

## Uncovering Teachers' Challenges in Teaching Qualitative Research: Basis for Innovation and Training

Joseph L. Torres

Sto Niño High School, Tarajay City, Negros Oriental, Philippines

Author email: joseph.torres@deped.gov.ph

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**Abstract.** The purpose of this study is to uncover the challenges of teachers teaching qualitative research in North District, Tarajay City Division, for the school year 2023-2024. This study employed a phenomenological design to characterize and comprehend teachers' circumstances. The researcher used a qualified teacher to facilitate focus group discussion with the six participants following an interview guide to gather data and for reflexivity purposes. The PGD was conducted four times for data saturation purposes at one of the restaurants in Tarajay City since it was the participants' choice and convenience. Moreover, purposive sampling was utilized by the researcher based on the selection criteria. Additionally, a consented audio recording proved to be helpful in accurately transcribing the participants' comments, which were subsequently subjected to thematic analysis. To do this, the researcher had to become familiar with the transcripts, create codes, group codes into themes, examine and clarify themes, and present results. The study revealed five themes: missed opportunities, diversity amidst challenges, management constraints, students' attitudes towards research and resilience, and resourcefulness amidst challenges. This revealed that teachers' lack of knowledge, training, irrelevant skills in the subject, students' low comprehension skills, and lack of interest are the underlying challenges that teachers face in teaching qualitative research. However, despite these challenges, teachers demonstrated resilience and resourcefulness by finding ways to gain knowledge and practice that could help them deliver the subject. Consulting experienced teachers, sourcing out other references, localizing materials, and translating English to Cebuano, their mother tongue teachers helped them sustain the goal of their profession to teach. Thus, the results of this study will form the basis for innovation, training, and workshops for research teachers. This study recommends that Tarajay City Division strengthen any enhancement program that aims to capacitate the teachers in research. Moreover, future researchers can do instrumentation on thematic analysis to gauge the knowledge and skills of research teachers in analyzing qualitative data which will be the basis for innovation and future enhancement programs in research.

**Keywords:** Teaching research, Qualitative, Phenomenology.

### 1.0 Introduction

Research is an integral part of our daily lives. This allows people to find solutions and answers to mysteries in the world. Unlocking these will pave the way for discoveries that will aid humans in improving their lives. From time to time, its significance has been acknowledged in different disciplines, such as engineering, medicine, social sciences, physical science, life science, economics, culture and language, agriculture, and the core of education.

In the field of education, the Department of Education (DepEd) is consistent with global trends and opportunities for embracing research. Why? Research is essential to curriculum creation because it offers empirically supported insights into successful teaching strategies and supports educators' and policymakers' decision-making regarding curriculum material (Courtney, 2023). In addition, as part of the Implementation of K-12, the Republic Act 10533,

# Research As A Basis For Teaching

**Christopher M. Clark**



## **Research As A Basis For Teaching:**

*Research as a Basis for Teaching* Lawrence Stenhouse, 1985 These selections from the work of Lawrence Stenhouse make a sustained argument for research as a basis for teaching      Research as a basis for teaching Lawrence Stenhouse, 1985

**The Study of Primary Education: Classrooms and teaching studies** Brenda Lofthouse, Marion Dadds, 1990 These books were compiled to help the professional development of primary school teachers and represent wholly enlarged updated and revised editions of the three primary source books published by Falmer Press in 1985      **The Study of Primary**

**Education** Marion Dadds, Brenda Lofthouse, 1990 These books were compiled to help the professional development of primary school teachers and represent wholly enlarged updated and revised editions of the three primary source books published by Falmer Press in 1985      *Teacher Professional Learning in an Age of Compliance* Susan

Groundwater-Smith, Nicole Mockler, 2009-04-29 *Teacher Professional Learning in an Age of Compliance* Mind the Gap examines ways in which practice based inquiry in educational settings in a number of different countries and contexts can transcend current ways of working and thinking such that authentic professional learning is the result The authors contend that education policy under pressure from a number of quarters is retreating into a standardized audited and backward looking arena with the advances of more progressive educational philosophy being rolled back In an age where practitioner inquiry and action research have often been hijacked for the purposes of broad based policy implementation this book offers a rationale for reclaiming the critical edge so fundamental to inquiry based professional learning It examines the potential of inquiry based forms of teacher professional learning to contribute to the growth of professional knowledge for and about teachers work The authors intend that the book will assist in building new forms of professional knowledge that go beyond the current compliance model engineered from less enduring materials to inform a new model with its foundations in a strong ethical and moral framework They also believe that this new model if implemented will help to reverse today s conservative educational trends and make teacher professional development a force for genuine progress once again They have consciously moved away from the celebratory tone of much of the academic reporting of teacher professional learning adopting instead a genuinely critical edge In covering a wide range of policies and practices from across the international spectrum they have allowed themselves the freedom to engage in serious epistemological arguments about the nature of professional knowledge as well as how it is constructed and employed      **The Research Basis for Autism Intervention**

Eric Schopler, Nurit Yirmiya, Cory Shulman, Lee M. Marcus, 2007-05-08 As the past President of the Israel Society for Autism it gives me great pleasure to congratulate Professor Schopler and his colleagues on the publication of their new book concerning the relationship between scientific research and treatment When we in Israel began our specifically structured education program for young children with autism our work was based on slim to scarce knowledge and information and with no experience whatsoever Whatever information we could gather was mostly from psychological educational centers in the U S

One of the most important and significant connections was established between the TEACCH program of North Carolina led and conducted by the two important scholars Professor Eric Schopler and Professor Lee Marcus and our Israel Society for Autism. During our many encounters, seminars and conferences, we profited enormously from all their accumulated expertise and scientific research while perhaps it was also an important experience for them to see how a young society with very limited means was eventually shaping its educational program and arriving at some excellent results. We of course have the highest esteem for Governor Hunt who has been following this program with so much attention and support and we still remember his visit to Israel with distinguished representatives of the TEACCH Program. I wish the new book every success. I know it will be an enormous contribution to all those who must cope with a difficult and painful issue: autism, for whom there is no end to the need for research and continuously improving methods of care and education.

Developing Research in Teacher Education Ian Menter, Jean Murray, 2013-09-13. Good teacher education informed by relevant research is judged by policy makers and practitioners alike to be central to increasing the quality of schooling in many countries of the world. Yet in the UK, research on teacher education is often acknowledged to be less well developed than other areas of educational research and to be over-determined by education policy. It has also been accused of a lack of rigour and of being atheoretical. A further challenge in developing good research in teacher education is that new teacher educators commonly face the challenge of moving into academic work without relevant research skills and the ready capacity to produce high quality research outputs. For these reasons, then, strengthening research in and on teacher education is high on educational agendas in the UK. This book examines the exact nature of these challenges in teacher education and the initiatives arising to address them in different settings across the four nations of the UK. The central theme of all the chapters is how to build research capacity so that teacher education can contribute more strongly to the improvement of schooling as well as becoming a high quality research informed enterprise in its own right. The insights will be valuable to teacher educators around the world. This book was published as a special issue of the *Journal of Education and Teaching*.

Research in Education, 1974.

*Research a Basis for Teaching* Lawrence Stenhouse, 1988.

*Second Handbook of Research on Mathematics Teaching and Learning* Frank K. Lester, 2007-02-01. The audience remains much the same as for the 1992 Handbook, namely mathematics education researchers and other scholars conducting work in mathematics education. This group includes college and university faculty, graduate students, investigators in research and development centers, and staff members at federal, state and local agencies that conduct and use research within the discipline of mathematics. The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work. The Handbook should also be a useful textbook for graduate research seminars. In addition to the audience mentioned above, the present Handbook contains chapters that should be relevant to four other groups: teacher educators, curriculum developers, state and national policy makers, and test developers and others involved with assessment.

Taken as a whole the chapters reflects the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community

**Research in Education** S.S. Chandra,R.K. Sharma,2004  
Once In Decades A Book Is Published By Mastering Which A Reader May Feel Himself Master Of The Subject With Their Vast Experience Of Teaching Writing And Research In Education The Authors Have Presented Such A Book It Covers The Courses Prescribed In This Subject By Various Universities In A Comprehensive Yet Brief Format With Lucidity Of Narration Examples From Every Day Life Analytical Presentation Integral Approach In Controversial Matters And Actual Questions Asked In University Papers Given At The End Of Each Chapter This Work Is An Ideal Textbook For The Students And Reference Work For Teachers Of The Subjects A Comprehensive Bibliography At The End Shall Guide Those Who Wish To Study This Subject Further In More Details

**Research on Teaching and the Content of Teacher Education**

**Programs** Christopher M. Clark,1984      A Critical Analysis of Principles of Teaching as a Basic Course in Teacher-training Curricula Samuel Andrew Krusé,1929      **Education and Psychology in Interaction** Brahm Norwich,2000 The author takes an in depth look at how these subjects relate to each other and at the current state of this relationship He develops the theme that despite differences in aims education and psychology are interconnected

**UGC NET Paper-1 Study Material for Teaching & Research Aptitude with Higher education System** Disha Experts,2020-02-04      **Handbook of Research on Science Education, Volume II** Norman G. Lederman,Sandra K. Abell,2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community

**Christian Education** ,1928      *Collections of United States Joint Publications Research Service Translations in the Social Sciences Emanating from Communist China* United States. Joint Publications Research Service,1961

**Handbook of Complementary Methods in Education Research** Judith L. Green,Judith L Green,Gregory Camilli,Patricia B. Elmore,Patricia B Elmore,2012-01-04 Published for the American Educational Research Association by

Routledge The Handbook of Complementary Methods in Education Research is a successor volume to AERA's earlier and highly acclaimed editions of Complementary Methods for Research in Education. More than any book to date including its predecessors, this new volume brings together the wide range of research methods used to study education and makes the logic of inquiry for each method clear and accessible. Each method is described in detail including its history, its research design, the questions that it addresses, ways of using the method, and ways of analyzing and reporting outcomes. Key features of this indispensable book include the following:

**Foundations:** Section Part I is unique among research books. Its three chapters examine common philosophical, epistemological, and ethical issues facing researchers from all traditions and frames ways of understanding the similarities and differences among traditions. Together they provide a tripartite lens through which to view and compare all research methods.

**Comprehensive Coverage:** Part II, the heart of the book, presents 35 chapters on research design and analysis. Each chapter includes a brief historical overview of the research tradition, examines the questions that it addresses, and presents an example of how the approach can be used.

**Programs of Research:** Part III examines how research programs connected to eight specific lines of inquiry have evolved over time. These chapters examine phenomena such as classroom interaction, language research, issues of race, culture, and difference, policy analysis, program evaluation, student learning, and teacher education.

**Complementary Methods:** As the title suggests, a central mission of this book is to explore the compatibility of different research methods. Which methods can be productively brought together and for what purposes? How and on what scale can they be made compatible, and what phenomena are they best suited to explore?

**Flexibility:** The chapters in Parts II and III are largely independent. Therefore, selected portions of the book can be used in courses devoted to specific research methods and perspectives or to particular areas of education. Likewise, established researchers interested in acquiring new techniques or greater expertise in a given methodology will find this an indispensable reference volume.

This handbook is appropriate for any of the following audiences: faculty, teaching and graduate students studying education research, education researchers, and other scholars seeking an accessible overview of state-of-the-art knowledge about specific methods; policy analysts and other professionals needing to better understand research methods; and academic and research libraries serving these audiences.

**OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications** OECD, 2018-09-11

For well over two decades, the OECD has developed and published a broad range of comparative indicators published yearly in the flagship publication *Education at a Glance*. These provide insights into the functioning of education systems such as the participation and progress through education.

The book delves into Research As A Basis For Teaching. Research As A Basis For Teaching is an essential topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Research As A Basis For Teaching, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
    - Chapter 1: Introduction to Research As A Basis For Teaching
    - Chapter 2: Essential Elements of Research As A Basis For Teaching
    - Chapter 3: Research As A Basis For Teaching in Everyday Life
    - Chapter 4: Research As A Basis For Teaching in Specific Contexts
    - Chapter 5: Conclusion
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  4. In chapter 3, the author will examine the practical applications of Research As A Basis For Teaching in daily life. This chapter will showcase real-world examples of how Research As A Basis For Teaching can be effectively utilized in everyday scenarios.
  5. In chapter 4, the author will scrutinize the relevance of Research As A Basis For Teaching in specific contexts. The fourth chapter will explore how Research As A Basis For Teaching is applied in specialized fields, such as education, business, and technology.
  6. In chapter 5, the author will draw a conclusion about Research As A Basis For Teaching. This chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Research As A Basis For Teaching.

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