

## **Lived Experiences of Senior High School Teachers Teaching Qualitative Research without Training**

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### **Abstract**

A Husserlian phenomenological study was conducted in five public Senior High Schools in Maasin, Iloilo to describe the experiences of teachers who were teaching Qualitative Research but did not receive adequate training in the said field for the purpose of gaining deeper insights on their experience and how the prevailing issues can be addressed.

Five emerging themes were identified namely, 1) unproductive teaching, 2) difficulties in teaching, 3) insufficient infrastructure and logistical support to the teachers, 4) mental and emotional disturbances among teachers and 5) coping with technical inadequacy by these teachers. The participants perceived that their ability to teach qualitative research was unproductive due to excessive time in teaching preparations and their incompetence. Some attributed the difficulties to their students' poor academic preparations that includes poor reading abilities and writing skills. All of them felt that there was insufficient logistical and infrastructure support especially limited internet connectivity and inadequate materials. All participants experienced mental and emotional disturbances such as helplessness, guilt and low self-esteem. The participants adopted various coping mechanisms for their inadequacies.

This research presents important implications for the Department of Education, academe and teaching practitioners. It is highly recommended that DepEd should be responsible for the needed training of their teachers in the different methods under qualitative research and provide substantial incentives to motivate teachers to conduct research. Further, a simple manual on the basic knowledge on how to process interviews based on the rigors of the four qualitative methods should also be developed.

### **Introduction**

#### **Background and Rationale of the Study**

The Philippines was the last country in Asia and one of only three countries worldwide with a 10-year pre-university cycle. In 2013, Republic Act 105331 known as "Enhanced Basic Education Act of 2013" was signed by members of Congress on May 15, 2013. Thereafter, the Department of Education issued Order Number 43 pertaining to the implementation of K-12 Program which covers Kindergarten and 12 years of basic education consisting of 6 years of primary education, 4 years of junior high school, and 2 years of senior high school.

Senior High School (Grade 11 and Grade 12) is a two-year of specialized upper secondary education whereby students may choose a specialization based on aptitude, interest and school capacity (Pafili and Mylonakis, 2011).

Practical Research I (qualitative research) is one of the core subjects introduced in Grade 11 and is offered in the first semester. Qualitative research is a form of social action that stresses on the way people interpret, and make sense of their experiences to understand the social reality of individuals from the perspective of the people. The basis of it lies in the interpretive approach to social reality, and in the description of the lived experience of human beings (Mohajan, 2018).

The inspiration to conduct this study started during classroom observation on how senior high school teachers teach qualitative research to their students. It was observed that qualitative research is presented through the lens of positivism. Furthermore, during the outreach program of the university in Maasin, Iloilo, it was surprising to hear stories from the teachers that they felt humiliated and degraded when they were assigned to teach qualitative research without any orientation or training.

Productive and effective teachers have a high degree of mastery in the pedagogical content knowledge of the courses assigned to them and they can translate knowledge in a manner that is easily understood by their students (Cochran- Smith, & Lyte, (1999). His theory suggests that the students are not simply learning by receiving knowledge from their teachers but rather they construct knowledge based on how they experience and see the world and integrate their representations with their pre-existing knowledge. This struggle has been caused by the mismatch of assigned courses that are outside their field of expertise (Seastrom, et al, 2000). Teaching qualitative research with inadequate knowledge contributes to this kind of mismatch.

In his constructivist theory, Vygotsky (1978) places the extent of content knowledge of teachers in the center of the whole learning process and that the students are not simply learning by receiving knowledge from their teachers but rather they construct knowledge based on how they experience and see the world and integrate their representations with their pre-existing knowledge. Loughran (2010) goes beyond the intellectual competence and mastery of the course by teachers and says that knowledgeable teachers should be able to teach the course in a specialized manner in order to make the teaching and learning process truly effective.

In Maasin, Iloilo, there are seven (7) public basic education schools offering senior high school. Teachers who were assigned to teach qualitative research have master degree, however, all of them have no adequate knowledge in the methodology and did not have any orientation or trainings before the course was offered in Grade 11 in 2017.

Phenomenology will seek to gain the truth of these experiences through the consciousness of the experience (Zeek, 2002).

### **Epistemological and Theoretical Perspective of the Study**

This study is anchored on the epistemology of constructionism. Epistemology is defined as the study of the nature, origin, and limits of human knowledge (Martinich and Stroll, 2014). The epistemology of constructivism refers to the process by which reality is created by the observer. (Jonassen, 1991). Henceforth, reality is constructed through a person's active experience of it. In this study, the participants create their subjective meaning based on their experiences in teaching qualitative research. It is expected that the participants will have different experiences in teaching a course without orientation or training.

Interpretivism is a philosophical doctrine which holds the belief that reality and knowledge are socially constructed by human beings. Knowledge for the interpretivist relies mostly on interpretation of meaning that humans attach to their actions. Accordingly, "interpretive researchers assume that access to reality (given or socially constructed) is only through social construction such as language, consciousness, shared meanings, and instruments (Myers, 2008). The position of interpretivism in relation to epistemology and ontology is that interpretivists believe that reality is multiple and relative (Hudson and Ozanne, 1988, cited in Edirisingha (2012).

### **Purpose of the Study**

The purpose of the study is to describe, understand and clarify the lived experience of the senior public school teachers who were assigned to teach qualitative research in School Year 2016-2017 without training.

### **Statement of the Problem**

The researchers would like to answer the research question: “What does it mean to teach qualitative research without adequate knowledge and what are the essences of these experiences?” Follow up questions asked during the interview were the following: How did you cope with your inadequacy in qualitative research?; What are the issues and challenges have you encountered?; What insights and learning experience have you learned?

### **Significance of the Study**

This study may be beneficial to the following:

**To the Department of Education:** The findings of the study would offer deeper insights regarding the teaching competency of teachers teaching qualitative research and hopefully formulate remedial actions to enhance the teachers’ knowledge, skills and experience in this type of research methodology.

**To the future researchers:** The results of this study may provide insight to future researchers who would like to research on this topic.

### **Definition of Terms**

**Phenomenological research** was used to understand the lived experience of participants through personal interview and observation of their non-verbal or body language.

**Public School Teachers** are those who are employed by the Department of Education to teach basic education in public schools.

**Senior High School** refers to grades 11 and 12 which are the last two years in basic education program in the Philippines;

**Qualitative Research** is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data.

### **Researcher’s Subjectivity**

Bracketing was done by cautiously avoiding leading questions to allow participants to speak freely. The personal experience of researchers may influence the manner of conducting the interview and the analysis of data.

### **Delimitation of the Study**

This research was confined to an inquiry of information with teachers from the six (6) different public senior high schools in Maasin, Iloilo. Qualitative research does not aim to generalize but to describe in depth the participants lived experiences.

## **RESEARCH DESIGN AND METHODOLOGY**

### **Research Design**

Qualitative research offers the opportunity to focus on finding answers to questions centered on social experience, how it is created, and how it gives meaning to human life (Denzin & Lincoln, 1994). A qualitative approach will allow the participants to richly and accurately describe the phenomenon through their personal views.

### **Methodology**

The nature of this phenomenological research is to understand deeper the essences and the lived experiences of participants based on how they described their real life as teachers, parents and members of a rural community; hence, this research adopted the descriptive phenomenological methodology.

Descriptive phenomenology involves direct exploration, analysis, description of particular phenomena, as free as possible from unexamined presuppositions, aiming at maximum intuitive presentation (Siegelberg, 1975). This study is grounded on Husserlian phenomenology which viewed it as a rigorous science of human consciousness that restores contact with deeper human experience. Phenomenology of essences involves probing through the data to search for common themes or essences and establishing patterns of relationships shared by particular phenomena. Probing of essences provides a sense for what is essential and what is accidental in the phenomenological description (Spiegelberg, 1975). Phenomenological approaches are based in the paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation (Lester, 1999).

### **Study Participants**

The study participants who were willing to be interviewed were identified by the school principal. All of them have taught qualitative research without training when it was first introduced in grade 11 during School Year 2016-2017 in Maasin, Iloilo. All participants were married and have master degrees. Of the five (5) participants, only one (1) was male and four (4) were female. The researchers have chosen the purposive sampling which is considered by Welman and Kruger (1999) as the most important type of non-probability sampling in identifying the primary participants of this research.

### **Research Setting**

The study was conducted in various public high schools in Maasin, Iloilo. The interview was done in their natural setting where they were teaching in order for them to be comfortable in articulating their experiences in teaching qualitative research.

### **Data Collection**

English or Hiligaynon was used to interview the participants in order for them to fully express their experiences. Face-to-face interview or video recording were used in the conduct the study.

### **Ethical Consideration**

The participants were assured of privacy and confidentiality of their identities. The contents of the ethical consent form were explained to them before they signed at the start of the interview. The right to withdraw anytime was accorded to the participants.

### **Data Processing and Analysis**

The researchers transcribed the interview using Hycner's(1985) method. The documented interviews were reviewed by listening again to the recorded interview in order to ensure clarity of words. Units of general meaning were delineated and units of meaning relevant to the research question were again delineated. Units of the same meaning related to teaching qualitative research were clustered and the determination of themes was derived from clusters of meaning. The summary for each participant's interview and the result of each interview were checked with the corresponding participant. Summaries were modified as needed, so with the themes.

### **Credibility and Dependability of the Study**

The researcher applied the techniques of triangulation of sources and researchers, member checking, reflexive journaling, and an audit to establish the trustworthiness criteria of credibility, dependability, and conformability (Erlandson et al, 1993). Credibility refers to the degree a researcher's analysis find participant agreement. Dependability is the degree to which results are consistent with data and emphasizes the importance of the researcher to account for the ever-evolving context within which the research takes place.

## **RESULTS AND DISCUSSION**

### **Themes and Subthemes**

Five major themes were identified that described the experiences of teachers teaching qualitative research without training. The five themes are: (1) unproductive teaching; (2) difficulty in teaching; (3) insufficient logistical and/or infrastructure support; (4) mental and emotional disturbances; and (5) coping with technical inadequacy.

### **Emerging Theme #1: UNPRODUCTIVE TEACHING**

For Teacher B it was like that she was being thrown into the river and told to dive without any preparation. She conveyed in a trembling voice that “It is like they send me to war without any preparation and that I am like a soldier in a war without any weapon”.

Teacher A was anxious about having to teach the course without training. For him, it is bothersome that he cannot give the quality learning because he is paid by the government to teach the students. Teacher L further revealed that “we were never trained on how to teach qualitative research and that is why I am not even sure if I am teaching the correct concepts”. The subject is really new for her and her only reference is the curriculum guide which is very inadequate. This cluster theme comprised the following subthemes: excessive time in teaching preparation and incompetence in teaching.

#### **Subtheme #1: Excessive Time in Teaching Preparation**

Teacher A claimed that he feels all his time is devoted to teaching qualitative research and how to teach this subject to the students. Similarly, Teacher L said that she spent one to two hours every night studying the terms that she does not understand. With teary eyes, Teacher B narrated her experience of staying late up to twelve midnight for the preparation of lessons every day because she has no background in qualitative research. She lamented that if only she had a good background in this subject, she would not spend this kind of effort. Teacher M said, “I have no choice but to do more searching for materials and be resourceful. To be manageable, our research question is only school-based.” As for Teacher E “I need to adjust my time because I am teaching five (5) subjects in Junior High School and I need to read and learn about the new subject. When I reach home, I have to read related literature to help my students”.

#### **Subtheme #2: Incompetence in Teaching**

Teacher A was very open when he admitted that “my knowledge in qualitative research is not deep, although I have some idea about qualitative research because I have some exposure to it and some training in my PhD program and I am also a member of the DepEd Research Division”. Teacher B also shared this sentiment when she said “even up to now, I am still not confident in teaching the subject because my level of knowledge is not enough”. She further lamented “I find it difficult to check the outputs of the students in qualitative research because I have no experience in doing this kind of research and I cannot check their work with utmost certainty and I am checking their output based on my knowledge in quantitative research, in fact, my approach to qualitative research is actually quantitative research”. It is degrading on my part because I feel I have to sacrifice my standard of teaching and I also feel that I am a beginner despite my 14 years of teaching experience and my master’s degree. I am really bothered because I really don’t know if I have imparted knowledge to the students since I myself is not even sure if I am presenting the subject in the correct way. I am afraid that I have taught them the wrong ideas about qualitative research and they will bring this with them forever.

Teacher M said “research is really difficult and in the whole Dept Ed Division, only few have done research”. This is affirmed by a study of Unay(2019) which showed that only 29% of DepEd teachers were involved in individual or collaborative research.

## **Emerging Theme #2: Difficulty Encountered in Teaching**

Students should possess the requisite knowledge in doing qualitative research such as having good command in English language, possess basic communication skills, and have sound judgment and good reading comprehension. In this study, however, the participants encountered difficulty in teaching because most of their students in Grade 11 have poor academic preparation in doing qualitative research.

### **Subtheme # 1: Lack of Students' Readiness**

Teacher A during the interview stated that most of his students in class are not ready to learn Qualitative Research as a subject because of their insufficient knowledge and lack of preparation to do research. He said: I really find it difficult because the students have weak foundations considering that qualitative research requires the students to be wide readers and have a good reading comprehension.... I feel that the subjects that they have taken do not really prepare them for this subject". He found out that his students lack interest in pursuing relevant research problems because they have difficulty in determining a valuable topic to tackle in the first place. The same observation was also echoed by Teacher L, saying "Right now, the students' level of attention in research and formulating the research problem is not adequate because they don't know how to prioritize their time and they are not serious in their studies".

### **Subtheme # 2: Poor Reading Comprehension of Students**

According to Ruddell and Uranu (1994) cited in Hill-Powell (2015), reading comprehension is vital in general education classrooms in all subject areas. Teacher L shared that students have low reading comprehension skills that is why they find it hard to do Qualitative Research. She further said that those non-readers who also have insufficient skills in English have a hard time understanding and doing research. "Our Grade 7 students cannot read and write well and it is really difficult for them to carry the additional burden in learning qualitative research". It seems that Teacher L is trying to say that a teacher can do little to motivate the students to learn qualitative research if the basic macro-skills have not been mastered in the first place.

### **Subtheme # 3: Poor Vocabulary and Writing Skills of Students**

There is a massive amount of research about the impact of vocabulary on the academic performances of students and vocabulary acquisition is vital in students' learning development (Gover, 2016). According to Teacher A, "the students nowadays are poor in vocabulary and comprehension and they find it difficult to write using the right words and the students are not ready to pursue qualitative type of research because they cannot fully express their thoughts in words". It appeared that since learners have poor vocabulary foundation, they cannot build background knowledge in learning a new skill or concept, which in this case, research concepts.

Teacher L shared that "students in Grade 7 do not know how to write even a simple sentence". Teacher M also shared the same sentiment saying that "I have to correct their grammar because many of them have poor English communication and writing skills". Furthermore, Teacher A said, "I feel that I am not teaching research anymore but basic English grammar and this is very time consuming if you are teaching research". Teacher L additionally shared that her students have difficulty in composing paragraphs for their Chapter 4--Results and Analysis, and even in writing their conclusions.

To address the problem of students' writing skills, Gupta and Woldemariam (2011) stated that since writing is a cognitive activity, teachers can aid students in developing or improving their writing skills by presenting them the formal writing strategies that can contribute to their progress in their future careers. In addition, they said that teachers have influential roles to prepare and provide effectual courses in writing that will enable students to master their writing skills and become proficient writers in the future.

## **Emerging Theme #3: Insufficient Infrastructure/ Logistical Support**

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Public school teachers and students in the Philippines are most beset by logistical inadequacies and limited access to instructional materials and textbooks. The condition of school facilities has an important impact on student performance and teacher effectiveness. This facilities provided extra learning and leisure opportunities for the whole school community (Ibrahim, 2017). This cluster theme comprised the following subthemes: limited internet connectivity and inadequate materials.

### **Subtheme #1. Limited Internet Connectivity**

Educational institutions around the world are expanding their investment in information technology (IT) because of its known benefits to the academic progression which includes provision of round-the-clock access to a wide variety of information sources globally (Ojekun, 2001). The internet expedites learning, teaching, research and publication.

The education community is the largest user of the internet (Jagboro, 2003). In some countries, online connection is no longer a problem. However, all participants uncovered that “there is no internet connection in our school”. While internet access in the Philippines is growing, it is still at a much slower pace compared to ASEAN neighbors (Santos, 2016). Teacher L amusingly narrated “The irony is that I keep telling the students to look for journals on the internet that they can access but I myself have not visited the websites.” Ozioko and Nwachukwu (2005) advised that end-users must possess some skills. Adegboji and Toyo (2006) reported that the internet contributed significantly to the ease of research through downloading materials. It is commonly believed that researchers and students in higher education institutions are battling the problem of inadequate and out-of-date materials.

### **Subtheme # 2. Inadequate Materials**

Dadzie (2005) showed that libraries are extensively used for research needs, preparation of lectures, and for obtaining current knowledge. On the contrary, Teacher M manifested that “I have to go to libraries in the city to look for sources”. The same sentiment was revealed by Teacher E when she mentioned that “I have no references”. The roles which the school library can play are in-exhaustive and in order to perform these functions effectively, having an adequate library collections which consist of resource materials becomes imperative (Egesimba, 2011). Problems facing school library development includes lack of adequate materials and inadequate funding has adversely affected the books and periodicals (Quadri, 2011).

Teaching aids have become a standard part of the educational process and their appropriate integration into education provides countless opportunities for both teachers and students (Karel Nemejc, 2019).

### **Emerging Theme #4. Mental and Emotional Disturbance**

Several studies revealed that mental and emotional disturbance is one of the major causes of teachers’ stress. Workplace stressors affect teachers’ mental health and turnover intentions (Schonfeld et al., 2017).

Initial analysis of this study showed that among the main causes of stress pointed out by the teacher-participants were emotional and mental disturbance and was manifested in the forms a) feeling of helplessness, b) guilt feeling and c) low self-esteem.

### **Subtheme #1. Feeling of Helplessness**

Helplessness is a psychological state of resignation, feeling of giving up from attaining a highly valued outcome or particular situation for the reason that the individual has no control of it. The teachers need extensive efforts on self-study in research while they have personal needs to attend and family duties to fulfill. All of these can be extremely tiresome. As Teacher L narrated, “... It’s very tiring and stressful Sir. You have to study concepts and terms that you do not understand and you have to go through it again and again.”

As realized by Teachers A, L and E, their senior high school students were not academically and psychologically prepared to take the research subject. Their mindsets were still that of a regular fourth year high school - going easy and not paying serious attention to academic requisites. Further, their reading skills are inadequate to engage in more serious undertakings such as research. Under this situation, the performance of the

students and the outputs of the teaching efforts are expected to fall below what the Department of Education expects. It is the teacher that agonizes when they contemplate on the troubles the student will encounter ahead. As Teacher A confided... "I feel bad because the situation is beyond my control as a teacher. . . . When I am alone, I reflect on what I should do and what I have done. Sometimes I tell the Lord "please forgive me but I have tried my best and I know it's not enough". The unpleasant experiences of teachers like that of Teacher A, who is under emotional stress influence the formation of values and behaviors of other teachers especially the new ones. These values and behaviors also reflect the contents and methods of what they teach to their students.

### **Subtheme #2. Guilt Feeling in Teaching Research**

Professional behaviors of teachers are presumed to be grounded to their sense of mission as reflected in the Code of Professional Conduct for Public School Teachers. The particular commitment to the students is stated in Section D of the Code, to wit: "Stimulate the spirit of enquiry, the acquisition of knowledge and understanding the thoughtful formulation of worthy goals." The sense of mission provides inspiration, meanings and purpose to the efforts of teachers no matter how challenging the situations are. Success of their students provides a sense of fulfillment but failure to achieve expectations brings pain and guilt. Teacher A provided an illustration of guilt for his inability to satisfy the needs of his students when he said, ". . . I really feel bad as a teacher because I am paid by the government to teach the students and I cannot give them the quality learning and this is not fulfilling on my part as a teacher". Teacher E on the other hand sadly said "I cannot give so much because I myself have insufficient knowledge in this new subject".

In the study of Pack (2000) in Saskatchewan(Canada), school division teachers were said to have allowed stress to affect other areas of their lives. This can be illustrated with the experience of Teacher E and Teacher M. In the case of Teacher M, her five year old daughter also needed attention and assistance with her school requirements yet she cannot perform her duties as required from a parent because she was already preoccupied with her work for her students. Often she feels guilty - why she sacrificed her own daughter to fulfill her duty as a teacher. She is placed in a dilemma between parental duty and professional duty. As she lamented, ". . . so difficult Sir! I spend more time in my school work and I know she needs more of my time. I feel I am questioning myself why am I doing this ain't giving more time to my daughter and it hurts my feelings sometimes".

Berrio et al. (2018) identified two types of guilt feelings, namely: delusional (shame) and affective (feeling of unworthiness). Both types of guilt feelings contribute to emotional stress. Teacher L felt delusional guilt for her inability to develop the required competency of her students because they did not have the necessary academic preparation to acquire new knowledge and learn new skills in research. For Teacher E it was affective guilt: she failed to perform her motherly duty to her own daughter in favor of her students. The sense of failure to fulfill the parental obligation seriously disturbed her emotionally which also affect her performance in her professional duties.

### **Subtheme #3. Feeling of Low Self-esteem**

Self-esteem is related to personal beliefs about skills, abilities, and social relationships and refers to an individual overall positive evaluation to the self; a feeling of self-worth and self-respect (Abdel-Khalek, 2016 citing Resenberg, 1985). It is the individual's emotional appraisal of the value of his/ her person and self-valuation in relation with another individual and his/ her society which springs out of self- confidence. The self-esteem of the Teacher A and Teacher E were weakened due to their feeling of inadequacy of knowledge in research. Low self-esteem made them feel ashamed for not being able to produce the desired output out of their salaries from the government. When asked about the feeling for teaching something that she was not sure about, the teacher sadly answered: " If I am not sure of the concept or idea, I don't say it directly but play with words in order to play safe. . . . it is really different when you introduce new concepts to the students which you are totally sure to be correct, and when students listen to me... it makes me happy. But if I am not sure that I am teaching the correct concept, there is something that is holding back my happiness. . . . I feel I am in distress because I cannot satisfy their desire to learn, especially if they find it difficult to understand the lesson." But she has to go on even with that feeling of uncertainty. It is her duty that urged her to teach..." Although I somewhat feel helpless, I keep asking myself if what I have taught them is correct".



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There is an uncertainty in the part of the teacher on what she is teaching - they could either be right or wrong. Such uncertainty hurts; but it also bothers her, what if what she was teaching turns out to be right! That possibility provides the motivation to just go on teaching what she believes is right, a consolation to her efforts. But she could also lean on that hope and stabilize her self-esteem.

### **Emerging Theme 5: Coping with Technical Inadequacy**

The participants/teachers find ways of getting along with difficulties and challenges and must adapt to a myriad of “classroom setting” factors to bolster their confidence and sense of security as authorities in the topics or concepts they discuss and teach. As revealed in the interviews conducted, teachers resort to denying reality when confronted with self-doubt and doubts manifested by their students. While acknowledging their deficiencies, the same is not shown to students but is brought by them to their peers for help and assistance. They are also resigned to their fate by invoking divine guidance, fervently hoping that God’s omnipotent wisdom would let them see through their mind-setting aside shortcomings. While conducting personal interviews with them, their worries about how better they would appear as knowledgeable mentors to their students are as intense if not more, with their desire to deliver substantive discussions, lectures and skilled display of actual classroom exercises and activities. This cluster theme comprised the following subthemes: pretension in facing students; peer mentoring; seeking divine intervention.

#### **Subtheme #1. Pretension in Facing Students**

With four subjects in different levels, Teacher L mentioned that every day is a struggle when she is not ready with her lesson plan. She confessed “When students ask questions, I feel irritated towards them and my tactic is to extend conversations that are not related to research in order to catch their attention. I have to keep the facade and show them that I am equipped to teach but you can see in their faces that they did not understand what I lectured”. Teacher B shared her very unpleasant feeling, “It’s very stressful and I feel guilty knowing that I teach wrong concepts” For her, this load is really a burden since she also teaches mathematics and physics. She goes to class not knowing what to discuss which resulted in migraine and allergies. She never experienced these symptoms before that prompted her to see a doctor for check-up and medication. “When I cannot answer the students’ question, I feel ashamed, particularly when I have students whose parents are teaching in some universities in the city”.

Teacher E said “I have to adjust my time because I am teaching 5 subjects in Junior High School and I need to read and learn about the new subject so that I can teach something to my students and I am pressured”.

#### **Subtheme #2. Peer Mentoring**

Teacher L shared that to cope with her technical inadequacy, “I have printed copies of research preparations from teachers of other schools and I ask them about the meaning of terms and concepts”. Through time, she was able to develop confidence and made sure to coordinate with other teachers. She added, “We need mentoring, on my part I am not ashamed to ask assistance from senior teachers who have vast teaching experience and who have been in service for a long time. I am thankful when mentored by my co-teachers. Their inputs help me grow professionally. I am happy and thankful that I have taught qualitative research because my best teacher is my experience”. Teachers see themselves in circumstances where they need to do research, learn from co-workers and be adaptable. How a teacher manages to cope in these conditions is critical (Augusto, 2019). In totality, this becomes a learning opportunity to broaden their perspective in terms of teaching strategies because they are forced by circumstance to innovate in order for their students to learn.

#### **Subtheme #3. Seeking Divine Intervention**

Teacher A expressed “When I am alone, I ask the Lord to forgive me because I know my best is not enough”. With grateful heart, Teacher M seems blissful when she said, “I am a religious person and I lift all my burden to God that is why I can cope with work-related stress. For now, I just take it as a challenge to learn something new. In the end, I did not regret teaching qualitative research”.

In circumspect, attributing God's intervention as a coping mechanism by the teachers' self-realization of their inadequacies is as deep and as profound as the ethical philosophy of man in his journey he calls Life. Coupled with prevalent Christian culture and norms, it is not hard to conclude that the teachers' ethical faith and psychological make-up play an important role in their noble profession as educators. While teachers feel professionally inadequate as they face various difficult situations, they continue to learn from distressful circumstances and hold firm in their belief to the Almighty God.

## CONCLUSIONS AND RECOMMENDATION

### Conclusion

The participants perceived their ability to teach qualitative research as unproductive due to excessive time in teaching preparation and incompetence in teaching. Some of them attributed their difficulties encountered in teaching to lack of students' academic preparation, poor reading comprehension, and poor vocabulary and writing skill. All of them felt that there was insufficient logistical and infrastructure support especially limited internet connectivity and inadequate materials. All participants in this study have experienced mental and emotional disturbances in the form of their feeling helpless, guilt in the way they impart knowledge and experience low self-esteem. Participants have developed varied coping mechanisms to mitigate the impact of their teaching inadequacy.

### Recommendation

The researchers are encouraged to develop a simple manual on the basic knowledge of qualitative methods. DepEd should be responsible for the needed training of their teachers in the different methods under qualitative research to upgrade their knowledge and skills in teaching the subject. Furthermore, DepEd should provide substantial incentives to motivate teachers to conduct research.

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