codes, categories, and themes); (3) Generating initial themes. This phase involves examining the codes and collated data to identify significant categories with broader patterns of meaning (potential themes). It then involves collating data relevant to each candidate theme, so that it can work with the data and review the viability of each candidate theme; (4) Reviewing themes. This phase involves checking the candidate themes against the dataset, to determine that they tell a convincing story of the data and one that answers the research question. In this phase, themes are typically refined, which sometimes involves them being split, combined, or discarded. In our TA approach, themes are defined as patterns of shared meaning underpinned by a central concept or dominant theme; (5) Defining and naming themes. This phase involves developing a detailed analysis of each theme, working out the scope and focus of each theme, and determining the 'story' of each. It also involves the category of an informative name for each theme; and (6) Writing up. This final phase involves weaving together the analytic narrative and data extracts and contextualizing the analysis in relation to existing literature.

This phase further considers the difficulty in the language translations and transcriptions of the varied experiences of the Research Teachers in the teaching research. In addition, to further retrieve the generated themes of this study, a Summary of Theme Matrix was created which included the following columns: Emerging Themes and Dominant Themes (see Appendix I).

## Ethical Considerations

In ensuring that participants' rights are maintained and are kept from being harmed and ethical responsibility, this study observed the quality of research in the following:

Voluntary participation. The senior high school teachers in this study were all free to choose to participate without any pressure or coercion. They were all given the choice to withdraw from, or leave, the study at any point without feeling an



obligation to continue and they were all informed that in case where they want to leave, they will not be required to provide reason for leaving.

**Informed consent.** This was done by letting all the thirteen senior high school teachers received and understood all the information they needed to decide whether they want to participate or not. The pool of eligible participants, i.e., prospective Senior High School Teachers were provided a copy of the informed consent letters which were carefully reviewed with all potential participants stressing that their participation in the study was purely voluntary and had no negative effect on their teaching profession. These intentions were further manifested by letting the research teachers read and understood the stipulated conditions under informed consent statements which confirmed their participation by signifying their respective signatures (See appendix F).

**Anonymity.** This was done by not linking to any of the senior high school teachers' individual data. It was collected by identifying some information needed in the study and they were given the option to withdraw their data at a later stage.

**Confidentiality.** This was done by protecting all the senior high school teachers' personal data. It further assured of their safety to any threats of data privacy and followed the school's data privacy protocols.

Furthermore, rigor, in qualitative terms, is a way to establish trust or confidence in the findings of a research study. It allows the researcher to establish consistency in the methods used over time. It also provides an accurate representation of the population studied. As an educator, it needed to build a practice on the best evidence it can and to observe the following:

**Credibility.** This rigor allows others to recognize the experiences contained within the study through the interpretation of the Senior High School research teachers' experiences. In order to establish credibility, individual transcripts and looking for similarities within and across all participants were reviewed thoroughly. This further interpreted their experiences with reflexivity, member checking (a.k.a informant feedback), peer examination, peer debriefing, prolonged time spent with participants and using the participants' words in the final report of the data.

**Transferability.** This rigor has the ability to transfer a research findings from one group to another. It is done in this study by providing a dense of description of the senior high school teachers' data collection methods. This further gives them a range of experiences on which the reader can build interventions and understanding to decide whether the research is applicable to practice.

**Dependability.** This rigor was done in the study by describing the specific purpose of the study, discussing how and why these senior high school teachers were selected for the study, describing how the data was collected and how long

collection lasted, explaining how the data was reduced or transformed for analysis, discussing the interpretation and presentation of the findings, and explaining the techniques used to determine the credibility of the data.

Confirmability. This rigor finally occurred once credibility, transferability and dependability have been established. This was done by maintaining a sense of awareness and openness to the study and results. It included the taking notes regarding personal feelings, biases and insights immediately after an interview, and following, rather than leading, the direction of interviews by asking for clarifications when needed.

Then the procedures and content for the focus group discussion (FGD) session for all participants were provided in accordance with protocol (See appendix A1).

## CHAPTER III

### RESULTS

This chapter contains the presentation of key findings and themes into a general findings.

#### Presentation of Key Findings

The key findings based on the teachers' narratives revealed the themes in the following journeys: The pedagogical pre-journey of the Research Teachers in teaching research with the senior high school students generated three dominant themes which are on perceptions of the Nature of Teaching Professions, Qualities of a Research Teacher and Experiences in Teaching. In the pedagogical journey, three dominant themes are also derived which are Acquisition of Knowledge of Pedagogical Content, Employment of Various Teaching Methodologies, and Information of Content Standard in the pedagogical post journey, two themes are culled out which are the application of the different teaching strategies/techniques in teaching writing and the challenges of a collaborative approach in teaching research.

#### Presentation of Themes into a General Findings

The general finding of themes derived from the narratives of the senior high school teachers in their journeys in the teaching of research to the public senior high school students.

Pre-journey. Three themes emerged in the narratives of the research teachers which include the following: 1) feelings towards the teaching profession; 2.) personal and professional characteristics of a research teacher; and 3.) teaching experiences in private and public schools.

Teachers' feelings towards the teaching profession had seemingly influenced their teaching of research. This was manifested through their acceptance, contentment, consideration, and satisfaction with the nature of teaching. On the other hand, their personal and professional perceptions as research teachers might have influenced their teaching of research as evidenced by their being goal-oriented, committed, collaborative, dynamic, equipped, and adaptive to the challenges of teaching research. Meanwhile, their experiences both in private and public schools appeared to have influenced their teaching of research as shown in their utilization of advanced teaching strategies, adjustment to the student's learning styles, and their acceptance of the challenges in teaching senior high school students.

The Journey. Three themes also emerged in the narratives of research teachers in the journey which include the following: 1.) acquisition of knowledge of the pedagogical content; 2.) employment of various teaching methodologies; and 3.) information of content standard.

It revealed further that their acquisition of knowledge of the pedagogical content may likely influence their teaching of research through their attendance to LAC sessions, training with research, and attendance to the training of curriculum guide. The employment of various teaching methodologies is seemingly influenced by their collaboration in the delivery of instructions, and observance of the different methodologies. While the information on content standards may likely have shown the influences in their utilization of collaboration in the teaching methodology through other research teachers, learning research, and involvement in orientation, LAC sessions, and research curriculum.

The Post-Journey. This journey emerged two themes which included the following: 1.) application of teaching strategies/techniques considering the different competencies in the K to 12 Curriculum, and 2.) challenges in collaborative teaching of research.

Apparently, in the application of different teaching strategies/techniques of the K to 12 Curriculum, they appeared to be influenced by their observance of the required writing standards, mechanics of research writing technical, and technical and scientific considerations. Finally, the challenges in teaching research had greatly influenced by the collaborative approach in teaching which included the collaboration in the teaching of research, utilization of collaboration in giving assistance from other teachers, the performance of teaching writing with the observance of K to 12 Curriculum which manifested in the communication of status of research output.

## CHAPTER IV

### DISCUSSION

This chapter presents the Justification of Results, Implications of Findings and Conclusions.

#### Justification of Results

The Influence of SHS Teachers' Pedagogical Journey on their Teaching of Research was justified based on the teachers' narratives revealed the themes in the following journeys: The pedagogical pre-journey of the Research Teachers in teaching research with the senior high school students generated three dominant themes which are on perceptions of the Nature of Teaching Professions, Qualities of a Research Teacher and Experiences in Teaching. In the pedagogical journey, three dominant themes are also derived which are Acquisition of Knowledge of Pedagogical Content, Employment of Various Teaching Methodologies, and Information of Content Standard in the pedagogical post journey, two themes are culled out which are the application of the different teaching strategies/techniques in teaching writing and the challenges of a collaborative approach in teaching research.

#### The Pre-Journey

The themes that occurred in the pre-journey of the teachers in the teaching of research were said to be the results of their mixed emotions. They had encountered several challenges and most of them were able to overcome such situations despite the fact that most of them were not yet in the teaching assignment in public Senior High Schools. The themes generated in this pre-journey of the Senior High School teacher were perception of the nature of the teaching profession, qualities of a research teacher, and experiences in teaching.

The journey began at a time when these teachers were not yet employed in public high schools. Based on their profile, these teachers had at least a master's degree in their respective fields and seemed to be in good financial conditions as they were substantially compensated according to their educational qualifications and experiences. While most of them had administrative positions, others had part-time jobs in the neighboring institutions during their free time. They had at least enjoyed their luxury of time as they engaged themselves in other teaching tasks.

## Perception towards the Nature of Teaching Professions

Positive perception towards the nature of the teaching profession included contentment in the teaching profession because F1 (Facilitator 1) has felt that the teaching profession was happy, exciting, craving, passionate and inspiring as revealed in the following statements:

<sup>1.46</sup>I have felt that I clearly enjoy teaching. The feeling I got while <sup>1.47</sup>teaching is excitement. I crave to see students with their “aha” <sup>1.48</sup>movement during the teaching-learning process. I crave to see <sup>1.49</sup>student realize the depth of the lesson being studied. I also feel <sup>1.50</sup>passionate towards reaching my goal that is not only to <sup>1.51</sup>communicate information an understandable way but also to <sup>1.52</sup>inspire students to believe in their ability to reach their dreams. <sup>1.53</sup>What about you?

Understandably, SP1 (Seasoned Participant1) noted the acceptance of the nature of teaching because of the varied feelings according to the situation: Motivated and inspired in the classroom, unmotivated, lazy, and indignant outside the classroom as revealed in the following statements:

<sup>1.54</sup>What I feel toward teaching changes and vary from time to time depending <sup>1.55</sup>on whatever situation I am in. For example, when I’m in the classroom <sup>1.56</sup>teaching my students a particular lesson, I feel motivated and perked up. I <sup>1.57</sup>like the feeling of being able to impart some knowledge to my students, <sup>1.58</sup>especially when I see them nodding in agreement, or asking questions to <sup>1.59</sup>clarify some issues about the lesson. I feel inspired when I have meaningful <sup>1.60</sup>exchanges with my students as we discuss an issue in the classroom. <sup>1.61</sup>However, when it’s time to sit down and do some paperwork, I feel <sup>1.62</sup>unmotivated and lazy, sometimes even indignant. Prolonged sitting hurts <sup>1.63</sup>my back and too much reading of my students’ outputs strains my eyes.

Also, SP5 shared the acceptance of the nature of teaching to have the motivation in teaching which includes for service and help the young mind to grow and mold to become a better person as revealed in the following statements:

<sup>1.83</sup>It’s not only for monetary compensation, it’s for service, a feeling <sup>1.84</sup>of helping the young minds to grow and molding them into a better <sup>1.85</sup>person. Choosing teaching as a progression is a mission and a call. <sup>1.101</sup>I love teaching and I love children...

While, facilitator 2 noted the nature of teaching in the following statements:

<sup>2.32</sup>For me, teaching is a matter of commitment towards the learners. It <sup>2.33</sup>feels great when you know that what you have imparted to the <sup>2.34</sup>students have in one way or another became an instrumental for <sup>2.35</sup>their own growth and development. Although there are lots of <sup>2.36</sup>challenges to hurdle, I am pretty sure that teaching has been a long <sup>2.37</sup>road to fuel every learner's pass port for success. What about you, <sup>2.38</sup>how is teaching for you?

NP1 (New Participant 1) emphasized the nature of teaching in these statements:

<sup>2.39</sup>Teaching is such a herculean job that requires continuous <sup>2.40</sup>development to cope with the current demands in education. I am <sup>2.41</sup>constantly seeking for new things to learn as well as I am excited to <sup>2.42</sup>share the things that I have learned to my students.

Moreover, NP2 pointed out that her feelings toward teaching in the following:

<sup>2.44</sup>My feelings toward teaching changed as time goes by. Before, the <sup>2.45</sup>excitement and passion were on its peak. Perhaps, because I <sup>2.46</sup>thought teaching is a piece of cake, and I thought students would <sup>2.47</sup>behave like angels. But I was wrong. Teaching is not merely <sup>2.48</sup>teaching at all. Once you're a teacher, you become "everybody". <sup>2.49</sup>You become a mother, a guidance counselor, a manager, a <sup>2.50</sup>magician. Sometimes: a doctor and a savior. And once you're a <sup>2.51</sup>teacher, you have to teach and love, whether you like it or not, the <sup>2.52</sup>students- in any form Now I could say that I feel exhausted (doing <sup>2.53</sup>many jobs) but fulfilled and thankful knowing that I successfully <sup>2.54</sup>did all these jobs.

This would further mean that teaching plays a vital role in making the students achieve their respective dreams in life. This would mean that teachers play vital roles in the lives of the students in their classrooms. They are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. By playing varied roles in the classroom, they build a warm environment to mentor and nurture students. In teaching Knowledge, teachers take the role in imparting knowledge through following the given curriculum. In creating a classroom environment, teachers also play an important role in the classroom when it comes to the environment. They prepare a warm and happy



environment and take responsibility for the social behavior in their classrooms. While, Role Modeling, teachers typically do not think of themselves as role models, however, inadvertently they are. Teachers are there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents. Mentoring is a natural role taken on by teachers, whether it is intentional or not. This also includes encouraging students to enjoy learning. Lastly, a sign of trouble is another role played by teachers as a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviors change or physical signs of abuse are noticed, teachers are required to look into the problem (Shonette, 2020).

This narrative further shows the reasons of SHS teachers why they are teaching in the public senior high school which includes: fulfilment, motivation and inspiration in teaching, acceptance of the nature in the teaching profession, nature of teaching, nature, rewarding and fulfilling feelings about teaching, bad feelings toward teaching, and good feelings about teaching. This would indicate that although most of them have been teaching in private schools before entering public school, teaching research is a new teaching challenge for them to venture. It is also a test of courage and curiosity in pursuing a milestone in teaching that these teachers have to embrace and at the same time accept as a new career path. This means that these teachers have mixed feelings about accepting the teaching of the subject.

Another positive feeling was the acceptance of the teaching conditions where OP2 identified the conditions in the nature of teaching such as positive feelings when students are interested and enthusiastic about the topic and negative feelings when students are not interested to learn as revealed in the following utterances:

<sup>1.77</sup>Generally, I have a positive feeling about teaching. When I was <sup>1.78</sup>teaching, what topics I am interested about, I feel enthusiastic. This <sup>1.79</sup>is also happens when I see my students are learning from me. <sup>1.80</sup>However, at times I also feel that teaching is stressful and <sup>1.81</sup>burdensome. This happens especially when my students are not <sup>1.82</sup>showing my interest to learn and if show very slow progress.

This would mean that the feelings toward teaching being motivating and inspiring were situational in the sense that students' responses to learning also vary. This would reflect that these teachers have a positive outlook in life in terms of teaching. They have shown a sense of connection to the dreams of every student. This further emphasizes the role of the teacher in supporting students' development in areas beyond their core academic skills which manifest in their conceptualization of high-quality teaching (Pianta & Hamre, 2010). This described a set of emotional supports and organizational techniques that are equally important to learners as teachers' instructional methods. Thus, teachers' positive

outlook towards teaching can help students become more self-reliant, motivated to learn, and willing to take risks and help build students' own ability to self-regulate.

Other mixed emotions include positive and negative feeling which were conditions in teaching. SP2 has felt positive feeling when students are interested and enthusiastic about the topic and negative feeling when students are not interested to learn as reflected in the following discussions:

This would further mean that teaching can be a positive or negative attribute to teaching depending on a given conditions of the students in their responses to learning. This would manifest that these teachers were likely to have the positive and negative feeling with emotional exhaustion was as expected. Therefore, the current study showed a more positive picture of teachers' professional life by shifting the focus from the negative to all relevant experiences (Goetz, Bieg, Lüdtke, Pekrun, & Hall, 2013).

However, there were teachers who were not happy with their present teaching conditions because according to these teachers that teaching is challenging but tiring as revealed by SP4 in the following lines:

<sup>1.64</sup>Teaching is known to be a noble profession, but by this time, teaching <sup>1.65</sup>profession is such a tiring work because of the additional burden that <sup>1.66</sup>teachers do have. On the other hand, teaching still a decent profession <sup>1.67</sup>because it molds people to live accordingly.

Also, SP6 felt that she was dissatisfied for additional clerical jobs as revealed in the following utterances:

<sup>1.68</sup>In my case, I am not fully satisfied with the kind of service offered to the <sup>1.69</sup>teachers. Teachers are supposed to be in the four corners of the classroom <sup>1.70</sup>teaching the students the lesson taken from the book and life experiences <sup>1.71</sup>but what happened is that teachers are doing clerical works which add <sup>1.72</sup>burden to the life of teachers.

This shows frustration in terms of their expectation in teaching in the public school. This would imply further that such teachers may have felt undervalued and unappreciated of the teaching job for something else (Calitz, Roux, & Strydom, 2014). Thus, it is very important to provide teachers with the facilities so that they must be satisfied with the status of their job. Better performance of teachers can only be expected if they are satisfied with their jobs, especially teaching research in the senior public high school is a new thing. With the call of the department of education to join the senior high school in

public schools, these teachers responded to the call without necessarily being acquainted with the nature of work to embrace with.

Moreover, the feeling towards teaching were said to be in mix emotions. It was satisfying and fulfilling but flexible because teaching is life and considers students' weaknesses and strengths as revealed by SP7 in the following statements:

<sup>1.73</sup>For me, teaching is life. As I teach, it makes me satisfied and fulfilled. <sup>1.74</sup>Although, teaching is a tedious work, as a teacher, we should consider our <sup>1.75</sup>students' differences, weaknesses and strengths. Thus, I believe we will <sup>76</sup>always be flexible.

This would indicate that as a teacher, it was a challenging experience to deal with the nature of the students in responding the way learning was imparted to them.

Also, NP1 felt that teaching was rewarding and fulfilling but exhausting because they had wonderful experiences and varied feelings about it. They had also felt that teaching was sometimes tiring but a life-long process but they were grateful although teaching was exhausting as revealed in the following utterances:

<sup>2.61</sup>I grew up in a family where almost all of the members are working in <sup>2.62</sup>education sector. Though, sometimes I can hear that working on that type <sup>2.63</sup>of profession is very tiring. I grew amazed with the love and adoration <sup>2.64</sup>given by the students toward my family in gratitude to the education and <sup>2.65</sup>life-long learnings they have shared.

This would signify that although teaching was rewarding and fulfilling since there were lots of tasks required in the profession, it was indeed exhausting. Moreover, SP5 has also felt the acceptance of the demands of teaching was motivating to mold students to become better people because it was done more for service but not for monetary considerations to help the young mind to grow as revealed in the following lines:

<sup>1.83</sup>It's not only for monetary compensation, it's for service, a feeling <sup>1.84</sup>of helping the young minds to grow and molding them into a better <sup>1.85</sup>person. Choosing teaching as a progression is a mission and a call.

This further shows a commitment for the students rather than personal motivation. That would mean that people are drawn to teaching largely because they love working with children, love a particular subject, or love teaching in general

(Moreau, 2014), or it would mean an intellectual fulfillment that teaching affords (Butt, MacKenzie, & Manning, 2010). Other than that, it would mean teaching as a calling (Mee et al., 2012), and external reasons might be factors such as high salary, long holidays, and other favorable working conditions. Meanwhile, in Singapore, for instance, studies on teaching revealed that teachers enter teaching, and at least by extrinsic factors and limitations is made no attempt to explore the interaction among different teaching motivations and the effects of their interactions (Low et al., 2011).

Consequently, with the introduction of the Senior High School in the K to 12 program in the Philippine Educational System, there was a call for all interested teachers with the required educational qualifications and experiences to teach senior high school in the public schools with an attractive compensation at par compared to private institutions. Therefore, this call had been the turning point of these teachers to give up their positions and other considerations in favor of joining the teaching force in public senior high schools.

In the case of the K to 12 Senior High School Curriculum, it can be noted that professional advancements are an important phase during the first year of teaching the new teaching assignment. After the transition to practice, these teachers were confronted with the real-life tasks of teaching. One of these tasks was to transfer their knowledge to performance (Tynjälä & Heikkinen, 2011). But evidence had shown that during the transfer of knowledge, teachers had difficulties in adapting to the challenges of working life and that this results in high rates of job turnover within the first five years of teaching (Dicke, Parker, et al., 2015).

In challenging teachers to teach research for the first time, they were said to be grumping and groping in the dark because they did not have yet the idea of how a research teacher should be perceived personally and professionally. As newly-assigned teachers to teach research, these were the characteristics they have in mind:

#### Qualities of a Research Teacher

One of the personal characteristics they perceived as Research Teachers was being adaptive to the challenges of teaching research. SP1 noted that the Research subject was difficult to taught because they felt they were novices, and the subject was not aligned to their area of specialization but the subject was comfortable to be taught to senior high students as revealed in the following statements:

“<sup>1.104</sup>As a research teacher, I personally think that I am not in the right track <sup>1.105</sup>and I do not feel comfortable teaching the subject to my students. The <sup>1.106</sup>limited knowledge and skills that I have in research

makes me feel <sup>1.107</sup>inadequate to teach the subject. As a result, I don't feel confident teaching <sup>1.108</sup>the subject and I always need to double my effort in preparing and <sup>1.109</sup>delivering my lessons in class.

In perceiving to be adaptive to the challenges of teaching research, SP4 found the teaching of research difficult to be taught at first but manageable later as revealed in these lines:

<sup>1.110</sup>At first, I never imagined myself to be a research teacher, but because of <sup>1.111</sup>the necessity, I earned to accept and love my work and be a research <sup>1.112</sup>teacher.

SP6 is also adaptive to the challenges of teaching research which opens to new knowledge that improves teaching as revealed in the following statements:

<sup>1.113</sup>As a research teacher, I need to be open-minded especially to new <sup>1.114</sup>knowledge and ideas to improve my teaching.

Despite the fact that the research subject was difficult to teach because of ideas and tedious work. SP7 was adaptive to the challenges as revealed in the following statements:

<sup>1.115</sup>Personally, as a research teacher, it is quite difficult. Teaching, imparting <sup>1.116</sup>ideas how and what to do is crucial. Reading the work (output) of the <sup>1.117</sup>students is a tedious work.

The other personal characteristic was to be a goal-oriented to accomplish a Requirement. This is manifested when the teaching profession was influenced by family as revealed by NP1 in the following utterances:

<sup>2.61</sup>I grew up in a family where almost all of the members are working in <sup>2.62</sup>education sector. Though, sometimes I can hear that working on that type <sup>2.63</sup>of profession is very tiring. I grew amazed with the love and adoration <sup>2.64</sup>given by the students toward my family in gratitude to the education and <sup>2.65</sup>life-long learning they have shared.

Also, NP3 noted that teaching is about how teachers are expected to be understood by the students as revealed in the following statements:

<sup>2.66</sup>As long as I made myself understood with what I have expected to be <sup>2.67</sup>understood by my students, I am already very grateful.

Consequently, teaching is exhausting because it adjusts to many people, has diverse personalities to deal with, and challenges to help colleagues. Therefore, to be a goal-oriented to accomplish a requirement was one of the characteristics that a research teacher should have acquired as revealed in the following lines:

<sup>2.68</sup>I feel exhausted for so many reasons. That includes juggling so many roles <sup>2.69</sup>at the same time, adjusting to so many people (which I am not good at), and <sup>2.70</sup>maybe because of the diverse personalities/attitudes of students have <sup>2.71</sup>towards learning. But I also feel happy and thankful because I survived all <sup>2.72</sup>the challenges in my teaching career with the help of my colleagues.

Also, SP1 has felt that to be a research teacher, he should be equipped and qualified to teach with having the necessary preparations such as educational qualifications, training, and expertise in the fields as revealed in the following statements:

<sup>1.125</sup>As a research teacher, I feel like I'm not completely equipped to teach the <sup>1.126</sup>subject. I majored in English both in my undergraduate and graduate <sup>1.127</sup>courses. As such, I strongly feel that I should be teaching English <sup>1.128</sup>subjects. However, I was made to teach research because I hold a Master <sup>1.129</sup>Teacher II position in the Department of Education. I think research is a <sup>1.130</sup>highly technical curriculum that needs to be taught by experts in the field. <sup>1.131</sup>I don't consider myself an expert in research and that makes me feel like <sup>1.132</sup>a square peg in a round hole. I should be pulled out of the roster of research <sup>1.133</sup>teachers and be brought back to the English department where I can <sup>1.134</sup>contribute more for the good of the students. <sup>1.120</sup>Knowing that my students have learned a lot from me, I believed I am <sup>1.121</sup>practicing my profession effectively.

Another thing to consider in equipping teachers with opportunities to enhance teaching skills was revealed by SP6 in the following:

<sup>1.135</sup>As a research teacher, I should equip myself with academic/learning <sup>1.136</sup>opportunity to enhance my skills in teaching research.

Although, teaching has limitations but it embraces new things to learn as revealed by SP4 in the following:

<sup>1.137</sup>As a research teacher, there were still things that I was not able to learn <sup>1.138</sup>before, but I embraced change and learned new things pertain to research.

This would imply that a teacher's effectiveness might be evaluated by how much the students were learning. This further meant that the educational system must catch up with this need and that every teacher must understand that the only path to success involves a great deal of discomfort. The notion of growth through change has no doubt earned a position in the thoughts of progressive educators. Thus, as educators, they have to face countless opportunities on a daily basis to change and the necessity of adaptation (Teach Taught Staff, 2019).

However, NP2 contented that teaching was exhausting because it adjusted to many people, diverse personalities to deal with, and challenges to help colleagues as revealed in the following utterances:

<sup>2.68</sup>I feel exhausted for so many reasons. That includes juggling so many roles <sup>2.69</sup>at the same time, adjusting to so many people (which I am not good at), and <sup>2.70</sup>maybe because of the diverse personalities/attitudes of students have <sup>2.71</sup>towards learning. But I also feel happy and thankful because I survived all <sup>2.72</sup>the challenges in my teaching career with the help of my colleagues.

This demonstrated even more how difficult the teaching profession is and how each instructor must play a variety of roles in order to identify the students' learning needs and provide assistance in accordance with those needs. Although they were having difficulty, some teachers are attempting to foresee what information students will give, imagine regulating students' sharing, or utilize students' thinking for learning. This kind of teaching, therefore, requires pedagogical strategies, or practices, for noticing and responding to students' contributions (Thompson, Braaten, & Stroupe, 2012).



Although teaching is demanding, NP6 felt that to be a research teacher, one should be Committed to Impart knowledge in Research as revealed in the following lines:

<sup>2.73</sup>The work is demanding but I am happy to share to young individuals what <sup>2.74</sup>I needed to share.

Also, NP4 has felt that teaching impacts the learners' lives and achievement in the future successful careers as revealed in the following utterances:

<sup>2.75</sup>As a teacher, I make an impact towards my learners' lives and achievement. <sup>2.76</sup>I want to see them successful in their future career.

And F2 (Facilitator 2) noted that teaching is focused on giving the students with what are due to them as reflected in these lines:

<sup>2.77</sup>It can be noted that our feelings are more focused on what will our students <sup>2.78</sup>can get from what teachers have imparted to them. This means that teaching <sup>2.79</sup>is about what we can give to the learners and not what teachers can get from <sup>2.80</sup>their students.

This would mean that teachers were used to enter the teaching profession with a long-term career as their goal; however, considering their educational qualifications as master's degree holder in their respective fields, teaching research subject is more likely the subject preferred for them to be taught. Although, they seemed to have many teaching skills with a high degree of transferability to other career fields, teaching research is an option available to them. Thus, the support they receive, and their perception of their ability to successfully complete a task and achieve their goals, somehow determine how much time, effort, commitment, and dedication they will devote to the task set before them. They have felt these as revealed in their narratives that would lead them cope with the situation. Therefore, these notice teachers learn to notice and respond to students' in doing research which indicates that they were sensitive and have a better understanding of what and how to accomplish the required activities of the subject (Braaten & Sheth, 2017).

Then, with regard to the perception of the professional characteristics of the newly assigned teachers to teach research, they should be dynamic and collaborative. SP7 has perceived the professional characteristic of a newly assigned teacher to

teach research to have the responsibility and opportunity as Master Teachers to teach an area of specialization as revealed in the following statements:

<sup>1.139</sup>Professionally as a research teacher, it is my responsibility to be a part of <sup>1.140</sup>it. I love teaching especially mathematics subjects however, since one of <sup>1.141</sup>the basic reason why I teach research because it is one of our <sup>1.142</sup>responsibilities as a Master teacher II in this institution. There are times <sup>1.143</sup>also that I am looking for an opportunity that I can teach Mathematics.

While SP2 has noted the preparedness and confidence to teach the subject as revealed in the following statements:

<sup>1.144</sup>Professionally, I am prepared and qualified to teach this subject.

SP5, equipped with knowledge and skills in conducting research as revealed in the following statements:

<sup>1.145</sup>Professionally, I am confident to teach research thinking that I am <sup>1.146</sup>equipped with knowledge and skills in writing and conducting scientific <sup>1.147</sup>investigation.

And NP2 has found out that he has learned to teach research for the first time from colleagues and department head as revealed in these lines:

<sup>2.108</sup>Professionally, I am that research teacher who's at the stage of "learning <sup>2.109</sup>and teaching" at the same time. Honestly, it's my first time to have a <sup>2.110</sup>"close encounter" with research (Qualitative). I am leaving tons of new <sup>2.111</sup>things from my colleagues and department head, every day. I learn many <sup>2.112</sup>things about research as I teach it.

NP6 collaboratively working and learning with colleagues as revealed in the following statements:

<sup>2.113</sup>I can work well with subjects as well as with my colleagues and willing <sup>2.114</sup>to learn new things.

NP4 noted the collaborative characteristic in the reinforcement of positive feedback of task-based as revealed in the following statements:

<sup>2.115</sup>I manage student behavior and I am firm in the class. I always provide <sup>2.116</sup>positive reinforcement and feedback. I make it sure that my students <sup>2.117</sup>understand the task they have to accomplish every meeting based on the <sup>2.118</sup>daily lesson objectives and activities posted.

Also, NP1 considered the collaborative characteristic in the challenges of teaching which requires different approaches as revealed in the following statements:

<sup>2.133</sup>Teaching research in senior high school is quite challenging since <sup>2.134</sup>different track/strand requires different approaches. I have a hard time <sup>2.135</sup>qualifying titles that should be both relevant and feasible relating to the <sup>2.136</sup>students' field of expertise. Sometimes when topics/titles cannot be <sup>2.137</sup>resolved within the groups, I asked the students to go to other person who <sup>2.138</sup>is expert in the students' field of interest.

NP2 found the collaborative characteristics in the difficulty in revision and checking of the output as revealed in the following statements:

<sup>2.139</sup>It was hard at first. But I learned to adjust and cope with all those <sup>2.140</sup>difficulties and challenges. So many times, when I get tired checking <sup>2.141</sup>students' output and revising their paper, I have to do it over and over <sup>2.142</sup>again. But so many times, I have also realized that without these things <sup>2.143</sup>that make me tired, I would have not learned so many things about <sup>2.144</sup>research.

It can be noted from these narratives that these teachers have perceived their professional development as necessary to fill in the gaps in the skill sets for them as newly hired teachers in the Senior High School Department which is to continue to develop the expertise in teaching. This keeps them up-to-date with the continuously changing practices, and student needs. Thus, it requires them to be active learners and be a coherent part of other well-planned professional development activities and intensive effort to improve teaching and learning. This therefore includes their strong content focus, inquiry-oriented learning approaches, collaborative participation, and coherence with school curricula and policies (Evers et al., 2016).

In addition, the experiences of these teachers from private school teachings constituted a professional development already. It means that teacher's experiences with regard to professional development cover most activities related to advancing teachers' skills and knowledge. It covers also the professional development needs, and perceived impacts which give them the chance to identify the barriers that prevent them from attaining their desired professional development. Thus, on teachers' perceptions of professional development, it seeks to understand the teachers' experience as they take part in improving educational performance and effectiveness in their teaching profession and provide an important tactic for improving schools, increasing teacher quality, and improving student learning (Girvan, Conneely, & Tangney, 2016).

### Experiences in Teaching

Meanwhile, the experiences in teaching Research in the High School Curriculum had in one way or another contributed to the improvement of the teaching strategies and performance of teachers in the teaching of research. The experiences included the challenges they have encountered with various types of students' learning styles and interests. This also included the collaborative effort among teachers on the technical consideration in the teaching of Research to public Senior High School students. Although the impact of teacher characteristics (experience, education, and preparedness to teach) on student outcomes remained an open question, there was a much more consistent relationship between student achievement and teacher behaviors (instructional time and instructional content), especially behaviors related to instructional content (Polikoff & Porter 2014).

Meanwhile, with how these teachers had perceived their personal and professional characteristics as research teachers, they had both experienced teaching in public and private schools. Thus, their experiences had a lot to do in making themselves research teachers at the present.

They had experienced overcoming the challenges in teaching Public High School. F1 has identified one of the challenges which was the negative notion about writing and ensuring students had understood the importance of research as revealed in the following statements:

<sup>1.148</sup>I can say that teaching to senior high school is indeed a very challenging <sup>1.149</sup>task. It is because students have negative notions about research writing. <sup>1.150</sup>So, before I teach my students about research writing, I let them first <sup>1.151</sup>understand the importance of research in their lives. What about your <sup>1.152</sup>experiences teaching research to senior high school students, what can <sup>1.153</sup>you narrate about it?

Another challenge according to SP1 was the constant struggle in the preparation and technicalities and lack of confidence as revealed in the following contentions:

<sup>1.154</sup>Teaching research to senior high school students has been a constant <sup>1.155</sup>struggle since day one. In terms of my professional readiness to teach the <sup>1.156</sup>subject, I feel that I'm not ready considering that that I don't have the <sup>1.157</sup>needed expertise and technical know-how in the subject. I have been <sup>1.158</sup>teaching research for three years already, but I still don't have 100% <sup>1.159</sup>confidence in my teaching skills and abilities, as far as the subject is <sup>1.160</sup>concerned.

In exerting effort in studying the content of the lesson and explore other teaching resources and materials, teachers took time and effort to read and grade students' output because they found teaching to be challenging. The students had a negative notion about writing and therefore ensure students to have understood the importance of research. Other challenges include: constant struggle in the preparation and technicalities, lack of confidence, struggling in doing research in composing simple sentence and exerting in studying the content of the lesson, explore other teaching resources and materials, take time and effort to read and grade students' output. These are revealed by F1 (Lines 1.148-1.153) and SP1 (Lines 1.154-1.160) respectively in the following statements:

<sup>1.148</sup>I can say that teaching to senior high school is indeed a very challenging <sup>1.149</sup>task. It is because students have negative notions about research writing. <sup>1.150</sup>So, before I teach my students about research writing, I let them first <sup>1.151</sup>understand the importance of research in their lives. What about your <sup>1.152</sup>experiences teaching research to senior high school students, what can <sup>1.153</sup>you narrate about it?<sup>1.154</sup>Teaching research to senior high school students has been a constant <sup>1.155</sup>struggle since day one. In terms of my professional readiness to teach the <sup>1.156</sup>subject, I feel that I'm not ready considering that, that I don't have the <sup>1.157</sup>needed expertise and technical know-how in the subject. I have been <sup>1.158</sup>teaching research for three years already, but I still don't have 100% <sup>1.159</sup>confidence in my teaching skills and abilities, as far as the subject is <sup>1.160</sup>concerned"

Moreover, they had experienced the difficulties in teaching Research which they had felt the need to simplify the teaching of research and its processes. SP4 revealed in these lines:

<sup>1.170</sup>I experienced to make action research which is beneficial to my craft <sup>1.171</sup>which I shared to my students.

The non-availability of necessary gadgets, facilities, and resources for research activities and requirements was evident in public schools. Thus, it extended extra effort in guiding the students in writing exercises as revealed by SP7 in the following utterances:

<sup>1.172</sup>As a research teacher, I find myself inside a box that need to go out. At <sup>1.173</sup>first, I felt awkward teaching and talking to the students since I am not a <sup>1.174</sup>language teacher. Reading, commenting, giving suggestions make me feel <sup>1.175</sup>so tired at the end of the day. As the days went by, I learned to appreciate <sup>1.176</sup>the beauty in it. I find also some ways to make my work light and <sup>1.177</sup>enjoyable. Doing it that my students should appreciate and love their work <sup>1.178</sup>so that they will have the best output that they can.

SP5 noted that students also lacked the skills and motivation and creation of activities needed for the subject and facilitate learning through the use of the library and other activities should have been provided as revealed in the following lines:

<sup>1.185</sup>I usually ask my students about their prior knowledge in research. I start <sup>1.186</sup>teaching by telling them that conducting research is easy as long as they <sup>1.187</sup>know the process

Extend extra effort in guiding the students in writing exercises was one of the difficulties encountered by SP1 as revealed in the following statements:

<sup>1.179</sup>I need to exert so much effort studying the content of my lesson, redoing <sup>1.180</sup>my PPT presentations and simplifying complex concepts in class. Added <sup>1.181</sup>to this, my teaching resources are limited and I rely on online materials <sup>1.182</sup>most of the time. Moreover, I handle six research classes with 43 students <sup>1.183</sup>each on the average. It takes so much time and effort to read and grade <sup>1.184</sup>their papers. The paperwork is literally killing me.

This would indicate that a teacher is expected to have a total commitment in giving the student the type of education that trains them to growth and development. A teacher is a person who is qualified in every way as a professional teacher to teach in schools, especially in his/her area of specialization. A teacher's personality type should be divergent, enduring, and stable enough to help learners solve their problems. Therefore, the teacher is the sole implementer of the curriculum in the classroom and the main focus of the implementation of the curriculum is the learner (Durgo, 2015).

This narrative further shows the experience of the research teachers in teaching research in the Senior High School Curriculum. This means that the experience of the research teachers in teaching research in the Senior High School Curriculum was interesting. It was interesting because they have experienced lots of challenges which include among others teaching research for the first time, utilizing various teaching strategies, learning many things about how to teach the subject research, and overcoming the difficulties handling the subject with various characteristics of learners. This indicates that the teaching of research in the senior high school requires embracing the challenges of the curriculum. This implies further that the teaching of research in the K to 12 curriculum includes the need for every teacher to keep abreast of the demands of the curriculum e.g technological requirements for scientific inquiry.

Consequently, when it comes to teaching in public schools, it is important to understand that teaching in public schools does differ from teaching in private schools. Understanding those differences is important when both a teacher and a learner give the best opportunity to make a difference in the lives of the students. Although, there are many pros and cons a teacher must weigh when it comes to choosing to teach in public vs. private school. It ultimately comes down to individual preference and comfort level. The reality is that teachers can make an impact no matter where they teach.

The teaching experiences of the teachers from the private institution had in one way or another help them to be flexible and understanding with the present conditions in the public school set up where learning resources were not available to both the learners and the teachers. There were also comparable circumstances between private and private teaching. In terms of the level of understanding of the learners, the number of subject workloads, and the benefits and opportunities afforded to the teachers.

On the other hand, in teaching private school, it allowed the utilization of advance teaching strategy and instruction and employment conditions of the teachers. They have experienced the employment of improved teaching strategy and instruction and provision of good accommodation as revealed by F1 in the following statements:

<sup>1.202</sup>Additionally, reading erroneous outputs frustrate us sometimes. I also <sup>1.203</sup>have some struggles checking research outputs for it demands time and <sup>1.204</sup>effort. Thus, these experiences made us realize that we have



to develop <sup>1.205</sup>strategies and consult experts in the field to improve teaching instruction. <sup>1.206</sup>Let's move on with our teaching experiences in the private school. <sup>1.207</sup>In my case, I handled English subject for graders. It was not easy for me <sup>1.208</sup>because I needed to adjust for my young learners. However, teaching load <sup>1.209</sup>is lighter compared to my teaching load in public school. In private school, <sup>1.210</sup>I did not have any problem with the learning materials to use in my classes <sup>1.211</sup>for everything was provided. Textbooks and learning packages were <sup>1.212</sup>readily available. This made teaching task easy for me. With that I could <sup>1.213</sup>spend a quality time with my family on weekends without worrying about <sup>1.214</sup>my teaching-related works. Please share also your teaching experiences <sup>1.215</sup>in the private school

SP1, also noted the provision of good teaching resources and learning environment in the following statements:

<sup>1.216</sup>I did not teach research while I was in the private school. I taught mostly <sup>1.217</sup>English and literature subjects. Teaching in the private school was so <sup>1.218</sup>much easier. The teaching resources were always available and students <sup>1.219</sup>had the means to comply with whatever subject requirements I gave them. <sup>1.220</sup>The learning environment was good and the academic systems were in <sup>1.221</sup>place. Teaching was so much lighter back when I was in the private <sup>1.222</sup>school

Moreover, NP6 found out that teaching in the private school has the proposition of greater learning opportunities and teaching motivation as revealed in the following lines:

<sup>2.223</sup>My teaching in the private school was amazing. I am not bombarded with <sup>2.224</sup>activities which allow me to have more time to do other tasks. I also grew <sup>2.225</sup>personally and professionally because there are many learning <sup>2.226</sup>opportunities offered to us. Aside from that, I am motivated to teach <sup>2.227</sup>because life is not limited only to the four corners of the classroom.

Also, NP4 shared that provision of convenience in teaching accommodation was evident as revealed in the following lines:

<sup>2.228</sup>Private school always look into the convenience of their teachers. <sup>2.229</sup>Teacher's needs are properly provided such as the faculty rooms and <sup>2.230</sup>facilities.

Meanwhile, SP1 has noted the comparison in the academic environment and adjustment to the nature of learning styles of the students as revealed in the following contentions:

<sup>1.153</sup>The private school system in teaching research is more organized since <sup>1.154</sup>there are specific person in charge for statistics, grammar check and proof <sup>1.155</sup>reading; wherein making research easier. Added to that is the availability <sup>1.156</sup>of reading resources both library and on line.

F1 has further shed the differences in the teaching of a private school in the following utterances:

<sup>1.119</sup>As I know most of us here have already experienced to teach in the <sup>1.120</sup>elementary and secondary level from our previous teaching engagement <sup>1.121</sup>in private or public school. The introduction of the K to 12 in the <sup>1.122</sup>Philippine Educational System have been challenging teachers to embark <sup>1.123</sup>and embrace the system with high expectation of positive acceptance to <sup>1.124</sup>every teaching task. <sup>1.125</sup>In my case, when I was hired to teach in the senior high school, my <sup>1.126</sup>motivation was the figure of the compensation. But as embark myself to <sup>1.127</sup>the actual teaching field, I see there is an urgency to share my life with the <sup>1.128</sup>students as they have been deprived of quality education. My <sup>1.129</sup>commitment therefore was for the students. After all, money is not <sup>1.130</sup>everything. Teaching research to them becomes more of a commitment <sup>1.131</sup>rather than economic.

In addition, NP4 has also noted the adjustment of the nature of learning styles of the students as revealed in the following statements:

<sup>2.164</sup>My teaching experiences in private school are meaningful and <sup>2.165</sup>challenging. It is meaningful in the sense that I impart knowledge and <sup>2.166</sup>challenge because I encounter different students with different learning <sup>2.167</sup>styles.

This means that in teaching private schools, advantages were noted such as a thin management structure, small class sizes, smaller schools, clear discipline policies, ideal teaching conditions, and common goals. In terms of management structure, it has its own independent entity; in terms of class size, it allows teachers to teach effectively, give students the

individual attention they deserve, and accomplish the educational goals entrusted to them. In terms of population, it has a smaller school that teachers can get to know all their students as well as others throughout the school community and in terms of policies, it clearly laid out when the teacher signs a contract. By signing the contract, the teacher agrees to abide by its terms, which include consequences for infractions of the discipline code. Moreover, in terms of ideal teaching and common goals, it follows a great flexibility in the choice of texts and of teaching methodologies and if a teacher is passionate about his or her subject, he or she feels the same way. Thus, private school students are there because their parents want them to have the best possible education. These common goals between parents and teachers—as well as administrators—make teaching at a private school a very desirable option. (Kennedy, 2019).

Moreover, teaching in private school has advantages such as provisions of good accommodation of working conditions. In these conditions, students were motivated to do research because the school is providing everything such as more time to do other task, tons of sharing, learning is not limited to 4 corners of the classroom; convenience and provision of every needs of teachers including faculty rooms and facilities. In addition, loads of benefits in teaching private school and students are motivated to do research work and school is providing complete facilities, internet connections and availability of research coaches for assistance as revealed in the following statements:

<sup>1.241</sup>I was teaching in the college in the private school. Since students are more <sup>1.242</sup>mature than the high school students. My teaching approach is conceptual. <sup>1.243</sup>For the difficult topics in Research, I usually employed lecture method of <sup>1.244</sup>instruction. <sup>2.153</sup>The private school system in teaching research is more organized since <sup>2.154</sup>there are specific person in charge for statistics, grammar check and proof <sup>2.255</sup>reading; wherein making research easier. Added to that is the availability <sup>2.156</sup>of reading resources both library and on line (SP5: 1.241-1.244, NP1:2.153-2.156).

In summary, although few of them had been in the teaching field for quite some time, teaching research is totally new for them. In one way or another, they have accepted the challenge to teach research for professional growth and at the same time for the fulfillment of their passion for teaching. This indicates further that since K to 12 curriculum program was only introduced four years ago, the teaching of research was also new to the senior high school curriculum. It implies further that the teaching of research in the K to 12 curricula is still on the process of improvement and observation for further enhancement of activities workable for the teachers and learners.

## The Journey

The journey of the Research teachers generated three dominant themes namely the acquisition of knowledge of the pedagogical content employment of various teaching methodologies and learning of the content standards. Despite these experiences, teachers hold an assimilating academic knowledge which they needed to incorporate knowledge derived from experiential and practical experiences in the classroom. While teacher knowledge is certainly a component of teacher professionalism, professional competence involves more than just knowledge. It included skills, attitudes, and motivational variables which contributed to the mastery of teaching and learning (Blömeke & Delaney, 2012). Moreover, the pedagogical ‘knowledge base’ of teachers includes all the required cognitive knowledge for creating effective teaching and learning environments. This further suggests that this knowledge can be studied.

The journey of Senior High School Research Teachers in the teaching of Research in the K to 12 Curriculum was said to be uncertain and yet what the future holds might be anyone’s guess, but emotion plays a vital part in the daily occurrences (Santrock, 2010). As practicing professional teachers, whatever challenges ahead, it goes through life cycles, and the greatest struggles are to overcome these challenges in preparation for favorable development in the cognitive, spiritual, social, and personal, as well as, in the understanding of one’s own opportunities and challenges (Bilbao, 2012).

This would entail that the teaching of research has focused on influencing the individual practices of academics. This explores how academics across eight disciplines reshaped their understandings and practices of research-informed teaching, in the context of a change in institutional mission, from teaching and professional practice to incorporating expectations around research. Its understandings of identity and agency developed in postcolonial literary theory are used to further explore the academic work, involved in creating new narratives for research-informed teaching, in the context of changing, and often contradictory discourses of research, teaching, and practice.

This has implications for approaches to implementing research-informed teaching, which should recognize the work of academics in developing new narratives for research-informed teaching in the context of unique configurations of the nexus between research, teaching, and practice in different disciplines (Mathieson, 2019).

Therefore, the pedagogical journey of these research teachers has started with the activities in the teaching of the K to 12 Research curriculum to Senior High School students. were the following:

Acquisition of Knowledge in the Pedagogical Content

F1 noted that Knowledge of teaching research was the acquisition of knowledge in the pedagogical content which came from mentoring, attending LAC sessions and strategizing the teaching of research as revealed in the following statements:

<sup>1.245</sup>We are now moving into the topic about the Pedagogical Content <sup>1.246</sup>Knowledge. In the teaching of research in the K to 12 curriculum, I <sup>1.247</sup>learned to teach research writing from my colleagues through peer <sup>1.248</sup>mentoring and attending LAC session. I also do some researches on how <sup>1.249</sup>to strategize when teaching the subject. In your case, how do you know <sup>1.250</sup>about the teaching of research in the K to 12 curriculums?

While, SP4 included the knowledge from personal information, undergoing training as revealed in the following lines:

<sup>1.251</sup>K to 12 programs of the department of education properly disseminated by <sup>1.252</sup>this personally informed about this program. I also undergone the mass <sup>1.253</sup>training which help me more interested with this program.

SP1 got the knowledge from attendance to training and LAC sessions and from books and reference materials as revealed in the following contentions:

<sup>1.254</sup>Initially, I learned about teaching research in the K to 12 curriculum <sup>1.255</sup>during the training that we had in 2016. When I was made to teach the <sup>1.256</sup>subject about 2 years ago, I learned more about it from the LAC sessions <sup>1.257</sup>that we had and the books and reference materials that I used.

In addition, knowledge of the pedagogical content was taken from the Curriculum Guide, and technical assistance was input from the department head. SP6 has revealed in the following utterances:

<sup>1.258</sup>Through the curriculum guide given to us and the assistance (instructional <sup>1.259</sup>materials) given by the research head.

SP7 takes the knowledge from the K to 12 curricula in the understanding of the subject matter to prepare students for college education as revealed in the following contentions:

<sup>1.260</sup>Teaching of research in the K to 12 curriculum is like teaching them how <sup>1.261</sup>to do it properly. Discussions must be done first, explain it by chapter and <sup>1.262</sup>do the application to check if they really understand what to do. <sup>1.263</sup>Qualitative or quantitative research should be done separately. Actual <sup>1.264</sup>research should be done for their better understanding and that they are <sup>1.265</sup>now prepared to do it in college.

And SP2 from the curriculum guide in teaching research as revealed in the following lines:

<sup>1.266</sup>I know about teaching research in the K to 12 through the curriculum <sup>1.267</sup>guide.

Most importantly, the knowledge in teaching research in the K to 12 curriculum was learning from the K to 12 Curriculum Guide which was a collaboration among teachers as revealed by NP2 in the following statements:

<sup>2.180</sup>It's mostly through the help of my colleagues who had wonderful <sup>2.181</sup>experience with the teaching of research.<sup>2.182</sup>We were informed during our 22-day intensive training for SHS teachers. <sup>2.183</sup>Upon entering in the SHS, we teachers were sent to seminar/training to be <sup>2.184</sup>acquainted with the different approaches in teaching of research in the K <sup>2.185</sup>to 12 curriculums

In this collaborative teaching, it can be noted that as increasing numbers of students enter K-12 schools with varied learning needs, one viable option to address their needs is through co-teaching or pairing of general and special education teachers in the same classroom to help all students learn. This further suggests that open communication, willingness to participate, flexible, and faculty modeling co-teaching approaches are among the key factors for effective co-teaching and collaboration (Ricci & Fingon, 2017).

In addition, collaborative teaching is a significant concept in the field of teaching writing because it involves teachers in sharing expertise, decision-making, lesson delivery, and assessment. It aimed to elaborate on the ways they were engaged in collaboration in language teaching, their beliefs on it, and which conditions they perceived as necessary to sustain successful collaboration. It is further gained from written pre-interview protocols, and focus-group and individual interviews which shed light on the characteristics of collaborative teaching practices and improve the collaborative teaching for all parties involved in such an experience of teaching (Tasdemir & Yildirim, 2017).

Basically, the delivery of instruction on collaborative works with the use of graphic organizer, reporting, brainstorming, ICT integration, and utilization of differentiated instruction as revealed by F1 in the following statements:

<sup>1.272</sup>What about the delivery of research instruction? What are our practices? <sup>1.273</sup>For me, I deliver research instruction through engaging the learners with <sup>1.274</sup>collaborative works such as write shop, use of graphic organizers, group <sup>1.275</sup>reporting, brainstorming, ICT integration and utilizing differentiated <sup>1.276</sup>instruction.

While, SP1 noted to follow the curriculum guide with the use of PPT in presentation and worksheets as revealed in the following statements:

<sup>1.277</sup>Basically, I follow what is spelled out in the curriculum guide. I try my <sup>1.278</sup>best to teach the competencies to my students. I teach using PPT <sup>1.279</sup>presentations and worksheets.

While, SP6 noted the use of curriculum guide and instructional materials as revealed in the following statements:

<sup>1.280</sup>Through the CG, instructional materials and lesson plan prepared before <sup>1.281</sup>the start of the class.

SP4 considered the delivery of instruction the contextualization and comprehension level of the students as revealed in the following statements:

<sup>1.282</sup>I delivered this instruction in an easy way which is more necessary. <sup>1.283</sup>Contextualized instruction is used so that the instruction will be <sup>1.284</sup>comprehensive and fit to the level of understanding of the students.

This would indicate that there was an establishment of a positive classroom environment (e.g. make the classroom a pleasant, friendly place, accept individual differences, provide learning activities that are cooperative and supportive, create a non-threatening learning environment, organize physical space; and eliminate situations that may be dangerous or disruptive); establishment of classroom rules and procedures and consistently reinforce them (e.g. begin lessons by giving clear instructions, state desired quality of work, Have students paraphrase directions and ensure that everyone is paying attention); maintain student attention (e.g. ask questions before calling on a student; wait at least five seconds for a response and vary instructional methods); use appropriate pacing (e.g. watch for cues that children are becoming confused, bored or



restless; sometimes lesson have to be shortened); provide suitable seatwork (e.g. seatwork should be diagnostic and prescriptive, develop procedures for what to do when finished and vary methods of practice); and evaluate what has taken place in the lesson (e.g. summarize the lesson and focus on positive gains made by students and use surprise reinforcers as a direct result of their good behavior) (Dabbs, 2012).

SP7 had considered the delivery of instruction to relate knowledge and skills in writing through scientific investigation, mentoring per group and lecture type through the discussion and explanation of lesson by chapter and application through individual and group activities as revealed in the following contentions:

<sup>1.285</sup>Personally, I do it by discussing and explaining every part of every <sup>1.286</sup>chapter. After a thorough discussions, application will follow wherein the <sup>1.287</sup>students will do it individually and later by group.

While SP2 on curriculum guide and conduct mentoring per group as revealed in the following statements:

<sup>1.288</sup>I follow the curriculum guide in terms of the topics to be delivered. I also <sup>1.289</sup>conduct individual and group write shops in class using worksheets. I also <sup>1.290</sup>conduct mentoring per group.

<sup>1.291</sup>For the senior high students, I ensure that they will be equipped with <sup>1.292</sup>knowledge and skills in writing research before requiring to conduct <sup>1.293</sup>scientific investigation.

While SP2 on curriculum guide and conduct mentoring per group as revealed in the following statements:

<sup>1.189</sup>I deliver research instruction through lecture, paper ad pen activities and <sup>1.190</sup>on line modules/assignment where students will be in toto in exploring <sup>1.191</sup>their study as well as in learning research. Correction matrix and group <sup>1.192</sup>journal are always monitored and followed up.

NP2 on Lecture, paper and pen activities, online modules/assignment, learning research, and monitoring of journals as revealed in the following lines:

<sup>2.193</sup>Research is an extremely difficult subject especially to those students who <sup>2.194</sup>just encountered research in SHS. To make it a little bit easier for them, <sup>2.195</sup>what I do in class is modelling. I give them examples. I

even show them <sup>2.196</sup>a realia (a copy, e.g., of a research paper or its part) so that they can <sup>2.197</sup>visualize what and how they will go around with the research task given <sup>2.198</sup>to them

This further relates to teaching and indicates that it refers to the interaction among the student, the teacher, the content, and the knowledge/skills/dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world. The process of instructional delivery involves applying a repertoire of instructional strategies to communicate and interact with students around academic content, and to support student engagement (Ohio Virtual Academy, 2014).

This further means that the delivery of instruction in the teaching means the observance of good lesson planning which is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. It is also important to realize that the best-planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques are not evident in the delivery of instructions.

#### Employment of Various Teaching Methodologies

The use of different methodologies in the teaching of research was manifested in the following lines:

<sup>2.199</sup>Each competency is delivered through lecture method then followed by <sup>2.200</sup>application of the lesson learned by students.<sup>2.201</sup> employ different methodologies for the learning of my students to be <sup>2.202</sup>fruitful, meaningful and enjoyable. I always live with the principle that if my <sup>2.203</sup>students cannot learn the way I teach, I should teach them to the way <sup>2.204</sup>they learn (NP6: 2.199-2.200 & NP4:2.201-2.204).

These narratives show the delivery of instruction in the teaching of research the emerging themes include: Collaborating in the delivery of instruction, Relating teaching in the delivery of instruction, and interesting challenges in the teaching of research. The dominant theme was relating, which means that the delivery of instruction in the teaching of research was the actual involvement of teachers in the teaching of research. This indicates that relating the subject matter of the lesson of the teaching of research has employed certain teaching methodologies and strategies to enhance learning in accordance with the Curriculum Guide. This implies further that the delivery of instruction in the teaching of research requires the observance of the K to 12 curriculum guides for teaching research.

In the awareness of the Content Standard of the Curriculum Guide, the SHS teachers were said to be involved in the following:

#### Information of Content Standards

They had experienced collaboration with other research teachers as revealed in the following narratives:

<sup>1.294</sup>I became aware with the required content standards through seminars and <sup>1.295</sup>trainings I have attended. Also, we were provided with the CG wherein it <sup>1.296</sup>lays down the contents and competencies to be covered. And, in our LAC, <sup>1.297</sup>we have a session which we revisit and discuss the CA. Are you aware of <sup>1.298</sup>the required content standard in teaching research in the K to 12 <sup>1.299</sup>Curriculum, why or why not?<sup>1.300</sup>Yes, I am aware of the content standards. These are stipulated in the <sup>1.301</sup>curriculum guide. <sup>1.302</sup>I am fully aware of the required content standard in teaching research <sup>1.303</sup>since I follow the curriculum guide prescribed by DepEd. Also, I <sup>1.304</sup>coordinate with other research teachers and attend seminars and <sup>1.305</sup>continuing education opportunities. <sup>1.306</sup>Yes, I am aware. As teacher, I cannot teach the things that I do not know. <sup>1.307</sup>Yes, I am aware because of the orientation seminar given to us. Our <sup>1.308</sup>department Head also in research guide us along the way. We are also <sup>1.309</sup>having a regular consultation to collaboratively discuss the matters <sup>1.310</sup>pertaining to the teaching the content of research (F1:1.294-1.299; SP1:1.300-1.301; SP2:1.302-1.305 & SP6: 1.307-1.310).

This would further indicate in learning research collaboratively, it can give learners educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. This would further lead to the development of higher-level thinking, oral communication, self-management, and leadership skills, increase in student retention, self-esteem, and responsibility (Frerie, 2012).

Also, involvement in orientation about Research Curriculum includes knowledge about the curriculum as revealed in the following lines:

<sup>1.311</sup>Yes, research teachers are provided with the curriculum guide by the <sup>1.312</sup>DepEd. This CG contains content standard as the basis for the delivery of <sup>1.313</sup>research instruction” (SP6).

Moreover, the awareness of the content standard of the K to 12 research curriculum was also through discussions with colleagues during LAC sessions and free time and K to 12 Research Curriculum as revealed in the following statements:

<sup>2.207</sup>Yes, I am aware of the content standards in teaching research since it is <sup>2.208</sup>depicted on the curriculum guide and we teachers who are member of the <sup>2.209</sup>research council undergone orientation about the expected output, content <sup>2.210</sup>of research and roles of the different members of the research council. <sup>2.211</sup>Yes, I am aware. It has been the core of our discussions during the LAC <sup>2.212</sup>sessions. During free time, we, research teachers, also share/talk about it. <sup>2.213</sup>Yes, I am! We were provided with CG by our Research Council Head. <sup>2.214</sup>curriculum Yes. We teacher are guided with the guide” (NP1: 2.207-2.210, NP2:2.208-2.209, NP5:2.210-2.211 & NP6:2.2012-2.214).

This further indicates that awareness on the content standard of the K to 12 research curriculum was known during actual teaching activities. This further mean that before engaging to teaching, it is a must for every teacher to know the content standard of the subject to teach. The content standard of the subject research was further discussed during LAC sessions, seminar workshops, and teaching coaching sessions which made the teacher fully aware of the content of the subjects they were teaching about.

#### Post-Journey

With the dominant themes derived from this post journey, experiences in the teaching of research as a writing subject, an adaptation of teaching methodologies, and challenges of the teaching of research assisted students in accomplishing a research output which is a requirement for a senior high school student. Thus, according to Zamorski and Haydyn (2012), not everyone grows up to have an innate sense of high self-esteem or worthiness. Everybody has those rough nights, days, negative moods, or being tired. Thus, to travel the path of becoming an effective teacher, everyone has their own stories to tell. Stories along one’s journey of teaching research for the first time would not be possible without of course the equipping of the content knowledge and values and skills about teaching strategies. In this context, the narratives of the SHS teachers in the teaching of research end the journey with the intention to come up with the implication to practice, thus the need to conduct a study (Cruickshank, et. al (2010).

Therefore, after surpassing the intricacies in the teaching of research to Senior High School students, their journey continues in making writing as a research subject, teaching research as a writing subject, teaching Research to Senior High School students, and dealing with the difficulties encountered by teachers in teaching research.

The pedagogical journey of the teachers continued even after they have been teaching research and at this time, they were teaching the senior high school students to accomplish a research output. This research output started with teaching writing as a research subject.

In the teaching of writing as a Research Subject, the narratives revealed that teachers were collaborating and relating the teaching of writing to instructional principles because they have experienced the following:

#### Application of K to 12 Pedagogical Approach in Teaching Writing

In collaborating, it involved learners with direct and explicit instructional principles and collaborative activities, basic skills in in-text referencing, proper citation of authors and avoidance of committing plagiarism and collaborative work to come up with good outputs as revealed in the following statements:

<sup>1.317</sup>On teaching writing as a research subject, I teach writing subject through <sup>1.318</sup>involving the learners with direct and explicit instructional principles <sup>1.319</sup>relevant to research content, self-directed learning and contextualized <sup>1.320</sup>collaborative activities. In your case, how do you teach writing as a <sup>1.321</sup>research subject?<sup>1.322</sup>I always teach the basic research writing skills such as paraphrasing, using <sup>1.323</sup>in-text referencing, proper citation of authors, avoiding plagiarism, and so <sup>1.324</sup>on. I use worksheets and PPT presentations in the delivery of my lesson. <sup>1.325</sup>I also use constructivism and cooperative learning in my classes.<sup>1.326</sup>Through allowing the students to gather relevant ideas and information to <sup>1.327</sup>be able to come up with a good work up. I believe that... (F1:1.317-1.321, SP1: 1.322-1.325 & SP6: 1.326-1.327).

These narratives further reflect the teaching of writing according to the following principles: (1) Writing is social and rhetorical. This focuses on external factors and writing which is intended to speak to audiences for particular purposes; (2) Writing serves as a variety of purposes. It is produced to achieve a specific purpose that can be quite disassociated from the writers' identity or ideas; (3) Every one is a writer. This develops skills and enhances their writing skills throughout their writing lives and employs different strategies when composing in different situations; (4) Writers bring multiliteracies, and

they bring cultural and linguistic assets to whatever they do. This represents different ideologies, values, and identities; (5) Writers compose using different modes and technologies. This includes not only writing, but also the composition of other types of texts, such as videos and podcasts; and (6) Writers compose in and outside the classroom. This reflects on the readers' needs within particular social contexts, often including the readers' values. As such, writers may engage with their communities and make their writing and composing public. Thus, writers may compose about, with, and for their communities ((Roozen, 2015).

Moreover, relating the application of knowledge in writing in doing research includes the application of writing in the conduct of the study, teaching writing with the application of basic principles, application of writing in doing research with the use of skills in paraphrasing and non-observance of plagiarism, improvement of writing skills through exposures to writing activities and shared knowledge from teachers' experiences as revealed in the following statements:

<sup>2.216</sup>I teach writing as a research subject through letting the students do write <sup>2.217</sup>ups on the different literatures in their study, following the APA format. <sup>2.218</sup>I make sure that what my students learn about writing will be used as they <sup>2.219</sup>write research. For example, in EAPP, I keep telling them my students <sup>2.220</sup>that the skills they will learn will be utilized as they take research. I make <sup>2.221</sup>sure they learn how to paraphrase and cite sources properly to avoid <sup>2.222</sup>plagiarism. <sup>2.223</sup>Basically, the writing skills have to be improved by giving them lots of <sup>2.224</sup>writing opportunities. <sup>2.225</sup>With their chosen topic, I let them express what they needed to write about <sup>2.226</sup>the topic, back up with readings. Then I give my knowledge and <sup>2.227</sup>experiences. <sup>2.228</sup>I apply skills in writing that ideas are read smoothly. Ideas should stick <sup>2.229</sup>together from sentence to sentence and from paragraph to paragraph (NP2: 2.216-2.217, NP2:2.218-2.222, NP3: 2.223-2.224, NP6: 2.225-2.227 & NP5: 2.225-2.229).

Then, in relating observance of writing mechanics in writing research, it includes the Observance of writing mechanics in the writing of research which includes coherence and cohesion, spelling, grammar, and punctuation to make students' writing to be clear and effective as revealed in the following lines:

<sup>2.230</sup>I let my students observe the mechanics in writing. They have to <sup>2.231</sup>observe coherence and cohesion, spelling, grammar, punctuations, <sup>2.232</sup>etc. to make their writing clear and effective (NP4).

These narratives show the teaching of writing as a research subject which the emerging themes include: Relating the teaching of writing to instructional principles, Accomplishing the required writing standards, and Collaborating in the teaching of writing. The dominant theme is relating the teaching of writing to instructional principles which would mean that teaching writing as a research subject was done involving actual teaching of writing as a research subject. This involves the teaching of basic writing skills which include paraphrasing, summarizing, and synthesizing the author's ideas. This also includes the teaching of the mechanics of writing which includes proper punctuation, spelling, and proper paragraphing. This indicates that the basic of writing is taught in writing research. This further implies that relating the teaching of the basic skills in writing to the teaching of research, has made students do also the research writing.

Also, in the teaching of Research as Writing, the SHS teachers have gained knowledge from the technical and scientific requirements which included writing activities where learners were required to complete the writing of a research paper and defend it in class technically and scientifically as revealed in the following lines:

<sup>1.338</sup>In teaching research as writing, I teach it by getting the learners the <sup>1.339</sup>learners involved in writing activities such as searching information from <sup>1.340</sup>multiple authors, collecting data, report discourse and assertion based on <sup>1.341</sup>the evidences gathered. How about you, how do you teach research as <sup>1.342</sup>writing? <sup>1.343</sup>I let my students write a complete research paper and defend it in class <sup>1.344</sup>usually towards the end of the semester. <sup>1.345</sup>I teach research to SHS through the use of differentiated instruction which <sup>1.346</sup>includes the giving of worksheets to students, letting them watch videos <sup>1.347</sup>about research and exposing them to actual research writing process. <sup>1.348</sup>By simply teaching the principles of writing particularly the technical and <sup>1.349</sup>scientific writing, it is the way research is taught<sup>1.350</sup>Students were asked to search for the related literature and studies. Thus, <sup>1.351</sup>students must know how to paraphrase, correct grammar and spelling and <sup>1.352</sup>even proper indention” (F1: 1.338-1.342, SP1: 1.343-1.344, SP6:1.345-1.347, SP4: 1.348-1.349 & SP7: 1.350-1.352).

It is further noted in these narratives that as teacher of writing, writing activities should be initiated so that students are engaging in writing processes, shaping meanings, working towards purposes, and creating different texts, or ‘products. In addition, in teaching writing, it intends others to read, and therefore it involves a form of writing processes which include the planning and rehearsing: the generation, selection, and sorting of ideas to write about; drafting or composing: the recording of ideas with attention to meaning making, grammar, spelling, punctuation, and handwriting (or keyboarding); revising: the revisiting of the text (often as a result of feedback from peers and/or the teacher) to improve and enhance the writing; editing

and proofreading: the polishing of the draft in readiness for publication, which includes editing for spelling, text layout, grammar, capitalization and punctuation; and publishing: the preparation of the text for sharing with an audience, with attention given to the form and style of the text. Therefore, it is this writing process—from planning to publication—that provides a template for thinking about supporting students as writers in the classroom (Christie, 2016).

This further relates to the application of technical skills in writing in the following narratives which indicated that the writing mechanics should be observed as revealed in the following statements:

<sup>1.353</sup>I provided them with the technical format, conducted write shops <sup>1.354</sup>activities. Guide students in paragraph construction, grammar, <sup>1.355</sup>paraphrasing, making a synthesis, use of transitional devices and <sup>1.356</sup>supervises in creating a presentable and eligible scientific paper (SP2).

This would mean that teaching research is at the same time teaching writing. This implies further that the teaching of research is like teaching writing and therefore these were the basic skills to be taught to students in doing research to come up with research output.

This would imply that the teaching of research writing aims to improve the writing skills of students with procedure-based gradual writing training practice by positively changing their writing perception, attitude and motivation, anxiety and fear, lack of education, writing difficulties, and writing process. This would further indicate that teaching writing is considered to be significant in terms of affecting the writing perception, attitude and motivation, anxiety, and fear, writing training, and process as a result of performing the writing training with a gradual procedure. Thus, in giving adequate importance to writing, eliminating students' unwillingness and negative attitudes toward writing, perform writing activities to improve the writing perception of students and eliminate writing anxiety and fear, and carry out procedure-based writing training in an incremental manner (Sugumlu, 2020).

Teaching Research to Senior High School was done through collaboration because they experienced collaborative learning to come up with required output, giving follow up and ways to teach senior high school students, senior high school students were treated as college students as revealed in the following lines:

<sup>1.362</sup>I basically use cooperative learning where students work in groups and <sup>1.363</sup>brainstorm on issues or matters related to the lesson. Then, I always let <sup>1.364</sup>them present their output to the class so I can have the chance to process <sup>1.365</sup>the activity and check on their learning progress. As for my resources, I <sup>1.366</sup>used both printed and



online materials to gather necessary information to <sup>1.367</sup>substantiate the lesson. I also use worksheets, PPT presentations, videos <sup>1.368</sup>and other relevant materials in my lesson (SP1).

This would indicate further that collaborative teaching is an important aspect of teachers' professional lives for it continuously made them reflect on and improve the practice of teaching. This further gives them the opportunity to share knowledge and critically reflect on teaching practices, provides them with collegial support or peer feedback, and collectively design teaching methods (Vangrieken, Dochy, Raes, & Kyndt, 2015).

In addition, in relating teaching to accomplishing a writing task, students were guided with problem formulation, set a timeline for the accomplishment of research tasks, and monitoring and supervised students' work. It further relates in crafting research in accordance with the research manual and applying what the students learned in paragraphing, correct mechanics, and grammar by observing the standard format in the following:

Consequently, in the present teaching situation of Research teachers, the collaborative teaching gave them a clear picture of the learning potential of different forms. It is an opportunity rather than a challenge to have a joint work and collective sense of responsibility in order to improve their teaching practice (Van Gasse, Vanlommel, Vanhoof, & Van Petegem, 2017). In addition, teacher professional learning unfolds in different teaching collaborative methods. This includes the influencing factor which is considered any ongoing work-related process that leads to a change of cognition (Pedder & Opfer, 2013). Also, it is influenced by school-based teacher collaboration which includes a fruitful context for teacher professional learning (Horn, Garner, Kane, & Brasel, 2017). Therefore, teacher collaboration with different levels of interdependence is associated with teachers' learning opportunities (Van Waes et al., 2016).

It also relates to the discussion and exposition which were made to come up with a research output and a comprehensive explanation of what were done in every chapter of the research paper of which samples were provided and integration of real-life experiences as revealed in the following lines:

<sup>2.235</sup>In teaching research with the senior high school students, I started <sup>2.236</sup>with the basic elements in research, letting the students craft their <sup>2.237</sup>own working research titles and craft the different chapters of <sup>2.238</sup>their study following the research manual of the school. <sup>2.239</sup>In research, I always tell my students to apply what they learned <sup>2.240</sup>in paragraph writing, apply correct mechanics, grammar, and even <sup>2.241</sup>follow the set standards and format (NP1:2.235-2.238, NP2: 2.239-2.242 & NP6:2.243-2.244).

This would reveal that the teaching of research to senior high school indicates that the teaching of research includes the collaboration strategies where students worked in group and applied the basic skills in writing. At the same time, teachers also collaborate with their co-teachers to come up with the effective strategies in writing, in accordance with the Curriculum Guide. They shared this with other teachers, how CG was followed and how the research was taught. This would mean that since the teaching of research is something new for them, it will always have room for innovations and discoveries to enhance the teaching of research to senior high school students.

### Challenges in Collaborative Teaching of Research

Finally, the journey of the SHS teachers ends their narratives in dealing with the difficulties encountered by the students in writing research output. They have experienced difficulties in doing research, mentoring, motivating and sharing experiences, and asking for help in dealing with research. In the evaluation, they have encountered difficulties of difficulties encountered, thus, they have provided students with proper guidance in doing research, availability of consultation hours, looking for references, checking output and communicating things to improve and come up with desirable outputs, flexibility to all types of students and no output, no grade policy. These experiences made them realize a need for mentoring and collaborative teaching as revealed in the following lines:

<sup>1.387</sup>When my students encountered difficulties in research writing, I <sup>1.388</sup>do mentoring and give motivations. Also, I usually share about <sup>1.389</sup>my problems regarding students' behavior to my colleagues and <sup>1.390</sup>ask some help in addressing the problem. How do you deal with the <sup>1.391</sup>difficulties encountered by your students in writing research <sup>1.392</sup>output?<sup>1.393</sup>I evaluated the part of the research which the students find them <sup>1.394</sup>hard. I also find an extra effort to teach them on how to come up <sup>1.395</sup>with the desirable outputs.<sup>1.396</sup>I try to help and guide them as much as I can. I make myself <sup>1.397</sup>available for consultations whenever there is a need. I also help <sup>1.398</sup>students look for references, especially with technical subjects. I <sup>1.399</sup>check their work and communicate their mistakes to them so they <sup>1.400</sup>can improve it.<sup>1.401</sup>Teacher encountered some difficulties from students in writing <sup>1.402</sup>their research output. Thus, we must be flexible to all kind or type <sup>1.403</sup>of students. And we must also be firm with our policy that no <sup>1.404</sup>output, no grade “(SP1:1.387-1.392, SP4:1.393-1.395 SP1: 1.396-1.400 & SP7:1.401-1.404).

They had also experienced the need to have collaborative teaching to assist the respective studies of the students because they had learned from their mentoring with the students, attendance from conferences for teachers, and collaborative teaching from other teachers. Also, they had learned to share and discuss the teaching of research collaboratively to come up with a research output, accomplished the required output and shared time for learning something for the students to produce research output as revealed in the following statements:

<sup>1.405</sup>I require students who are knowledgeable to tutor or assist <sup>1.406</sup>classmates with low abilities. Conduct specific group meeting. <sup>1.407</sup>Attend conferences for teachers. Ask help of class activities and <sup>1.408</sup>other subject teacher. Collaborative teaching is a must to learn <sup>1.409</sup>from other teachers. <sup>1.410</sup>Encourage them to pursue the task. Assist them and give clear <sup>1.411</sup>instruction on what to do to complete the study. <sup>1.412</sup>In this journey, we have learned as we share and discuss that <sup>1.413</sup>teaching research is not an easy task but it challenges both the <sup>1.414</sup>teachers and learners to come up with a research output which is a <sup>1.415</sup>required academic undertaking of a senior high school graduate. <sup>1.416</sup>In behalf of the proponent of this research, I am thanking <sup>1.417</sup>everyone for spending a time to share and a time for learning <sup>1.418</sup>something for the benefits of our students <sup>2.248</sup>As a research teacher, it is the main objective of our teaching to <sup>2.249</sup>let our students produce an output. How do you deal with the <sup>2.250</sup>difficulties encountered by your students in writing research <sup>2.251</sup>output?" (SP2: 1.405-1.409, SP5: 1.410-1.411, F1: 1.412-1.418 & F2: 2.248-2.251).

Consequently, failing in proper monitoring and communicating with the students was evident because of failure to produce a research output and failure to call the attention of the concerned to communicate the status of the students in research as reflected in the following lines:

<sup>2.252</sup>I deal with the students' difficulties in research through <sup>2.253</sup>monitoring research output and performance, after knowing their <sup>2.254</sup>research status a set schedules for follow up coaching/mentoring <sup>2.255</sup>in research. If worst scenario happens where the students were not <sup>2.256</sup>able to have their research output, I will call the attention of their <sup>2.257</sup>parents and adviser as well as their coach to communicate and <sup>2.258</sup>follow up students' academic status (NP1).

This would mean further that teachers can adapt their pedagogic approaches and can mutually design such tasks that could motivate and encourage students by giving them the liberty of choosing topics of their interest (Pineteh, 2013). This would therefore show the dealing of the difficulties encountered by students in writing research output which indicates that teaching the subject requires addressing the difficulties encountered by the students. This further implies that when difficulties encountered by the students are not properly addressed, coming up with a research output would not be possible.

To sum it up, the narratives reflected in the pedagogical journey of Senior High School Research Teachers were presented in three journeys: pre-journey, the journey, and the post journey. In the pre-journey, the influence of SHS Teachers' pedagogical journey on their teaching of research was manifested in the themes which emerged in the narratives of the research teachers which include the following: 1) feelings towards the teaching profession; 2.) personal and professional characteristics of a research teacher; and 3.) teaching experiences in private and public schools. Teachers' feelings towards the teaching profession had seemingly influenced their teaching of research by acceptance, contentment, considerations, and satisfaction of the nature of teaching. While the personal and professional perceptions as research teachers, their influences were evidenced by their being goal-oriented, committed, collaborative, dynamic, equipped, and adaptive to the challenges of teaching research. With regard to their experiences in both private and public schools, they were influenced by their utilization of advanced teaching strategies, adjustment to the student's learning styles, and their acceptance of the challenges of teaching senior high school students.

While in the journey, the generated themes further influence the SHS Teachers' pedagogical journey in their 1) acquisition of knowledge of the pedagogical content; 2.) employment of various teaching methodologies; and 3.) learning of content standards. It revealed further that their acquisition of knowledge of the pedagogical content was evidently influenced by pedagogical content by their attendance to training in teaching research, curriculum guide, technical assistance and exposure to different types of research, and the integration of research to all subjects in the K to 12 Curriculum. While the source of knowledge of pedagogical content had apparently been influenced by learning from collaboration among teachers during training, LAC sessions, and colleagues in the research department. Influences were also manifested in the employment of various teaching methodologies which included collaboration in the delivery of instructions, and instructions in different methodologies. While learning content standards, it had shown the influences in the utilization of collaboration in the teaching methodology through other research teachers, learning research, and involvement in orientation, LAC sessions, and research curriculum.

Finally, in the post journey the influence of SHS teachers' pedagogical journey on their teaching of research in the following: 1.) experiences in the teaching of research as a writing subject; 2.) adaptation of various teaching methodologies;

3.) challenges in teaching research. In the experiences of the teachers in teaching research as a writing subject, the influences had something to do with their utilization of collaboration in learning writing, instruction in the required writing standards, observance of writing mechanics in writing research, technical and scientific requirements, and application of technical skills in writing. Meanwhile, their influences in the adaptation to various teaching methodologies were likely expressed in their performance in writing with the observance of the K to 12 Curriculum with the collaboration in the teaching of lessons and instruction in the accomplishment of a writing task. The challenges in teaching research were therefore influenced by the collaborative approach in teaching which included the collaboration in teaching research and collaboration in giving of assistance from other teachers, and the performance of teaching writing with the observance of the K to 12 Curriculum which manifested in the communication of status of research output.

### Implication of Findings

The implications of the findings were reflected in the narratives of the pedagogical journey of Senior High School Research Teachers in three journeys: pre-journey, the journey, and the post journey.

As to the pre-journey, the implication of SHS Teachers' pedagogical journey on their teaching of research was manifested in the themes which emerged in the narratives of the research teachers which include the following: 1) feelings towards the teaching profession; 2.) personal and professional characteristics of a research teacher; and 3.) teaching experiences in private and public schools. Teachers' feelings towards the teaching profession had seemingly influenced their teaching of research by acceptance, contentment, considerations, and satisfaction of the nature of teaching. While the personal and professional perceptions as research teachers, their influences were evidenced by their being goal-oriented, committed, collaborative, dynamic, equipped, and adaptive to the challenges of teaching research. With regard to their experiences in both private and public schools, they were influenced by their utilization of advanced teaching strategies, adjustment to the student's learning styles, and their acceptance of the challenges of teaching senior high school students.

The implications on each theme generated in the pre-journey of the Senior High School teacher are discussed in the following:

On perception of the nature of the teaching profession, this would indicate that when a teacher accepted his/her profession, there is satisfaction. This would further imply that in getting satisfaction with the job, the teacher will also become productive. Furthermore, if the teachers were contented with their job, they would develop and maintain a high level of performance. Thus, the teaching-learning process made it more efficient and effective that could produce a highly competitive

learner (Kadtong, Unos, Antok, & Midzid, 2017). This further implied that it contributed to teacher well-being as satisfied teachers were less susceptible to stress and burnout (Skaalvik & Skaalvik, 2011). In addition, there was an evidence that students of teachers who were contented with their job also felt better (Collie, Shapka, & Perry, 2012). Furthermore, satisfied teachers offer higher instructional quality and better learning support for their students (Kunter et al., 2013). Thus, content teachers demonstrated a stronger job commitment and were less prone to leave the profession (Blömeke, Houang, Hsieh, & Wang, 2017), which was crucial in times when teacher turnover was high.

This would indicate further that behind challenges in teaching there was always a burden to overcome and this would imply acceptance as part of the teaching profession no matter how tiring to teach the students, but what was more revealing in these experiences were the fact that they have to face their challenges as part of the teaching routines for the good future of their students. This would further imply that in every success of students, there were teachers behind them. Moreover, they performed at their best, and must be willing to maintain their efforts until they had achieved their goals (Kerr, 2014). Thus, these teachers were usually self-starters because of their love of the profession and hold a very stable long-term belief about the nature of student motivation and the particular motivational strategies that were effective in motivating their students (Turner 2010).

In this journey of Senior High School Public Research teachers, they seemed to have been at a good start before entering the public school and teaching the research subject. The emerging themes to reflect their feelings toward teaching are the following: varied feelings toward teaching: positive and negative and advantage and disadvantage of the teaching profession. Various feelings had shown that the teachers had experienced before entering into teaching in the senior high school in public high school which meant that their emotions were mixed, some find it positively, some were not; challenging, and others find it not challenging at all. This demonstrates that the path to becoming a teacher in a public school was not an easy one. This implied further that in getting a teaching position in the senior high school of the Department of Education, it is already a challenging experience since the senior high school department was a new educational program in which everything was in a state of discoveries and innovations. It also implied that since the senior high school teachers were new to teaching research in the K to 12 curricula, it is necessary for them to be involved in collaborative teaching as a strategy for them to be equipped and guided to teach research. Therefore, the teaching of the K to 12 curricula in Senior high school was more of a challenge rather than for the sake of teaching only (Orbe, Allen, Sarmineto, 2016; Datukan, 2018, and Unal, 2019).

On qualities of a research teacher, it implied that teaching research is not within their comfort zone and academic preparation to teach the subject is nowhere to be grounded despite the fact that these teachers have taught already from respective higher institutions. In addition, this would mean that teaching out of their comfort zone has displaced and replaced

teachers to accelerate as re-conceptualizing their craft in teaching in light of emerging technological demand of the subject to teach especially in research. Thus, novice teachers were motivated when they felt confident that they can achieve the assignment or task, when they valued the outcome of their efforts or performance, and when they believed the reward was what was promised by the organization or school (Agadoni, 2013). This would further implied that as a novice teacher, it was a demanding task because it centered on complex, interrelated sets of thoughts, actions, and dynamics (Seija & Bruce, 2015).

In addition, as a novice teacher it can be noted that according to Redmond and Hite (2013), there were five distinct components for the use of expectancy theory: 1. The leader needs to make an assignment or task a challenge so that the follower develops a feeling of accomplishment after they have completed the assignment; 2. The leader must keep in mind the ability of the follower when setting assignments or tasks; 3. Leaders must recognize that followers are different from each other and possess various levels of self-esteem; 4. Leaders need to communicate to the follower which outcomes will constitute an acceptable performance; and 5. Leaders need to keep in mind that most individuals want to feel useful, competent, involved, and productive, and the assignments or tasks must be attainable to the entire organization.

It would also imply that effectiveness was perceived to be effective only when the students were able to accomplish the required requirements of the subject. Therefore, expectations are important for teachers to be motivated for their tasks at school, because work-related expectations affect efforts, and efforts will affect performance, which then closely affects motivation. Specifically, although these novice teachers had a variety of expectations in different areas, enhancing its career path ultimately depends on their respective desires and motivations (Göksoy & Argon, 2015).

This would have the impact on professional development that can lead to important qualitative outcomes such as the creation of a positive school culture, citizenship, improvement in individual teacher skills, and development of opportunities for learning and for teachers learn best through professional development that addresses their needs (Meissel et al., 2016).

Therefore, professionally, research teachers find themselves obligated rather than committed to teaching research subjects in senior high school. Being dynamic teachers means that they take on many roles and accept them as part of the teaching profession. Aside from having the license to teach, they have also explored the challenges in the teaching of research in Senior High School. Although teaching research subjects would mean new and difficult to handle, professionals, have accepted it as a duty and responsibility. It indicates further that being a dynamic teacher would require a good relationship among co-teachers and a willingness to embrace learning new things. This would imply that the professional perception of an as senior high school teacher reflects the kind of dynamism that a teacher possesses in making the teaching of the research subject possible. Thus, professional development training, instructional beliefs, and professional development program



outcomes greatly contributes to teacher's motivation and eventually for teachers' professional growth (Thomson & Turner, 2015).

On experiences in teaching, it implied that the senior high school teachers had utilized teaching methodologies. These teaching methodologies had something to do with a deliberate activity done in a professional manner to bring a positive change on the learner. It can be noted further that teachers were guided by certain principles of teaching and learning which had great implication for teaching. This indicated that the role of the teacher was very essential in the effective implementation of the curriculum. This method of teaching denoted the strategy by which a teacher delivered his/her subject matter to the learners based on some predetermined instructional objectives in order to promote learning in the students. For a teacher to effectively adopt any teaching method, some factors must be considered. The effective implementation of any curriculum depends to a large extent on the availability of various methods of teaching (Buseri & Dorgu, 2011).

This indicates that the teachers have experienced the convenience of time, school facilities, and the teaching strategies used in the classroom to foster a learning environment to learners. This implies further that in teaching in private institutions, teachers are allowed to choose and use their own tests and lesson plans thus, attracts them to work with the professional development opportunities (Dinçer & Seferoglu, 2020).

This implies that the teaching experience of teachers in teaching private institutions which they were adapting since in a private school they have experienced all the comforts, such as the provision of the instructional materials and the technology of teaching. It is interesting to embark on different challenges in teaching which includes the accommodation of various teaching tasks and adjustment to the kind of learners with different learning styles. This means that the teaching of research in the public school was different from private school. This implies further that adjustment to the level of students' understanding, the learning environment, provision of instructional materials, and workloads have to take place for a teacher to teach in the public senior high school. Thus, the teachers' experience in private institution has impacted the way they teach in public. These experiences had led them to have the commitment to help the students attain a quality of education in which the required teaching competencies are not compromised (Meador, 2019).

As to the journey, the generated themes further influence the SHS Teachers' pedagogical journey in their 1) acquisition of knowledge of the pedagogical content; 2.) employment of various teaching methodologies; and 3.) learning of content standards. It revealed further that their acquisition of knowledge of the pedagogical content was evidently influenced by pedagogical content by their attendance to training in teaching research, curriculum guide, technical assistance and exposure to different types of research, and the integration of research to all subjects in the K to 12 Curriculum. While the source of knowledge of pedagogical content had apparently been influenced by learning from collaboration among teachers



during training, LAC sessions, and colleagues in the research department. Influences were also manifested in the employment of various teaching methodologies which included collaboration in the delivery of instructions, and instructions in different methodologies. While learning content standards, it had demonstrated how other research teachers, learning research, and participation in orientation, LAC sessions, and research curriculum had an impact on the use of collaboration in teaching methods.

The implications which were generated in the journey of the Senior High School teachers were further discussed in the following:

On acquisition of knowledge in the pedagogical content, it implies that the journey of the Senior High School had continued as they have been already teaching research in the K to 12 Curriculum. To consider collaborating in the teaching of research was seen to be an available option for the teachers who were new to teach the subject for them to be able to be guided with the teaching of the subject. This implies that collaborative activities during Learning Action Cell (LAC), seminars, and training and coaching sessions had contributed to the knowledge and motivation for the teachers to teach research. This implied further that by collaborating with the teachers in the teaching of research, it has bridged the gap between teacher and the teaching of the subject. Thus, collaborative learning is a method of teaching and learning in which student team together to explore a significant question or create a meaningful project (Bovbjerg, 2011).

On employment of various teaching methodologies, it implies that the instructional delivery must prioritize the material they address to ensure that it meets the curriculum's learning objectives. This somehow made effective teachers focus on core topics and sequence information to cover basic material before introducing new topics. Its focus engages every student to build their communication and social skills, learn how to work interdependently, and enhance their self-efficacy. Thus, to enhance student learning and help students meet expectations, teachers can prompt them to gain proficiency in research skills by assisting them in moving beyond using personal opinions as the sole basis for responses (Paolini, 2015).

On information of content standards, it implies that the teachers in the 21st century were expected to be abreast with content knowledge of the recent development in education. As teachers, they have become a steward of cognizant transformational change and must continuously upgrade their personal growth and professional development. Thus, in order to carry out a high performance of their roles and responsibilities, they must have knowledge of the content of the curriculum which is the key to realizing the imperatives of the K to 12 curriculum program (Carreon, 2018).

This would further imply that knowledge about the curriculum can be acquired by involving the teachers in orientations. Thus, the curriculum orientation had the goal such as objectives, content, teaching, learning, activities, and assessment methods to assist students in mastering of the concepts and the main ideas of the academic discipline which

focused on the learning process than content (Tanriverdi & Apak, 2014). Moreover, the teachers were also provided with the Curriculum Guide and modules which were created and prepared by the head of the department to ensure that the teaching of research was in accordance with what is required in the K to 12 Curriculum. This implies further that awareness of the content standard is a basic requirement to teach the subject.

As to the post-journey, the implication of SHS teachers' pedagogical journey on their teaching of research in the following: 1.) experiences in the teaching of research as a writing subject; 2.) adaptation of various teaching methodologies; 3.) challenges in teaching research. In the experiences of the teachers in teaching research as a writing subject, the influences had something to do with their utilization of collaboration in learning writing, instruction in the required writing standards, observance of writing mechanics in writing research, technical and scientific requirements, and application of technical skills in writing. Meanwhile, their influences in the adaptation to various teaching methodologies were likely expressed in their performance in writing with the observance of the K to 12 Curriculum with the collaboration in the teaching of lessons and instruction in the accomplishment of a writing task. The challenges in teaching research were therefore influenced by the collaborative approach in teaching which included the collaboration in teaching research and collaboration in giving assistance from other teachers, and the performance of teaching writing with the observance of the K to 12 Curriculum which manifested in the communication of status of research output.

And finally the implications on each theme generated in the post-journey of the Senior High School teachers were discussed in the following:

On application of the K to 12 pedagogical approach in teaching writing, it implies that by teaching writing as research subject, teachers provide their students with strong, even exemplary writing instruction which involved the use of teaching procedures. This further included teachers' use of evidence-based practices for teaching writing which made particular instructional adaptations, or assigned different types of writing to teaching writing (Freedman, 2016). Moreover, it is evident that teachers can, and some do, devote considerable time and effort to teaching writing. Most teachers are also familiar with a broad array of instructional methods, activities for composing, and possible adaptations for struggling writers. Nevertheless, writing is an extremely complex skill (Hayes, 2012), and learning how to write requires time and good instruction (Graham, 2018).

This would further imply that in teaching writing as a research subject, it is further influenced by teachers' beliefs and knowledge (Graham & Harris, 2018). Teachers devote more time and attention to teaching writing if they are better prepared to teach it, feel more confident in their capabilities to teach it, derive greater pleasure from teaching it, and consider it an important skill (Troia & Graham, 2017).

This also imply that writing requires the development of specialized knowledge on how writing is used to accomplish different purposes. It features the different types of text, attributes of strong writing, specialized vocabulary for specific types of text, and rhetorical devices for creating a specific mood. Also, creating and revising text involves translating concepts into text, creating written sentences, creating and revising it, and using tools such as text construction schemas and strategies. (Graham, 2018).

On challenges in collaborative teaching of research, it implies that in facing the difficulties of teaching research, these Research teachers have experienced the writing of the students to be inappropriately structured which complicates the content and comprehension of the text. This made the student failed to accomplish a research output. Moreover, according to Rico (2014) that an incoherent text fails to communicate ideas which cause a lack of confidence in learners even if they have mastered syntactic, lexical, and grammatical command over text composition. Students' lack of confidence is also caused by a teaching strategy which does not conform to students' learning styles and cultural backgrounds (Ahmad et al.,2013).

On the other hand, on the part of the teacher, it can be implied that poor writing skills originate from two factors: the teacher and the learner. This means that teachers lack an appropriate pedagogic approach to teaching writing, including providing prompt and effective feedback to students, and most crucially, teachers lack the ability to motivate students ((Dar & Khan,2015).

## Conclusions

The pre-journey of the SHS teachers influences their teaching of research to the senior high school students through their feelings toward the teaching profession and understanding of the nature of teaching. This further influences their personal and professional perception which includes their being goal oriented and collaborative. While on the journey, their knowledge of the pedagogical content and information on content standards are influenced by their teaching of research through attendance in Learning Action Cell (LAC) sessions and other research-related training. And finally the post journey of the SHS teachers influence their performance in the application of the different strategies/techniques in their observance to the required writing standards of the writing of research of the K to 12 Research Curriculum.

## Recommendations

It is further recommended that influences in teaching should be effectively utilized by senior high school teachers in coming up with teaching methodologies and strategies with the observance of the K to 12 Curriculum which would serve as a guide in proper delivery of the required competencies of the subject.

The assignment of the teacher to teach research should take into consideration his/her good perceptions toward teaching as one of the preferences in selecting the teacher to teach the subject.

The senior high school teachers should be continuously exposed to the different strategies/techniques in teaching research to facilitate the acquisition of competencies necessary in research.

The collaborative approach to teaching research be strengthened through constant evaluation and feedbacking. The utilization of a more collaborative approach in teaching research should be enhanced to improve the teaching of writing to public senior high school students and the teaching skills be further developed to improve the teacher's skills in the teaching of research.

The Department of Education should consider utilizing a scheme in the monitoring of Research teachers' teaching strategies or methods to ensure the observance of the K to 12 Curriculum in the teaching of research subjects.

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**K to 12 BASIC EDUCATION CURRICULUM**  
**SENIOR HIGH SCHOOL – APPLIED TRACK SUBJECT**

**Grade:** 11

**Subject Title:** Practical Research 1

**Semester:** Second Semester

**No. of Hours/Semester:** 80 hours/semester

**Subject Description:** This course develops critical thinking and problem-solving skills through qualitative research.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Nature of Inquiry and Research</b>	<i>The learner demonstrates understanding of:</i>  1. the importance of research in daily life 2. the characteristics, processes, and ethics of research 3. quantitative and qualitative research 4. the kinds of research across fields	<i>The learner is able to:</i>  use appropriate kinds of research in making decisions.	<i>The learner:</i>  1. shares research experiences and knowledge	<b>CS_RS11-IIIa-1</b>
			2. explains the importance of research in daily life	<b>CS_RS11-IIIa-2</b>
			3. describes characteristics, processes, and ethics of research	<b>CS_RS11-IIIa-3</b>
			4. differentiates quantitative from qualitative research	<b>CS_RS11-IIIa-4</b>
			5. provide examples of research in areas of interest (arts, humanities, sports, science, business, agriculture and fisheries, information and communication technology, and social inquiry)	<b>CS_RS11-IIIa-5</b>
<b>Qualitative Research and Its Importance in Daily Life</b>	<i>The learner demonstrates understanding of:</i>  1. the value of qualitative research; its kinds, characteristics, uses, strengths, and weaknesses	<i>The learner is able to:</i>  decide on suitable qualitative research in different areas of interest.	<i>The learner:</i>  1. describes characteristics, strengths, weaknesses, and kinds of qualitative research	<b>CS_RS11-IIIb-1</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	2. the importance of qualitative research across fields of inquiry		2. illustrates the importance of qualitative research across fields	<b>CS_RS11-IIIb-2</b>
<b>Identifying the Inquiry and Stating the Problem</b>	<i>The learner demonstrates understanding of:</i> 1. the range of research topics in the area of inquiry 2. the value of research in the area of interest 3. the specificity and feasibility of the problem posed	<i>The learner is able to:</i> formulate clearly statement of research problem	<i>The learner:</i> 1. designs a research project related to daily life	<b>CS_RS11-IIIc-e-1</b>
			2. writes a research title	<b>CS_RS11-IIIc-e-2</b>
			3. describes the justifications/reasons for conducting the research	<b>CS_RS11-IIIc-e-3</b>
			4. states research questions	<b>CS_RS11-IIIc-e-4</b>
			5. indicates scope and delimitation of research	<b>CS_RS11-IIIc-e-5</b>
			6. cites benefits and beneficiaries of research	<b>CS_RS11-IIIc-e-6</b>
			7. presents written statement of the problem	<b>CS_RS11-IIIc-e-7</b>
<b>Learning from Others and Reviewing the Literature</b>	<i>The learner demonstrates understanding of:</i> 1. the criteria in selecting, citing, and synthesizing related literature 2. ethical standards in writing	<i>The learner is able to:</i> 1. select, cite, and synthesize properly related literature 2. use sources according to	<i>The learner:</i> 1. selects relevant literature	<b>CS_RS11-IIIIf-j-1</b>
			2. cites related literature using standard style (APA, MLA or Chicago Manual of Style)	<b>CS_RS11-IIIIf-j-2</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	related literature	ethical standards 3. present written review of related literature	3. synthesizes information from relevant literature	<b>CS_RS11-IIIIf-j-3</b>
			4. writes coherent review of literature	<b>CS_RS11-IIIIf-j-4</b>
			5. follows ethical standards in writing related literature	<b>CS_RS11-IIIIf-j-5</b>
			6. presents written review of literature	<b>CS_RS11-IIIIf-j-6</b>
<b>Understanding Data and Ways To Systematically Collect Data</b>	<i>The learner demonstrates understanding of:</i> 1. qualitative research designs 2. the description of sample 3. data collection and analysis procedures such as survey, interview, and observation 4. the application of creative design principles for execution	<i>The learner is able to:</i> 1. describe qualitative research designs, sample, and data collection and analysis procedures 2. apply imaginatively art/design principles to create artwork	<i>The learner:</i> 1. chooses appropriate qualitative research design	<b>CS_RS11-IVa-c-1</b>
			2. describes sampling procedure and sample	<b>CS_RS11-IVa-c-2</b>
			3. plans data collection and analysis procedures	<b>CS_RS11-IVa-c-3</b>
			4. presents written research methodology	<b>CS_RS11-IVa-c-4</b>
			5. utilizes materials and techniques to produce creative work	<b>CS_RS11-IVa-c-5</b>
<b>Finding Answers through Data Collection</b>	<i>The learner demonstrates understanding of:</i>	<i>The learner is able to:</i>	<i>The learner:</i>	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	observation and interview procedures and skills	gather relevant information with intellectual honesty	collects data through observation and interviews	<b>CS_RS11-IVd-f-1</b>
<b>Analyzing the Meaning of the Data and Drawing Conclusions</b>	drawing out patterns and themes from data	analyze and draw out patterns and themes with intellectual honesty	1. infers and explain patterns and themes from data	<b>CS_RS11-IVd-f-2</b>
			2. relates the findings with pertinent literature	<b>CS_RS11-IVd-f-3</b>
<b>Reporting and Sharing the Findings</b>	<i>The learner demonstrates understanding of:</i>	<i>The learner is able to:</i>	<i>The learner:</i>	<b>CS_RS11-IVg-j-1</b>
	1. guidelines in making conclusions and recommendations	1. form logical conclusions	1. draws conclusions from patterns and themes	<b>CS_RS11-IVg-j-2</b>
	2. techniques in listing references	2. make recommendations based on conclusions	2. formulates recommendations based on conclusions	
	3. the process of report writing	3. write and present a clear report	3. lists references	<b>CS_RS11-IVg-j-3</b>
			4. presents a written research report	<b>CS_RS11-IVg-j-4</b>
	selection criteria and process of best design	execute best design	5. finalizes and present best design 6. writes short description and present best design	<b>CS_RS11-IVg-j-5</b> <b>CS_RS11-IVg-j-6</b>

**GLOSSARY**

<b>Ethics</b>	research ethics relate to the standards that should be upheld to guard participants from harm or risk. Ethical considerations should be made at each stage of the research design and include informed consent, voluntary participation and respect for confidentiality. ( <a href="http://www.kcl.ac.uk/library/nhs/training/glossary.doc">www.kcl.ac.uk/library/nhs/training/glossary.doc</a> )
<b>Intellectual Honesty</b>	is an applied method of problem solving in academia, characterized by an unbiased, honest attitude, which can be demonstrated in a number of different ways, including but not limited to: <ul style="list-style-type: none"> <li>One's personal beliefs do not interfere with the pursuit of truth;</li> <li>Relevant facts and information are not purposefully omitted even when such things may contradict one's hypothesis;</li> <li>Facts are presented in an unbiased manner, and not twisted to give misleading impressions or to support one view over another;</li> <li>References, or earlier work, are acknowledged where possible, and plagiarism is avoided.</li> </ul> ( <a href="http://en.wikipedia.org/wiki/Intellectual_honesty">http://en.wikipedia.org/wiki/Intellectual_honesty</a> )
<b>Qualitative Research</b>	a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. ( <a href="http://en.wikipedia.org/wiki/Qualitative_research">http://en.wikipedia.org/wiki/Qualitative_research</a> )
<b>Quantitative Research</b>	refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques. ( <a href="http://en.wikipedia.org/wiki/Quantitative_research">http://en.wikipedia.org/wiki/Quantitative_research</a> )

## : G2Curriculum Guide for Practical Research 2 (Quantitative)

K to 12 BASIC EDUCATION CURRICULUM  
SENIOR HIGH SCHOOL – APPLIED TRACK SUBJECTGrade: 12  
Subject Title: Practical Research 2Semester :First Semester  
No. of Hours/Semester: 80 hours/semester  
Prerequisites: Statistics and Probability

Common Subject Description: This course develops critical thinking and problem-solving skills through quantitative research.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Nature of Inquiry and Research	<i>The learner demonstrates understanding of:</i> <ol style="list-style-type: none"> <li>the characteristics, strengths, weaknesses, and kinds of quantitative research</li> <li>the importance of quantitative research across fields</li> <li>the nature of variables</li> </ol>	<i>The learner is able to:</i> decide on suitable quantitative research in different areas of interest	<i>The learner:</i> 1. describes characteristics, strengths, weaknesses, and kinds of quantitative research	CS_RS12-Ia-c-1
			2. illustrates the importance of quantitative research across fields	CS_RS12-Ia-c-2
			3. differentiates kinds of variables and their uses	CS_RS12-Ia-c-3
Identifying the Inquiry and Stating the Problem	<i>The learner demonstrates understanding of:</i> <ol style="list-style-type: none"> <li>the range of research topics in the area of inquiry</li> <li>the value of research in the area of interest</li> <li>the specificity and feasibility of the problem posed</li> </ol>	<i>The learner is able to:</i> formulate clearly the statement of research problem	<i>The learner:</i> 1. designs a research useful in daily life	CS_RS12-Id-e-1
			2. writes a research title	CS_RS12-Id-e-2
			3. describes background of research	CS_RS12-Id-e-3
			4. states research questions	CS_RS12-Id-e-4
			5. indicates scope and delimitation of study	CS_RS12-Id-e-5
			6. cites benefits and beneficiaries of study	CS_RS12-Id-e-6
			7. presents written statement of the problem	CS_RS12-Id-e-7

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Learning from Others and Reviewing the Literature	<i>The learner demonstrates understanding of:</i> <ol style="list-style-type: none"> <li>the criteria in selecting, citing, and synthesizing related literature</li> <li>the ethical standards in writing related literature</li> <li>the formulation of conceptual framework</li> <li>the research hypotheses (if appropriate)</li> <li>the definition of terms as used in the study</li> </ol>	<i>The learner is able to:</i> <ol style="list-style-type: none"> <li>select, cite, and synthesize judiciously related literature and use sources according to ethical standards</li> <li>formulate clearly conceptual framework, research hypotheses (if appropriate), and define terms used in study</li> <li>present objectively written review of related literature and conceptual framework</li> </ol>	<i>The learner:</i> 1. selects relevant literature	CS_RS12-If-j-1
			2. cites related literature using standard style (APA, MLA or Chicago Manual of Style)	CS_RS12-If-j-2
			3. synthesizes information from relevant literature	CS_RS12-If-j-3
			4. writes coherent review of literature	CS_RS12-If-j-4
			5. follows ethical standards in writing related literature	CS_RS12-If-j-5
			6. illustrates and explain conceptual framework	CS_RS12-If-j-6
			7. defines terms used in study	CS_RS12-If-j-7
			8. lists research hypotheses (if appropriate)	CS_RS12-If-j-8
			9. presents written review of related literature and conceptual framework	CS_RS12-If-j-9
Understanding Data and Ways to Systematically Collect Data	<i>The learner demonstrates understanding of:</i> <ol style="list-style-type: none"> <li>quantitative research designs</li> <li>description of sample</li> </ol>	<i>The learner is able to:</i> describe adequately quantitative research designs, sample, instrument used, intervention (if applicable),	<i>The learner:</i> 1. chooses appropriate quantitative research design	CS_RS12-IIa-c-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
	3. instrument development 4. description of intervention (if applicable) 5. data collection and analysis procedures such as survey, interview, and observation 6. guidelines in writing research methodology	data collection, and analysis procedures	2. describes sampling procedure and the sample	<b>CS_RS12-IIa-c-2</b>
			3. constructs an instrument and establishes its validity and reliability	<b>CS_RS12-IIa-c-3</b>
			4. describes intervention (if applicable)	<b>CS_RS12-IIa-c-4</b>
			5. plans data collection procedure	<b>CS_RS12-IIa-c-5</b>
			6. plans data analysis using statistics and hypothesis testing (if appropriate)	<b>CS_RS12-IIa-c-6</b>
			7. presents written research methodology	<b>CS_RS12-IIa-c-7</b>
	8. the application of art/design fundamentals for execution	9. apply imaginatively art/design principles to create artwork	8. implements design principles to produce creative artwork	<b>CS_RS12-IIa-c-8</b>
<b>Finding Answers through Data Collection</b>	<i>The learner demonstrates understanding of:</i> 1. data collection procedures and skills using varied instruments 2. data processing, organizing, and analysis	<i>The learner is able to:</i> gather and analyze data with intellectual honesty, using suitable techniques	<i>The learner:</i> 1. collects data using appropriate instruments	<b>CS_RS12-II-d-g-1</b>
			2. presents and interprets data in tabular and graphical forms	<b>CS_RS12-II-d-g-2</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			3. uses statistical techniques to analyze data—study of differences and relationships limited for bivariate analysis	<b>CS_RS12-II-d-g-3</b>
<b>Reporting and Sharing Findings</b>	<i>The learner demonstrates understanding of:</i> 1. guidelines in making conclusions and recommendations 2. the techniques in listing references 3. the process of report writing	<i>The learner is able to:</i> 1. form logical conclusions 2. make recommendations based on conclusions 3. write and present clear report	<i>The learner:</i> 1. draws conclusions from research findings	<b>CS_RS12-IIh-j-1</b>
			2. formulates recommendations	<b>CS_RS12-IIh-j-2</b>
			3. lists references	<b>CS_RS12-IIh-j-3</b>
			4. presents written research report	<b>CS_RS12-IIh-j-4</b>
	4. the selection criteria and process of best design	4. execute best design	5. finalizes and presents best design	<b>CS_RS12-IIh-j-5</b>
			6. presents research workbook	<b>CS_RS12-IIh-j-6</b>

**K to 12 BASIC EDUCATION CURRICULUM  
SENIOR HIGH SCHOOL – APPLIED TRACK SUBJECT**

**GLOSSARY**

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<b>Qualitative Research</b>	a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. ( <a href="http://en.wikipedia.org/wiki/Qualitative_research">http://en.wikipedia.org/wiki/Qualitative_research</a> )
<b>Quantitative Research</b>	refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques. ( <a href="http://en.wikipedia.org/wiki/Quantitative_research">http://en.wikipedia.org/wiki/Quantitative_research</a> )



Appendix-I: Curriculum Vitae **CURRICULUM VITAE**



**PERSONAL INFORMATION**

FULL NAME: ROWEL LLANTO OTERO  
Birth Date: November 18, 1971  
Birth Place: Mati, Davao Oriental  
Present Address: 7<sup>th</sup> Street, Guevarra Subdivision, Purok Malakas  
General Santos City  
Contact Numbers: 09683243239/09477602442  
Social Media Account: <https://www.linkedin.com/in/rowel-otero-70b714172/>,  
<https://www.facebook.com/rowel.otero.7>

**EDUCATIONAL BACKGROUND**

POST GRADUATE STUDY:

Doctor of Philosophy major in Language Studies (PhD-LE)  
NOTRE DAME OF DADIANGAS UNIVERSITY  
Marist Ave., General Santos City  
(April, 2018-19)

GRADUATE STUDIES:

Master of Education in Arts major in Teaching English as Second Language (MAED-TESL)  
NOTRE DAME OF DADIANGAS UNIVERSITY  
Marist Ave., General Santos City  
(September, 2009-10)

Master in Research and Extension Administration (MAREXA)  
SILLIMAN UNIVERSITY  
Dumaguete City  
(March, 1997-98)

UNDERGRADUATE STUDY:

Bachelor of Arts in English (AB-Engl)  
MINDANAO STATE UNIVERSITY  
Tambler, General Santos City  
(April, 1992-93)



HIGH SCHOOL:

Secondary Education  
STA. MARIA INSTITUTE  
Sta. Maria Davao Occidental  
(March, 1988-89)

GRADE SCHOOL:

Elementary Education  
DAVAO ORIENTAL ACADEMY ELEMENTARY DEPARTMENT  
Iba, San Isidro, Davao Oriental

**WORK EXPERIENCES**

2021 (6-months)

Call Agent/Virtual Assistant (WFH)  
Blueshift  
Pasig, Manila

2018-2021

Online Class Teacher  
General Santos City National High School  
General Santos City

Graduate School  
Mindanao State University  
General Santos City  
2016-2021

Head, Research Department/Research Teacher/English Teacher  
Senior High School Department  
GENERAL SANTOS CITY NATIONAL HIGH SCHOOL  
Department of Education  
Calumpang, General Santos City

2013-2016

Faculty/English Teacher  
RAMON MAGSAYSAY MEMORIAL COLLEGES  
General Santos City

2004-2013

Dean, College of Arts and Allied Sciences/Director, Student Affairs/English and Social Sciences  
Teacher  
BROKENSHERE COLLEGE SOCKSARGEN  
Ced Ave., General Santos City

2003-2004

Faculty/English Teacher

DOCTORS FOUNDATION COLLEGE  
General Santos City

STRATFORD INTERNATIONAL  
General Santos City

2001-2003

Writer/Consultant  
BARRIOS INC  
Gen. Santos City

1994-2001

Quality Assurance Manager/Research and Development Officer/  
English Instructor  
MINDANAO POLYTECHNIC COLLEGE  
Makar Road, General Santos City

#### **SPECIAL SKILLS**

Content Writing, Technical Writing and Manual Design, Video Lesson