

Teaching Experiences in Filipino Research Instruction

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Citation: Sarsalejo, M. G. H., Fabrigaras, L. L., & Mercado, H. A. R. (2024). Teaching experiences in Filipino research instruction.

Educational Administration: Theory and Practice, 30(8), 945-945

Doi: 10.53555/kuey.v30i8.11585

ARTICLE INFO

ABSTRACT

This study focused on the analysis and description of the role of Senior High School (SHS) teachers in Filipino research teaching. The researchers intend to assess and describe barriers to teaching research, and the strategies of faculty for dealing with such obstacles using the Transcendental Phenomenology design. Seven (7) teacher-participants with four (4) females and three (3) males of the study were selected using purposive sampling from schools that implement Senior High School program in Tacloban City division, Philippines. Using a semi-structured questionnaire, data collection was conducted through one-on-one interviews through face to face and online platform. The data collected were analyzed using Collaizi's Seven Steps of Data Analysis to precisely establish objective, honest, accurate, and credible study data. Findings revealed that there were obstacles faced by faculty in teaching Filipino research in SHS such as lack of knowledge and experience, lack of equipment and resources, lack of motivation and interests, and language factors. Teachers have strategies in place to deal with identified obstacles. Accessibility has been a key intervention in the use of tools to address the scarcity of available resources, and the development of one's own knowledge and research experience. Finally, authors suggested conducting and providing teachers with exercises and workshops to develop knowledge and skills in teaching Filipino research. Likewise, the researchers strongly intend to concentrate to the factors that affect the success and quality of teaching and learning by expanding and deepening the scope of using Filipino language in the academic and research fields.

Keywords: Transcendental Phenomenology, Teaching Filipino Research, Senior High School, Pedagogical Experiences

I. Introduction

Research, as a form of discipline, has become an integral part of the field of teaching and learning today. Reading and writing skills have become more significant due to their application to higher academic discourse through the creation and exploration of knowledge related to the discipline of Filipino and other fields. The implementation of RA 10533, or the Enhanced Basic Education Act, established a new framework for learning and emphasized essential skills in the context of 21st century society. The K to 12 Curriculum Guide ensures that the Filipino subject focuses on macro skills in reading, writing, and analysing various forms and types of texts that will help develop students' research capabilities (DepEd, 2016).

At present, the promotion of a new curriculum with a focus on research skills has been found to have low attainment. It is a collective consequence of factors that have a direct influence on the overall teaching and learning process. In fact, existing study was determined that students' lack of interest, lack of teaching equipment, and lack of expertise of teachers have a significant impact on the quality of teaching and learning (Capulso & Sicat, 2019). This problem with the ability of teachers is rooted in the Department's quick and immediate decision to change the curriculum. The implementation of K to 12 has prompted the acceptance of teachers to teach outside of their area of expertise. Studies have proven that the lack of qualified teachers in Senior High School (SHS) to teach according to the field of expertise is an additional problem at present (Astorga, 2019; De Guzman & Abagon, 20213). This phenomenon has become an additional obstacle to the quality of teaching due to the lack of knowledge and experience of teachers.

Relative to this situation, few existing studies have provided evidence that teaching Filipino research subject in the senior high school are challenging due to lack of knowledge of modern teaching methods or strategies especially in the field of writing, lack of teaching equipment, and lack of knowledge of the teacher in grammatical structure in which the quality of education and the interest in students' learning decreased. For instance, previous research explained that the problems of teachers in teaching the Filipino subject such as lack of knowledge of modern teaching methods or strategies especially in the field of writing, lack of teaching equipment, and lack of knowledge of the teacher in grammatical structure (Aldevera et al., 2019; Combalicer, 2016; De Juan, 2013; Labranonte, 2021).

These concerns are the main underpinnings that prompted the conduct of the study regarding the phenomenon of research teaching in SHS. The cited previous studies may not directly address because the authors' concern persist to this day. The researchers anticipated that their suggested alternatives in the existing study may not directly apply in the context of study. Moreover, the existing information have focused on factors affecting effective teaching and have illustrated the overall state of the curriculum in SHS. The empirical data of the study also showed related factors affecting the quality of teaching. Moreover, based on the researchers' analysis and review, it was seen that there was a need to merge the two key concepts which is the teaching and Filipino research, to better reflect in a broader and deeper scope the phenomenon of teaching and learning research in Senior High School (SHS) under the enriched curriculum of K to 12.

Through this study, both the theoretical and practical importance of development in the quality of teaching and learning research were highlighted. Focusing on the obstacles and challenges in teaching and learning is a good starting point for instructional planning and the development of teaching methods. The data of the study is a response to the lack of literature about research which is an ideal way to present research in Filipino to a wider scope. Ultimately, the outcome of the study is a platform for educational planning such as the development of instructional guidelines, the design of practices, and other actions related to the improvement of teaching and learning in research. Moreover, the present study aimed to assess and characterize the role of teachers in teaching Filipino research in Senior High School (SHS) and strategies in dealing with obstacles in teaching research in Senior High School

II. METHODOLOGY

Research Design

This research was a qualitative study using transcendental phenomenology design. This approach, which was largely advocated by Husserl, is a philosophical approach to qualitative research that aims to understand the human experience (Moustakas, 1994). Phenomenology is the ascertainment of hidden worlds and human experiences and how they were experienced. It is about acknowledging how things have been experienced in a realistic way. More focus and attention were given to data collection on any experience and how the participant experienced the situation and distanced the researcher from personal biases and decisions. Subsequently, contextual analysis, interpretation of the data, development of themes and categories were carried out to organize the gathered information and provide relevant estimates. It also considers the historical and cultural context in the data analysis. In this regard, the researcher believes in the appropriateness of using TPh as a design of current research especially since it focuses on the analysis and description of the phenomenon of teaching research in Senior High School. In this way, the embedded scenarios in understanding the role of teachers in teaching research in SHS have been given a broad and in-depth look in paying attention to the obstacles and mechanisms of teachers in teaching.

Locale of the Study

This study was conducted among five (5) selected National High Schools in the Tacloban City Division, Philippines that implemented the Senior High School program in the school year 2022-2023. The researchers used the selected schools to name them for identifying the origins of the teachers who were the participants in the study which is the source of the data to address the above objectives in relation to the analysis and description of the overall teaching of research in SHS.

Participants of the Study

The participants in this study were the Senior High School teachers who were teaching research using Filipino language. Purposive sampling was used to select participants based on consideration of specific criteria. First (1), the teacher must have at least three (3) years of experience in teaching a research subject. The researchers believes that this or more Senior High School teaching experience is an ideal basis to obtain the rich data that is essential to understanding and addressing the research objective; second (2), the teacher has encountered various obstacles in teaching research; and third (3), the teacher has an interest in participating in the research conducted. The non-probability sampling technique, specifically the purposive sampling technique was used in the ideal context of five (5) to fifteen (15) participants depending on the saturation point or the point in a study where the information collected is repeated and no new information is added. This is to ensure that they gain the diverse perspectives and experiences necessary to achieve the learning objectives. In the context of the study, seven (7) participating teachers with four (4) females and three (3) males were selected based on the above criteria and other considerations.

Instrument

The researchers used an interview method using a semi structured questionnaire. The instrument is composed of three parts that describe the entire data collection process. First (1), the preliminary part which involved initial introductions, establishing a pleasant atmosphere and introductory questions to gradually begin the formal interview. The second (2) part of the questions is divided into three (3) subcategories. These involved questions that would address the objectives mentioned by the study – the obstacles and strategies/mechanisms. Finally, the questionnaire used showed the parts of the introduction, gratitude and conclusion of the interview. The research instrument used in this research has been reviewed and validated by three (3) experts to ensure its suitability in meeting the objectives of the study.

Data Gathering Procedure

To ensure compliance with the legality and systematic process of conducting the research, this section describes the methods and processes that have been used in the overall data collection, up to its analysis and finalization. The researchers sought permission from the Department of Education, Tacloban City Division to contact with the principals of the target schools. After obtaining the approval, it immediately went to the participating Schools to obtain the approval of the administrators, as well as the consent of the participating teachers. The participants were teachers who teach Filipino research in the Senior High Schools from Leyte National High School, Sagkahan National High School, Northern Tacloban City National High School, San Jose National High School, and Sto. Nino Senior High School. The gathering of information from teachers was conducted through face-to-face and online interviews using Google Meet. Based on the implemented Data Privacy Act, the researchers used a code to identify each participant involved in the study. After data collection, the responses of the participants were transcribed, and analysis began.

Ethical Considerations

Ethical considerations ensured that no one acted in a manner that was detrimental to society or to an individual. This prevented the researchers from behaving in a desired way without regard to boundaries. In this study, the researchers ensured ethical considerations especially in the criteria to be followed in data collection. In terms of participation, the consent of the teachers who participated in the study and the voluntary participation in the face to face and online interviews were obtained. Confidentiality of the participants' identities was also ensured, and it was ensured that all data obtained were used only to meet the objectives of the study. Further, in the matter of honesty in the analysis of the responses obtained, the researchers applied objective analysis and description, and the researchers distanced personal and biased views from the phenomenon studied. In a paper, what is Ethics and Why Is It Important? The author referred to objectivity and honest data as part of ethical considerations. In this research, these aspects were ensured by being objective and not manipulating the data obtained from the analysis (Resnik, 2011). The validation process is one of the bases to establish the credibility and accuracy of the study data.

Data Analysis

The information gathered from the interviews was analysed using Colaizzi's Seven Steps of Data Analysis method consisting of systematic steps (Collaizi, 1978). The Colaizzi Method consists of seven (7) stages: First (1), familiarity with the information obtained; second (2), the identification of information that is directly related to the phenomenon studied; third (3), determining the meaning from the study data; fourth (4), the aggregation of interrelated definitions; fifth, (5), the categorization of the aggregated definitions; sixth (6), the development of themes or synthesis from aggregated meanings; and (7) the validation of the developed themes. In the context of the study, the contextualization of the evaluation process is discussed below.

Familiarity with the information obtained. After conducting interviews with seven (7) study participants, the researchers transcribed the responses of the interviewees. In this section, the recorded interview was listened carefully and repeatedly and typed out to ensure that no information was overlooked, and that the transcription produced was accurate. The researchers also read this transcription repeatedly as part of the review and to gain a preliminary understanding of the phenomenon studied.

Identifying Important Information. During the process of reviewing and reading the transcript, the researchers had a preliminary view of the responses associated with the phenomenon studied. The identified significant responses according to their relevance to the study topic were analysed by the researchers to have a systematic diagnosis and ensure that these data could be retrieved quickly for the next step of analysis. The researchers also recorded the possible codes floated by the identified statements using the framework generated.

Defining the Meaning. The coding process is floated in this part of the analysis. The significant and important data identified were given a competent code by the researchers to facilitate the identification of the dominant context in the participants' responses. These codes are representations of interpretations in preparation for testing them in the next phase of the analysis.

Combining Interrelated Meanings (Theming). In this part of the analysis, the researchers identified the codes that are interrelated in context and meaning. This is the first step by the researcher in identifying possible loopholes in the phenomenon studied.

Categorization of Collective Meanings. In the context of the present study, at this stage the researchers conducted a preliminary test of the generated codes. The categorization was based on the relationship and consistency of the idea of the identified statements from the resulting interview.

Creating Themes or Synthesis. In this section, the researchers performed a categorization of the categories to generate an overall decision based on meeting the objectives of the study. Testing is a method by which the researcher identifies the data being studied. It involved the process of identifying and recording one or more text excerpts or other items in the data obtained such as portions of a text that in some sense showed similarity and were both theoretical and descriptive ideas. This has been the basis for the researchers' description of the role of teachers in SHS teaching Filipino research.

Validating the Generated Themes. In the process of validating its themes and interpretations, the researchers formulated a general description of the phenomenon studied. The researchers reviewed the participants and presented the results of the analysis for possible feedback and suggestions by the participants on the generated themes to establish the quality of the data generated by the research. After this process, the researchers developed an initial draft of the analysis and description of the teachers' experiences that was the focus of the study.

Methods of Efficacy. After gathering important information in this study, the researchers considered methods to ensure the validity of the data. The treatment ensured that they were credible and kept effective, and confidential all data gathered. Thus, the researchers considered the following:

Anonymization. To collect the data, the researchers used a recorder to conduct interviews with the participants. The identities of the participants are private and confidential, using the code 'Participant' to describe the teachers interviewed in both transcription and interpretation. The researchers also assured that access to the interview recordings would be private and would not be used and/or used in any decision involving a breach of confidentiality of all personal information.

Coding Process. The researchers listened to all the recorded interviews with the participants and transcribed them one by one for transcription generation. After all the collected data had been properly aligned and prepared, the researcher encoded it for the development of an electronic transcription. This has made the process of analysis much easier, particularly in terms of coding and categorization. The researchers also prepared a coding notebook that contained a coding frame. It shows the range of analysed units, generated codes and clusters of codes, categories with reference and location of origin, comments, records used to correct, interpret, and reinforce the ability to perform the analysis.

Triangulation. The study used the investigator triangulation were two of the researchers analyse the data separately and compare the findings to strengthen the validity, credibility, and verifiability of the data collected and to reduce biases. This process was conducted to further confirm that the outcomes of the study were not solely caused by the current conditions during the study being conducted and the outcomes that were not in line with the expected conditions (Edmonds & Kennedy, 2012). In addition, the authors also conduct a member checking, and the participants were informed of the results of the analysis of the data that had been shared with the desired parts of the study data to be clarified and corrected.

Audit Trail. The researchers also prepared and conducted the audit trail in this study. Primary study data such as interview notes, aggregated information, products analysed, results of the reduction and reconstruction of the data, including the categories, interpretations and definitions resulting from the transcriptions, were considered. The researchers also prepared a record of the initiatives and processes of the study conducted, including the design and methodology of the study to strengthen the credibility of the research conducted. Finally, the researchers considered the initial materials developed to accomplish this task that were validated by three (3) experts to ensure the quality, suitability, and responsiveness of this equipment to the needs of the SHS research faculty.

III. RESULTS AND DISCUSSION

Obstacles to Teaching Filipino Research in SHS

Based on the interviews conducted and an analysis of the experiences of faculty in teaching research in SHS, it was discovered that various obstacles were faced. In the analysis, it was seen that the identified obstacles affected the quality of research teaching and more importantly the purpose of conducting the research. These challenges are a significant indication of the low achievement in the target skills in the said scope of study and in meeting the curriculum requirement set at the level of learning in Grade 11 and 12. The literature on the challenges faced by teachers is a significant and perhaps intrinsic nature of teaching. However, these challenges have the effect of uncertainty for teachers as well as about the ways in which teachers should consider in the aspect of learning (Helsing, 2006).

Lack of Knowledge and Experience in Teaching Filipino Research.

The success and quality of teaching can be viewed in terms of the teacher's ability, knowledge, and experience in the subject he or she is teaching. Teacher involvement in the entire teaching-learning process is an important consideration in student performance as a product of the overall process. In the context of the present study,

one of the identified obstacles of faculty in teaching research in SHS is the lack of knowledge and experience of participants in teaching research which is an integral requirement to realize the curriculum requirement. Research has shown that the teachers who teach this subject have limited knowledge and experience when it comes to research. As a result, it is difficult to teach the subject to senior high school students. Participants emphasized that teaching a technical academic task was not easy for them, and that they did not have sufficient training and experience in this regard. According to P1:

“I can't really say that I'm equipped to teach research... it feels like I haven't had any training to teach research... it seems we can't give what we don't have”.

The participant response is an affirmation that any course of action in the collective teaching-learning process begins with the knowledge and experience of the teacher. Participants further explained that these situations are troubling because they do not pay attention to the knowledge that students should acquire especially in the aspect of writing research. Previous research confirmed that teacher knowledge is one of the most important influences on what students accomplish and ultimately learn and succeed (Fennema & Franke, 2002). If so, any decisions, involvement and implementation of the dynamic educational process involve factors related to the teacher's competence and competence in the scope of his or her field. Based on the study data, this situation of research teachers is rooted in the lack of programs and activities that develop the skill and experience of teachers to achieve a high level of research teaching knowledge.

Lack of Interest in Research

One of the integral factors in the success and achievement of learning skills is the participation and interest of students in the teaching-learning process. Their involvement in the activities set by the teacher and the level of interest shown are significant variables that influence the outcome of the course. In the context of the study, one of the identified barriers to teaching research in SHS was students' interest in learning. The results of the study drew attention to two areas – low interest in the Filipino subject and lack of knowledge in research studies. It was found that teachers felt a lack of interest among students and that it was a double challenge for them to arouse students' interest especially in understanding the importance of research as an academic need. As a result, an additional challenge for teachers is intensive teaching and explaining the meaning and importance of research and its practical application to everyone as part of personal and academic development. According to P3:

“I ask them, what comes to your mind when you hear the word research?... nothing is said. They are not familiar even with the word 'research P3'.

Knowledge of a specific topic is a good foundation for outlining the relevant steps in the teaching-learning process. In the current study, it was found that the lack of knowledge among students regarding the research topic is one of the barriers for teachers. This issue in the aspect of teaching has become a challenge especially since the course aims to develop a basic research project. According to the participants, this has been a primary problem on the part of the students. Understanding the context of research, selecting a topic, formulating and writing the problem, and choosing an appropriate design are just some of the indicators of students' low knowledge in research. Nevertheless, achieving and succeeding in learning is a collaborative process. The role of the teacher is crucial in addressing these deficiencies and exposing students to productive learning. In fact, existing study reported that teachers have a significant role in fostering students' personal motivations by encouraging their development as active participants in the process (Abrantes et al., 2006). Teacher and student must work together and dedicate themselves to the learning process. Consequently, students' interest in learning research can be viewed as a product of the obstacle. Students' interest and overall performance in the learning process are the result of interrelated factors that affect perceptions and appreciation of the course target. In this regard, one of the significant obstacles found in teaching research is the lack of student interest. According to P4:

“... I really see that they are not able to show it or that there is no heart of a child in them right now, they have no interest”.

Students' interest in learning in any field of study has been identified in numerous studies and literature as a significant factor affecting academic success. In fact, one of the factors influencing academic success is students' attitudes, learning interests, study habits, motivation, self-efficacy, intelligence, and motivation (Kpolovie et al., 2014). They also emphasized that student interest as a significant factor affecting the quality of students' learning in research writing was established. Finally, interest is one of the perceived obstacles teachers face in teaching research in SHS.

Lack of Quality Education During the Pandemic

The rapid migration of the country's education system has had both positive and negative impacts on both teacher and student sides. In the context of advancement and development, the implementation of Modular

Distance Learning has exposed opportunities towards the adaptation and modernization of learning and continuation of learning despite the global health crisis. However, this decision on the way of teaching and learning has also produced a variety of problems that affect the deliberations of the curriculum and, more importantly, the learning of the students.

In this study, it was found from the participants' responses that one of the obstacles to teaching research in SHS was the teaching and learning modality during the height of the COVID-19 pandemic. The Department of Education's implementation of Modular Distance Learning has exposed challenges among teachers on how to make it possible to achieve the targeted skills and needs outlined in the curriculum. In the case of teaching research, discussion and understanding have been limited due to the lack of actual practices. Research as an academic necessity has not been accomplished because of the limitations of understanding, especially in a way that only modularizes the instruction provided. In this way, only modules and practice sheets (activity sheets) were the means to at least cross the content of the subject. It became a challenge for teachers to understand the key concepts embedded in the study of research, as well as the specific and systematic ways in which it was conducted. According to P6:

“...it's hard now, I don't know what the students understand since all teaching is modular now...”.

The scenario in the context of teaching in the modular system openly presented challenges related to the quality of teaching and learning. Such an approach indicated uncertainty in understanding the topics discussed due to the lack of an actual and physical demonstration of the skills required to conduct the research. The study participants showed a negative stance on the method and the quality of teaching in this modality, in which related to the existing study result, that Modular Distance Learning was not endorsed by teachers due to the compromise of learning (Anzaldo, 2021). In addition, most of the student's essays are answered by relatives and/or parents, so it is not certain what the student has learned. As a result, students have trouble in understanding the lessons due to lack of guidance from teachers. Therefore, due to the indistinguishable facts, the study floated that the research paper was not carried out because the students did not learn enough in the process of developing it. According to P4:

"It's just that they can't understand. You will just have to pity the students and ask for more than what you are giving, right? P4".

Difficulty of students in using the Filipino language, either verbally or in writing. Teaching methods and systems play a significant role in achieving the expected outcomes, especially since teachers and students work together in processing and realizing the skills that students wish to develop. The limitations of Modular Distance Learning have created obstacles that have posed challenges for research teachers and have made teaching even more difficult. Difficulty of students in using the Filipino language, either verbally or written. Language knowledge is one of the main foundations for fruitful learning in a specific area of study. When a student lacks language skills, teaching them is a struggle and will always be difficult (Stern, 2000). In this study, it was found that one of the obstacles faced by teachers in teaching research in SHS was the low proficiency of students in language and grammar. Participants encountered students with low proficiency in Filipino language and grammar. This is one of the factors that have been found to cause problems in understanding important concepts and developing research activities in the Filipino subject. According to P3:

"Speaking the language itself, students find it difficult to speak Filipino fluently. They have a hard time like I give them pure Filipino words if I speak Filipino, they have a hard time following even the spelling they don't know... This is the basic use of punctuation when forming a paragraph. It's too hard...P3"

The language skills of students are an essential factor in understanding the topic being discussed. Learning will not be possible if the very vehicle of knowledge is not understood by the student. In this study, one of the challenges for teachers in imparting research was the students' low proficiency in Filipino language and grammar. The challenge is not only focused on the students' limited knowledge of the subject but also on their understanding of it. An additional challenge for teachers is the use of classroom techniques that will stimulate the development of students' language skills. According to the participants, this problem further added to the already heavy content of the course. In writing, participants observed that students commonly struggled with spelling and using proper grammar. This is particularly important to consider, especially in technical writing such as research.

Lack of Tools/Resources

In the field of teaching, the role of materials and/or resources is important not only in expanding and enriching knowledge but also in validating and reinforcing the knowledge shared with students. Moreover, the basic concept of learning is its dynamism, if a subject does not have a rich and varied perspective and if the teacher's lens is limited by the lack of equipment available. In the context of the study, it was seen from the analysis of the participants' responses that one of the obstacles faced in teaching research at present is the lack of basic textbooks and resources that can be used in teaching. Such issues, according to the participants, contribute to

the challenges of teaching, especially for participants with limited knowledge and experience in conducting and teaching research. The results of the study were supported by data from the Department of Education report indicating a significant shortage of available teaching materials (DepEd, 2029). According to the Department, the desired 1:1 textbook ratio for teachers is not being implemented in many schools across the country. In fact, in region 8, Leyte Division, class observations and the evaluation of the technical classroom guides conducted by the Education Program Supervisors (EPS) and Public Schools District Supervisors (PSDS) showed a lack of materials, especially in the Filipino language in Senior High School. There are few copies and collections of teaching equipment and resources available resulting in superficial curriculum deliberation (DepEd, 2021). The above-mentioned obstacles can be seen from the experiences of the participants. According to P6:

“... It was very difficult because I didn't have the teaching equipment that I could use at first for teaching research. P6”.

From the participant's account, it was found that this problem in teaching research at SHS not only created obstacles for teachers but also for students. It is difficult for teachers to have a comprehensive discussion and practical demonstration of the skills because of the limited resources that can be used to help students understand better the topic being studied. As a result, the goal of getting the concept to the student to understand has become increasingly challenging since it is common for this task to use a variety of references. According to the participants, they used very few Filipino resources because most of the research materials were printed in English.

As mentioned earlier, textbooks play an important role in the quality of teaching and learning. Indeed, the important relationship between textbook and curriculum implementation in both the intended curriculum and implemented curriculum contexts (Valverde et al., 2002). Moreover, textbooks are a translation of curriculum rules that provide a consistent basis in the learning environment for teachers and students (Leshota, 2020). That is, textbooks set out the knowledge associated with the skills to be cultivated. Thus, the absence and/or inadequacy of adequate equipment brings not only difficulty in understanding and expanding knowledge but more importantly, the possibility of not meeting the requirements of the curriculum. Something that does not conform to the desired outcome of the Enhanced Basic Education Curriculum (K to 12).

Unrelated Competencies in the Books/References Used

Learning is a collective process that involves a variety of factors. Effective curriculum deliberation can be seen in the preparation of teaching tools such as textbooks which are the main basis for teachers to develop appropriate activities that will cover the specified competencies of the curriculum. These tools are applying methods and practical steps to realize the minimum requirements of the course.

However, in the context of teaching research in SHS, the study found that the expected achievement of the target skills at the said level of learning deviated from the context of the contents of the textbooks used in teaching. Based on an analysis of the participants' accounts, it emerged that the textbooks used to teach the research were not in line with the curriculum framework at the said level. This situation on the issue of textbook non-fit into the curriculum is one of the identified obstacles to teaching research at SHS. According to P4:

"It's just... Although I don't have a problem with the quality of the materials I used, it has a very good discussion, the only problem is that it doesn't conform to competency you have to adjust how to find other references. P4". The lack of focus on curriculum competencies is a problem that needs immediate attention. This affects not only the adherence to the Department's cause but also the quality of learning because of its compromised deliberations. In this regard, teachers are faced with the challenges of preparing and evaluating student learning. The different focus of the equipment and the curriculum made it difficult for participants to develop and apply appropriate methods. In teaching, the basic basis for classroom planning is anchored in the curriculum. The adaptation of content and activities contributes to the development of the student's skills in the target competencies. The relationship between the curriculum and teaching materials such as textbooks greatly aids in the attainment and development of students' knowledge and skills (Squires, 2012). Thus, in the context of the present study, paying attention to the barriers can be seen as an opportunity to make the development and use of SHS textbooks more meaningful. It is beneficial to remap and validate the contents of the books to ensure that the focus of the study is sufficient and appropriate for a particular subject.

Lack of Training for Teachers Handling Research

At present, the educational trend no longer ends with the attainment of a diploma from four years of study in the chosen field. Learning is dynamic and goes on forever. This view of the concept of learning is an important factor in knowledge expansion and skill development in both content and pedagogical aspects. In the present study, one of the perceived obstacles of faculty in teaching research in SHS is the lack of research knowledge and experience. This concept relates to the main reasons for facing challenges in teaching research, particularly the lack of access to research activities such as trainings, exchanges, conferences and other related activities. The study revealed that one of the barriers for teachers to teach research with quality is the limited involvement of teachers in research-related training. Such a scenario in the professional struggle of teachers affects the depth and breadth of their knowledge of the theoretical and practical values in teaching and in developing good research. According to P3:

"Yes, I'm really interested, but it depends on who will be sent. Here with us, it's usually our coordinator, but there's no feedback shared with us. P3".

The participants' responses reflected the unequal representation and opportunities for research faculty in SHS to develop professional goals. Lack of participation in research activities and lack of opportunity to expand theoretical understanding of the research environment are important variables affecting the quality of teaching on the said subject. In previous study, it was recognized that the quality of instruction is a critical factor in student's success (Gore et al., 2017). In this regard, their research focused on the importance of professional development in the development of teachers. This principle applies to all areas of study in the K to 12 Curriculum. It aims to support teachers in improving their skills while improving their well-being, effectiveness, and their professional engagement. Ultimately, providing faculty with access to research work is a clear and honest basis for a change in the way and perspectives of research teaching in SHS.

Limited Time for Faculty Discussion on Research

Understanding and developing good research requires careful and systematic planning. Time allocation and a specific framework of practice are important considerations for the success of both teacher and student. Nevertheless, it is undeniable that in the actual implementation of the outlined curriculum there are instances when a specific plan is not implemented for reasons related to time and/or season. In the context of the present study, it was seen from the participants' accounts that one of the obstacles to teaching research was the limited time of practice. Research in general is not easy and requires technical skills. Preparation, drafting, and actual writing is a process that requires lengthy planning and systematic elaboration. These considerations, therefore, are one of the emerging hurdles that participants say affect the effective deliberation of research teaching. According to P3:

"Yes, but I feel like I'm not satisfied with the research they've done because in terms of reading and writing the context of the research, it's already in the final stages, so one semester is not enough, and it will only be conducted in one quarter. P3".

The statement shows that the time devoted to developing research is not becoming sufficient. As a result, the quality of students' content is compromised because it is easy to develop and becomes part of the compliance requirement. Such teaching and research development scenarios are not a good manifestation of promoting fruitful learning because the quality of the products is ignored. Existing study have shown that time plays an important role in understanding teachers' teaching decisions (Teig et al., 2019). Due to the complexity of the instruction, the time devoted to its implementation is critical. The empirical data of the study identified perceived teachers' time constraints as obstacles that hindered their decision to implement tasks that unlocked cognitive strategies. Overall, the time allotted to teaching research is an important factor in the fulfilment and achievement of the expected SHS skills. As such, it would be desirable to have a revisit of the curriculum framework to align the practical competencies that need to be addressed. It is also important to consider the division and planning of tasks related to the purpose of developing the research.

Overall, the analysis of teachers' experience in teaching research in SHS revealed a variety of obstacles that affect the teaching status and quality of students' writing in the development of research. Teachers' lack of knowledge and experience in research, students' knowledge and interests, teaching modalities, students' low language and grammar skills, lack of tools/resources, disconnected competition in the books/resources used, limited involvement of teacher training in research activities, and limited time of practice. The above mentioned are factors that affect the teaching of research faculty in SHS.

Strategies in Addressing Barriers in Teaching Filipino Research

Based on the data obtained, it emerged that barriers to teaching research have a direct impact on the quality of instruction by teachers, and on students' understanding and development of research. The research teachers experienced various challenges that compromised the teaching conditions of the subject and ultimately diminished the students' ability to write a good research paper in Filipino. Therefore, to have a broader scope and depth of the present study, the researcher preferred to look at these trends in an optimistic way by exploring the mechanisms of teachers in dealing with identified obstacles.

The teacher's ability to adapt and think of ways is a human instinct when viewed through a naturalistic lens. It is an indication of extensive professional practice that exposes opportunities and aspirations of improving teaching conditions. In fact, Filipinos show interest and are willing to adapt themselves to different situations (Ponsaran, 2017). The teacher can adapt himself to his surroundings and adapt his skills and knowledge to meet the problems faced. Teaching is a complex process, and it is imperative that a teacher implement appropriate interventions and techniques to improve and elevate the quality of teaching. Based on the participants' responses, the different coping mechanisms of teachers emerged.

Finding and Using Extra Tools/Resources

Teaching tools such as textbooks are a great way to deepen knowledge. It is a collection of theoretical and practical concepts that play an important role in the development of student's skill and possess endless learning

opportunities not only for its target audience but also for the teacher himself. In this study, the experience of teachers in teaching research revealed the lack of resources used in teaching research. Due to this factor, there is limited discussion and difficulty in understanding relevant research topics resulting in low quality learning. Still, teachers have shown that scarcity should not be an impediment to development and learning. Therefore, one of the emerging mechanisms of teachers is to be accessible by retrieving and finding other literature and resources to have an adequate basis for teaching research.

To ensure this, teachers have a way to access the internet and various media platforms such as YouTube to get additional readings. Teachers have used the advantage of unlimited internet knowledge; YouTube video discussions were utilized to address the lack of resources. Teachers did not limit their scope of sources since most of the resources available were printed in English. Purchasing and obtaining copies of books was also one of the mechanisms of the teacher that helped to address the scarcity of equipment and resources associated with research topics. According to P4:

“... I didn't have any books to read, so I started buying books and looking for things I could use. P4”.

A teacher's ability to address problems in teaching is merely a demonstration of appreciation for the sworn duty. The excellence of a teacher is measured not by the number of honours received but by the knowledge to adapt to the challenges faced and the dedication to elevate the quality of teaching. In the context of 21st-century education, one essential requirement for teachers is the ability to adapt and solve classroom problems related to teaching. Currently, teachers are encouraged to use technology not only as a tool but across all areas of its application (Jamon et al., 2021). Currently, consulting and searching for additional readings and materials is no longer difficult due to the advancements in media and technology. Furthermore, one of the most effective methods is reading books (Kelly, 2016). As a teacher aspiring for growth, it is essential for the teacher to be creative in addressing problems and not allow anything to hinder the achievement of professional goals.

Translation and Equivalence

Students' judgments of their own academic abilities or self-efficacy beliefs influence their academic behaviour and performance (Ayoobiyani & Soleimani, 2015). In fact, students who are confident in their own abilities in something or task show more involvement than having a sense of anxiety and lack of confidence in their own abilities (Ersanli, 2015). If that is the case, a student's belief in one's own abilities undermines successes in meeting academic tasks and needs. The mentioned point has a significant influence in the context of the current study, as observed in the experiences of teachers teaching research, the lack of students in language and grammar skills has become one of the obstacles to successful teaching of research. The low skills demonstrated by the students were factors that affected their perception of their personal abilities. Consequently, this has contributed to making it more difficult for teachers to teach research in a language they do not fully understand or use.

Based on the participants' accounts, it emerged that it was common for students to have difficulty understanding concepts written in Filipino. It was not enough for the students to have the teacher explain the topic and describe the research environment in the language used by the subject. Therefore, in response, teachers simply translate or alter the discussion of topics to have productive teaching and to make students understand the relevant concepts in research writing. According to the participants, such an approach is an effective alternative especially since the subject focuses on the development of research skills rather than focusing on the Filipino language. P1 and P4 explain:

“To make it easier for them to understand, they have a copy of the English research. P1”. “... what happens is that when I discuss it in Filipino, they don't get it, they get more English so what I'm going to do, I'm going to translate it into my language. P4”.

This phenomenon regarding the use of Filipino as a language of instruction is a widespread language issue in the country. In the Philippines where multilingual education exists, specific language policies are needed to provide equal opportunities for the development of the first language (L1) and second language (L2). This will be effective if schools implement the specific use of the language involved and pay attention to the development and skills of students in comprehension and speaking. However, as seen in the problem, students lack skills in language and grammar which has become a barrier for teachers in teaching research. The results of this study are in line with the existing research that English language proficiency is higher than Filipino students (Misa, 2015). One of the main reasons for the decline in Filipino literacy is the fact that English is taught more at the secondary level than Filipino. Therefore, to fulfil the needs of the subject, SHS teachers have used translation and matching methods as a technique. In this way, students are more actively engaged by using a language they understand better.

Modelling

Modelling is the process of involving similar products to be used as a basis for developing a new tool. It shows the relevant components, processes, and content to make it easier for both teacher and student to achieve the

expected learning outcomes. In the context of the present study, it emerged from the participants' accounts that one of the mechanisms of dealing with obstacles in research teaching is the use of paper models to use as a platform for students to develop their own research. Based on the data collected, it is common practice for teachers to provide copies of previous research, both printed and electronic, which serve as a guide for students. According to the participants, the beauty of using it is that it makes it easier for students to understand the discussion of the topic, content, and process if they see an actual paper. Participants are not limited to the use of the models shown, whether they are written in Filipino or English. Typically, the models used by teachers to teach research are the work of previous classes or their own research developed while they were in college. In this way, the barrier to teaching research is reduced and the teacher can elevate the quality of the students' learning especially in the aspect of writing a research paper. The theme was evident from the teachers' experiences. According to P1 and P7:

“... I provide an example of research, or I send them a softcopy... What I do is send softcopies of research examples so they can receive them and see how research is done and written. P1”

"For us, this is what I use as a model that teaches like that, I show them first, "Oh, here's what the previous batch did, if there's a question like that, ask that." You really get them to understand what research is and ah... by modelling... I'm going to take the research from other students that I've given them. P7"

From the participants' statements, it can be seen the advent of modelling as an effective way to increase students' knowledge and understanding of a specific topic. The use of models and other physical teaching equipment has been proven to be effective in many studies and in theoretical and literary knowledge. Previous research emphasized that providing actual equipment to students encourages a good learning environment for students. Their involvement in the learning process becomes more meaningful (Bala, 2015). In addition, the use of this teaching technique provides many benefits to the quality of learning of students (Mokalu, 2022). The learning environment and experience becomes more meaningful as the role of students in monitoring the process is a critical factor. Students become more active in acquiring knowledge, key components and concepts are identified more easily, and good retention is reinforced. Above all, students avoid boredom in the learning process due to their active participation and involvement. This is just an affirmation that the mechanism of teachers teaching research using modelling is a good indication of teacher dynamics and approachability. Above all, this mechanism has been proven to be effective based on previous studies.

Mentoring Fellow Teachers

Teaching is one of the unique professions which encourages collaborative development through generous help, mentorship, and guidance from academic colleagues. A teacher's knowledge is usually confined to his own discipline which requires guidance from others. In examining the performance of teachers in teaching research in SHS, one of the obstacles identified was the lack of knowledge and experience in research which led to a decline in the quality of teaching in the subject. Therefore, the way for teachers to address the obstacle is by consulting and asking questions of fellow teachers to fully understand the matters and/or knowledge required to teach the subject. This approach, according to the participants, helped to make teaching research easier. It is common in this way for teachers to consult with co-workers, acquaintances or classmates with extensive research knowledge and experience. Similarly, participants refer to techniques and methods on how to teach research that are easy for the students to understand. Through consultation and inquiry, participants were able to better see other aspects of the research to make their teaching more effective. According to P1 and P3:

“Yes, my co-teachers in the STEM strand are some who really excel in research, so I truly seize the opportunity to learn from them. P1”.

“...I used to ask my classmates in college what they were doing when they taught Research. P3”.

The participants' mechanism for dealing with the obstacle of lack of research knowledge and experience is simply a demonstration that knowledge is not a monopoly. Inquiry and consultation are a manifestation of learning and development opportunities in the field of teaching. Reports highlighted that teaching is not an isolated task (Blasé, 2006). The teacher is looking for many ways to dismantle the concept of the exclusive field to enhance and develop his knowledge and pedagogical skills. Therefore, the mechanism presented by the teacher in SHS in teaching research is not a manifestation of weakness but of motivation towards development as a teacher. This approach is best used in conjunction with other methods of teaching and learning are both beneficial to the teacher and the students, especially if one wants to enhance active participation and develop collaborative and social interaction skills.

Formation of Group Work in Conducting Research

Learning activities need to be tailored to the students' abilities. All classroom planning should be anchored to the basic needs of the students considering the principles of interest, capacity, and readiness. In the case of the

present study, one of the perceived obstacles of teachers in teaching research was the students' lack of research knowledge which greatly affected the learning product. Participants described the quality of students' knowledge and learning in the subject as a problem on the part of the students as well as the teacher. Students have a low understanding of the topic and do not achieve the expected skills that are critical to develop and write research. On the other hand, such an observation is not universal and does not apply. According to the participants, some students were able to demonstrate satisfactory performance in learning and writing research. Based on the participants' accounts, the students' exposure to Practical Research subjects, both of which are studied in the same grade, have greatly benefited. Some students apply what they have learned in the above subject and use it in Filipino lessons.

Such a scenario of inequality in students' level of knowledge and readiness to learn and write research has developed a strategy to adapt to the context of students' knowledge and readiness to learn and write research. In an analysis of the teachers' experience, it was determined that one of the mechanisms was the strategic grouping in the conduct of research. Strategic grouping refers to the way in which students remotely distribute development according to their demonstrated ability. Students who demonstrate proficiency in academic writing are included in groups that need guidance to be productive. In this way, learning becomes more collaborative. Each one gets active participation, and most importantly, this strategy promotes ownership of everyone's own learning and development especially those who are assigned to lead the group. According to P5:

"In Filipino, they have a greater ability to use the language, just as I mentioned yesterday, students have skills or abilities. However, if you notice, some of them are still struggling, but of course, there are various strategies that can be employed. Those who know more in the class can help; that's part of our coping mechanism... include those who are skilled and diligent to create balance so they can produce an output".

Challenges in teaching in the classroom should not be viewed as obstacles to fruitful learning. Rather, it is best to view them as opportunities to enrich not only the teacher's skills but more importantly in the development of students' knowledge. As the participant mentioned, this mechanism is not only to recognize the weaknesses and strengths of students but in a broader scope, in the educational process, it is to promote collaborative performance and collaborative learning. This approach involves considerations of who has learned, how each one views group performance, what each has learned throughout the process, what changes have been made because of interaction, and discovery of their own progress (O'Donnell & King, 2014). In fact, a good teaching method challenges students to participate and contribute to tasks (Villegas, 2022). Therefore, collaborative/cooperative teaching methods are needed to prepare students for intelligent and democratic participation in society with the ability to interact, make collaborative decisions and work together for the benefit of the majority. The importance of student cooperation in the classroom and the efficacy of cooperative conduct of learning activities is now recognized.

Improving Students' Language Skills

As already discussed, knowledge of the language of the subject being studied is a critical factor to make learning meaningful and fruitful. From the findings of the teachers in teaching research, it emerged that one of the obstacles they faced was the lack of students' skills of the Filipino language and grammar. As a result, it is an additional challenge for teachers to get students to understand the important concepts covered by the research that have burdened the teaching process. Therefore, the development of language skills should be the focus of any instruction to accomplish the target objectives of teaching. Previous study agrees with this, arguing that language plays an important role in the learning process, it depends on a thorough understanding of the topics being discussed (Dominguez, 2022).

In the context of the present study, it has floated in the minds of teachers to address the weaknesses by implementing activities that improve students' language skills. Lack of language skills is a major problem for students due to the influence of media and technology. In the case of the linguistic state of education in the Philippines, it is an undeniable fact that English is used more widely as the language of instruction in most subjects than Filipino. This phenomenon is a consequence of former President Gloria M. Arroyo's order in 2003 to restore the use of English as the primary language of instruction by virtue of Executive Order No. 210 (Vega, 2019). While the law has good intentions, it has led to a compromise and unequal focus on Filipino. It is not surprising, therefore, that in terms of breadth and knowledge, English is used more often than Filipino. As a result, the participants paid attention to the development of students' language skills through classroom activities such as spelling so that students would have a broad vocabulary and understanding of Filipino terms which is an important foundation for writing research. According to P5:

"It's good that they really have tasks to do first before they start. That's the strategy I use even though it's difficult because we are used to English and Waray-Waray... The truth is that they don't know how to spell in Filipino... I told them, 'Oh we have spelling, we have a spelling contest. P5".

Learning the Filipino language is not only focused on learning its structural component but beyond the context of using effective communication and understanding one's own identity in the context of Filipino society. If the

content and methods of teaching are not clarified, and if the trend of teaching the language that is still a legacy of colonial education is continued, it is likely that education that is truly meaningful for Filipino students and beneficial to the Filipino community will not be achieved (Uriarte, 2019; Basilan, 2018). There is a need to find a different direction in teaching the language in the Filipino discipline. This new direction should be first, (1) highlight Filipino culture and reality; and second (2), to teach students to be analytical, creative, and socially connected.

IV. CONCLUSION

Teaching research in Senior High School has been challenging for teachers due to a variety of barriers that affect the quality of teaching and learning. It involved knowledge and experience, equipment and resources, motivation and interests, and language factors that caused low performance and student involvement in research activities. Nevertheless, applying appropriate mechanisms and/or methods to address teaching challenges is one way to alleviate the challenge and elevate the quality of research teaching for fruitful student learning. This is a meaningful and ideal way to measure a teacher's pedagogical skill in addressing obstacles by understanding them out of concept as a challenge if not as an opportunity in the development of the entire teaching and learning process. Ultimately, methods of development in research teaching play both the role of the faculty and the department responsible for providing access to opportunities to enrich both the content knowledge and pedagogical skills of SHS research teachers.

V. RECOMMENDATIONS

The authors strongly suggest that the institution may focus on the various obstacles that affect the teaching of research in SHS. Conducting monthly or quarterly evaluations and meetings regarding the status of research teaching is an excellent way to prevent teaching barriers that impact the quality of instruction and learning. In addition, the school with the same concern may regularly conduct departmental planning for research instruction. Focus on effective strategies and mechanisms to ensure the quality of teaching and learning. The presence of a synchronous curriculum framework and the use of integrative instruction should ideally be incorporated into classroom decision-making. Schools may also consider organizing departmental training and workshops on the foundational knowledge of research and methods for effectively teaching it. Additionally, the experiences of the teachers in the context of the study may vary in other neighbouring regions, that is why future researchers may conduct the same concern utilizing different approach such as comparative or mixed method.

Acknowledgements

The authors would like to thank the reviewers for taking the time and effort to read our research study. Their helpful critique played a key role in improving the paper's quality. We also appreciate the participants' inputs and their willingness to take part in the study.

Conflict Interest

The contributors attest to the absence of any conflicts of interest.

Funding

The work was not supported by any funding agency or research institution.

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