

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

Joseph L. Torres

Sto Niño High School, Tanjay 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, Tanjay 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 FGD was conducted four times for data saturation purposes at one of the restaurants in Tanjay 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 Tanjay 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,

otherwise known as The Enhanced Basic Education Act of 2013. As stipulated in Section 5, Curriculum Development, DepEd shall adhere to the following standards and principles in developing an enhanced basic education curriculum. Furthermore, it states that the curriculum should be relevant, responsive, and research-based (Studocu, n.d.). In this regard, research is strongly integrated into the k-12 curriculum and teachers play a vital role in implementing this goal. The strong model of teacher professionalism places great emphasis on the accountability and autonomy of the individual teacher, allowing them to make their decisions on both theoretical and practical grounds, such as research conducted in the classroom (EdTech Books, 2023). A relevant study titled, *Research-based teaching-learning Method: A Strategy to Motivate and Engage Students in Human Physiology Classes* (2019), concluded that by using a research-based approach, the learning process became more meaningful for the students as they were able to connect the theoretical knowledge they were gaining in class to real-world applications through active learning. The students also have the chance to learn leadership skills and become proficient researchers and organizers when working in groups (Granjeiro, 2019). This study proves that research-based instruction can contribute significantly to analytical and leadership skills among learners. However, teaching research may pose significant challenges to teachers in some ways. This is evident in a study titled *Challenges and Difficulties Encountered by Teachers in the Conduct of Educational Research: Basis for Teachers' Enhancement Program* (2021). The study revealed that the majority of respondents experienced difficulties carrying out research, including a lack of time, anxiety related to writing and carrying out the study, and the perception that performing research adds to an already heavy workload (Bullo, et al., 2021). Moreover, this is substantiated by another study titled *Teachers' Conception and Difficulties in Doing Action Research* (2019). The study emphasized that doing research means an additional burden for teachers, causing anxiety, inadequate time for preparation and implementation, and insufficient knowledge in conducting action research (Tindowen et al., 2019).

Research is a discipline that includes many topics and approaches. It entails a methodical study of a subject or situation to learn new facts, resolve issues, or expand understanding. It can be in a qualitative or quantitative state, or both can be applied in the domain of inquiry. Thus, it is inevitable that teachers encounter challenges in teaching research, as mentioned above, especially in terms of knowledge and experience. This idea is supported by Hussien et al. (2019). It was revealed that teachers lack mentoring and acquire poor knowledge in analyzing qualitative and quantitative data, which recommended that teachers be aided through training and relevant workshops in research. This is also manifested in another relevant study by Tingabngab and Binayao (2023). The results demonstrated that the teacher participants encountered the following when carrying out their action research: difficulties in the first phase, a sense of rejection, the intricacy of demands, limitations about priorities, challenges in identifying pertinent theories, insufficient background knowledge on theories, insufficient skills in the formulation of objectives, a lack of methods and techniques, failure to complete the pre-notification process, and insufficient skills in data analysis.

In this regard, the problems and issues discussed in the literature influence the researcher to investigate the phenomenon of teachers' challenges in teaching Practical Research 1 or Qualitative Research in the Tanjay City division school year 2023-2024. Significant updates on research implementation and output were brought up during research-teacher conferences. It was frustrating that out of 13 senior high schools in the North District, only one school produced an output. This prompted the researcher to investigate the situation using a phenomenological approach. Specifically, it aimed to address the following questions:

- a. What are the challenges of teachers teaching qualitative research in North District, Tanjay City, during the school year 2023-2024?
- b. What are the meanings of these challenges?
- c. How do research teachers cope with these challenges?
- d. What recommendations can be made based on the results of the present study?

2.0 Methodology

2.1 Research Design

The study utilized a phenomenological approach. It is a field of study called phenomenology that aims to explain the nature of things using people's experiences with them. "study of phenomena," which means that the researcher is examining the significance that these objects or phenomena have on the participants in the research. (Dovetail

Editorial Team, 2023). Thus, the researcher utilized this design to investigate the challenges experienced by teachers teaching qualitative research in the academic year 2023-2024. Thematic analysis was used to generate significant themes in this study.

2.2 Research Locale

The study was conducted at the Tanjay City Division and targeted the North District with 13 senior high schools with 13 Practical Research 1 teachers. However, the conduct of the interviews was not initiated in schools to avoid disruption of classes; instead, it was made possible at the researcher's residence where six participants were invited.

2.3 Research Participants

The study participants were six practical research 1 teachers in the North District of Tanjay City Division in the academic year 2023-2024. They were chosen based on purposive sampling, with the criteria set by the researcher. These were as follows: a) teaching practical research 1, and b) teaching within the North District of the Tanjay City Division. Moreover, participant selection was made possible through data saturation. By eliminating redundant data gathering, researchers can maximize the use of their time and resources while simultaneously ensuring the validity of their investigations (Rahimi and Khatooni, 2024). This procedure helped the researcher filter redundant codes and themes during the data transcription process. In this connection, the researcher trained a teacher to conduct a focus group discussion with 13 teachers and found that seven teachers had identical and redundant experiences of the phenomenon. Thus, six participants were found to have saturated the data.

2.4 Research Instrument

The researcher utilized a self-made interview guide to guide the moderator during the focused group discussions. The strategy was even more productive with the researcher's use of interview guide questions, which helped the moderator follow the structured questions and be flexible enough to probe depending on the responses of the participants. It gave the participants the freedom to elaborate on their responses and shed light on the color of their experiences. Furthermore, the focus group discussion was facilitated by a trained teacher to observe confirmability. This raises the credibility of this study. The confirmability criterion quantifies the extent to which the research study's conclusions rely on participant accounts and statements, as opposed to probable researcher bias (Moran, 2021). In addition, to make the study more credible, member verification was performed to ensure that the researcher's interpretations accurately reflected participants' intended meaning.

2.5 Data Gathering Procedure

In this study, gathering underwent a tripartite procedure, namely, before data gathering, data gathering, and post-data gathering. In the pre-gathering of data, the researcher established the criteria for the participants to be qualified. Part of this procedure was also the training of the teacher, who would engage in focused group discussions to avoid the researcher's personal bias. Subsequently, a letter of permission was submitted to the Division of Tanjay City. When the letter was approved, the participants were oriented on the nature and purpose of the study and the number of focused group discussions that would be administrated as part of the rigorous procedures in the study. Moreover, during data collection, the researcher started the first session of FGD with a trained teacher using an interview guide. The session was conducted at one of the restaurants in Tanjay City, as preferred by the participants. During the session, the researcher asked the participants for permission to record data. As approved by the participants, the researcher transcribed the verbatim responses. Upon the initial transcription, the researcher returned to the participants to check their accuracy and resonance with their experiences. This was done to validate whether the responses were as exact as the participants' intended meanings. The FGD continued every Saturday because of participant availability. The procedures in the first session were repeated systematically until reached data saturation which happened in the 4th session at the same place. This provided the researcher the opportunity to establish the credibility and reliability of the data. After the data were collected, the researcher began to familiarize with the transcripts and identify significant statements that were the basis for generating codes and themes. Importantly, the researcher ensured that the data gathered would only be used for research, innovation, and training purposes.

2.6 Ethical Considerations

The researcher observed ethical practices during the implementation of this research. First, informed consent was obtained from the participants and explained by the researcher. The consent contained the nature and purpose of the study, emphasizing that their participation was voluntary and not forced to participate and that they could withdraw from the study. Second, the researcher explained to the participants that their identity was treated as private and that their anonymity was highly considered. An Anent code was used to represent the participants' identities. Finally, it was emphasized that only the researcher could access the participants' master list.

3.0 Results and Discussion

This section summarizes the main findings of this study. The challenges of teachers teaching qualitative research in the North District of Tanjay City Division were highlighted through the creation of codes and themes using thematic analysis. Through thematic analysis, the researcher was able to obtain a thorough grasp of the distinct experiences and difficulties faced by each of these teachers in their teaching profession.

Table 1. Thematic map of teachers' challenges in teaching qualitative research

Codes	Themes
No relevant experience	Missed opportunities
Absence of training	
Not engaged in advanced studies	
Not inclined to qualitative research	Diversity amidst difficulty
More inclined toward quantitative research	
Good in performing arts	Management constraint
Lack of time to do research	
Additional burden	
Disengaged and uninterested learners	Students' attitude towards research
Low comprehension	
Unmotivated to study scholarly papers	Resilience and resourcefulness amidst challenges
Translating English to Cebuano and vice versa	
Going back to basics	
Simplification of word choice in the activities	
Localized examples/activities	
Looking for easier references	
Employment of motivational strategies	
Consultation of relevant experienced teacher	

3.1 Theme 1: Missed Opportunities

Teachers are extremely important for shaping the brains of future generations. Unfortunately, a lack of training, a lack of relevant experience, and a lack of interest cause many teachers to miss out on important chances for professional development.. Inadequate training may make it difficult for teachers to explain difficult ideas to students. Students may lose out on opportunities to properly understand crucial material and hone their critical thinking abilities as a result of this. Moreover, without relevant experience in their subject matter, teachers may struggle to provide engaging, informative lessons. This can lead to missed opportunities for students to explore new ideas and to expand their knowledge. Finally, not engaging in postgraduate studies also appears to be a factor in why they cannot teach the lesson well. Inadequate training, lack of relevant experience, and lack of engagement in postgraduate studies were emphasized by participants' statements.

Participant 1 said, *"It was difficult for me to teach qualitative research because I do not have experience doing it. I dont even the idea of how to analyze qualitative data and the designs appropriate for such a study. Also, I find it a reason to have limited knowledge in research since I do not engage in post-studies like master's programs. According to the people I know, they are prone to conducting research because of their academic advancement. Lastly, we lack training relevant to qualitative research."*

Moreover, participant 3 added, *"Me too sir. I did not enroll in a master's program since I cannot afford it for now. I used to read, but it is quite different if there is someone who teaches me or trains me. Sadly, there was no training relevant to qualitative research in our division office. Thus, it is hard for me to teach research since I don't have relevant experience."*

Participant 2 said, *"Me too sir. I do not have experience doing research, which is why I found it difficult to teach the subject. Also, as a research teacher for three years, there were to 2-3 trainings/workshops intended for us research teachers and they were just too generic"*.

Participant 5 added, *"Same on my part sir. At first, I refused to teach the subject since I did not have relevant experience in qualitative research. Although I experienced doing quantitative research, it was just basic and simple."* Moreover, there was one training/workshop for research this school year, but I found it confusing since qualitative and quantitative topics were fused in just 2 days."

Participant 6 answered, *"I'm not confident to teach qualitative research sir since I don't have experience in the first place. Additionally, there were no evident pieces of training for research in our division, and no update or technical assistance was received from our division."*

Lastly, participant 4 said, *"It is hard to teach a subject when you do not have any knowledge or experience in it. None of my co-teachers wanted to teach the subject because they also found it difficult. It could have been better, at least, if we undergo workshops or trainings however, I only witnessed one training in a school year initiated by our division office."*

This theme highlights teachers' difficulties in teaching qualitative research. As expressed by the participants, it prevents them from being effective teachers in the subject, and it is frustrating because these factors may adversely hinder their teaching profession. This means that teachers require training and experience before teaching the subject. This is substantiated by the fact that the educators meet the criteria for them to be expected to be able to incorporate the skills of TPACK into the learning (Antony et al., 2019). Moreover, the significance of training for teachers is one of the key components of the successful delivery of a subject. This can lead to ramifications encompassing the promotion of self-control, incentives, and after-training assistance, thereby aiding in the ongoing enhancement and utilization of learned competencies (Ergashevich & Mado, 2024). Finally, the importance of enrolling in graduate studies plays a crucial role in both teachers' development and students' learning. A master's degree gives educators a deep technical grasp of the subject matter they choose to teach. Furthermore, this degree can enhance a teacher's ability to instruct, which will increase average test scores and graduation rates (Llego, 2020).

3.2 Theme 2: Diversity Amidst Difficulty

Future generations' minds are greatly influenced by teachers who work with them. A major contributing factor to their capacity to instruct and motivate students is their inherent intelligence. Every educator possesses a distinct set of abilities, expertise, and life experiences that they offer in the classroom. Teachers are inclined toward a variety of stages based on their skills and talent. In this manner, the teacher's effectiveness in teaching the subject can be associated with his strength and field of interest. This was true for the participants' significant statements.

Participant 2 said, *"I am not good at qualitative research sir. I could say that I can do well in quantitative research since I love numbers and I can only use formulas to treat the data compared to qualitative where I am not inclined to words and language."*

Participant 4 answered, *"I like more quantitative research than qualitative. I am good at other things, and it so happened that I am not inclined to do research, especially qualitative. If you would ask me to dance or sing, I can assure you that there is something I can show. But, this does not mean that I don't give my best. although teaching qualitative research is challenging on my part, I always make a point to do my best for my learners."*

Participant 3 answered, *"I'm not inclined in research sir but I'm good in performing arts. It is not for me since I don't have the skills to teach research."*

Moreover, participant 1 added, *"Me too sir. I did not have any choices. I have to teach the subject even though my specialization is mathematics. I can't expound on the subject since language is my weakness and qualitative is all about words and interpretation and I can say that it's my weakness."*

Participant 6 added, *"It's difficult for me to teach the subject sir because, in the first place, I am not into language and I don't have skills teaching the subject. But if I were given to teach livelihood and entrepreneurship, I know I can deliver it well because it is where I am good at."*

Participant 3 concluded, *"It's different when you teach your specialization. For my part, I am inclined more to teach about business because I want to have my own business. Thus, it's really hard for me to teach qualitative research because I am not inclined to words and language sir."*

The theme of Diversity Amidst Difficulty was strongly emphasized by the participants. In this case, it is evident that they were not inclined to conduct qualitative research. This means that they have varied talents and skills that may not be suitable for research, especially qualitative ones. Their intellect and interest significantly influence teachers' efficacy as educators in their confidence in their capacity to successfully manage the responsibilities, challenges, and tasks associated with their professional activity, which is a critical factor in determining significant academic outcomes such as students' motivation, achievement, and well-being in the workplace (Barni et al., 2019). Moreover, teachers' diversity in their respective skills is relevant to the multiple intelligences where people have the skills that they can use to express their abilities (May-Varas et al., 2023).

3.3 Theme 3: Management Constraint

Teachers frequently face management challenges owing to time constraints and increased teaching responsibilities. Insufficient time to arrange classes, mark homework, and provide each student with personalized attention can leave educators feeling overburdened and incapable of handling their tasks well. These limitations may make it difficult for teachers to satisfy the requirements of every student, which could lower academic achievement and overall student satisfaction. These problems are expressed as follows.

Participant 6 said, *"I don't have enough time to produce students' research output since I have many other tasks to do as a teacher. Teaching qualitative research requires a thorough discussion of students' learning. In the case of my students, the lesson largely depended on the learners' comprehension. Moreover, I can say that it is a burden since I must make extra efforts to teach the subject."*

In addition, participant 5 said, *"It is a burden for me since I don't have experience in qualitative research in the first place. In this regard, I need to read more, although I did not understand the terms in the qualitative research. It's pressuring sir. Also, we haven't produced an output in Practical Research 1 due to time constraints since students have other tasks in their respective subjects."*

Participant 1 said, *"I found it hard to produce an output in qualitative research sir due to some reasons. These include my research skills still need big improvement. Also, students' lack of knowledge is evident."*

Participant 3 answered, *"Same situation on my part sir. We were not able to produce an output since I also have other academic and non-academic tasks in school. Not only me but also my students. They were working on other tasks which made them complain. I can see that they have less interest in the subject."*

Additionally, participant 4 said, *"It's really hard to manage our time in producing an output in qualitative research sir since the foundation of our students in research is not that strong. Also, their low comprehension level adversely affects the completion of the task. Thus, on my part, I found it challenging since it is not my specialization."*

Lastly, participant 2 emphasized, *"It's challenging to produce an output in qualitative research sir since I have limited time to accomplish it with my students due to other tasks. In my students' end, they found it difficult to research since resources were not evident in their context. Moreover, on my end, I still need to equip myself with the knowledge and skills before teaching the subject."*

Based on these responses, having extra load and time constraints hinder practical research teachers in producing output in qualitative research. Participants strongly expressed their frustration with their failure to manage the subject due to these issues. As expressed by their statements, they don't have enough time to implement and deliver qualitative research since teachers and students have other tasks in their respective roles in education. Consequently, this adversely affects students, especially the teachers in this study. Assigning an excessive number

of tasks and responsibilities to a single instructor who can no longer be obeyed, which typically leads to a reduction in time which, instead, the former could instruct her students with (Tarraya, H. O. 2023). Moreover, according to Kanwal et al.(2023), Overwork can cause stress, burnout, and low interest, all of which have a detrimental effect on the learning results of students. Proficiency in workload management enables educators to better support and mentor their learners, which in turn improves academic performance. Thus, extra tasks given to teachers contribute largely to the teachers' challenges in managing the class in qualitative research.

3.4 Theme 4: Students' Attitude Toward Research

Although research is an essential part of academic life, students' perspectives on it might differ widely. While some students consider research as a time-consuming and unpleasant activity, others see it as a chance to advance their knowledge and make a valuable contribution to the academic community. In this study, one of the challenges of teachers teaching qualitative research is the fact that students do not have research interests, and that poses a factor to consider why teachers may find it hard to teach the subject. This idea is supported by the participants' observations.

Participant 4 said, *"One of the challenges I encountered in teaching the subject sir is that my students don't have research interest. That is why before we started our class, I utilized gamification elements to stimulate their energy. They find it boring and since they were not used to reading even the articles and research papers I provided them". I could say that they don't have any experience during their lower years in the study. As a teacher, I even*

Furthermore, participant 3 added, *"The same in my students' case sir. They find this subject boring. This is why I make a point to start the lesson with the use of gamification so their attention will be stimulated and ready for the lesson. However, this is not for long. After a few minutes, their attention suddenly fades. Moreover, I also observed why they are not motivated to read despite my provisions of examples to them because they don't understand English."*

Participant 1 answered, *"I can see that my students found the subject research hard since they didn't have an interest in the first place. I admit that I'm not that competent in teaching the subject which is why it's difficult for me and my students to progress."*

Additionally, participant 5 emphasized, *"Teaching research is indeed a hard subject. I can even say that I am not yet competent in the subject but despite this, I tried my best for my students. However, no matter what I do, I observed that they lack interest in reading articles since they cannot understand scholarly papers. Moreover, most of the time, I just prepared energizers because if it's time for research they got bored and others got absent."*

Participant 6 said, *"I can say that they do not have an interest in the subject. This is even more challenging on my part. They do not even read the handouts I prepared for them. Then, even before giving them activities, they always quote," Let's do something else, ma'am. Let's just dance. They just don't want to read because they feel tired every time they do."*

Participant 2 highlighted, *"Same to my students sir. They felt tired compared to other subjects where they exhibited excitement and vigor. Although some tried to participate, most of them were not interested."*

The theme of students' attitudes toward research is strongly emphasized by the participants' observations of their students. Participants highlighted that the reasons why students lack motivation in qualitative research are because they don't understand English as the medium of language used in articles and research papers and lack of interest. According to the study of Nanda and Azmy (2020), this problem has three main negative effects on students: it lowers their learning accomplishment; impairs their ability to solve problems; and hinders their ability to pursue further education and employment. In addition, the general attitude that students have toward learning and school can also be impacted by a lack of interest which is emphasized by the participants. It may cause a person to get disengaged from the educational process, which will ultimately lead to less success. When students start to lose interest in what they are studying, it can be determined that they are not as motivated to engage in a variety of learning activities in class and at home (Lubis & Hasibuan, 2022). In this high regard, teachers need to make extra effort to motivate students which is evident in the teachers' responses. Despite this challenge, teachers enunciated that they employed gamification activities to stimulate the students' condition toward research. Gamification helps learners become more motivated, which improves their academic achievement. It is

anticipated that the use of games in education will continue to develop and result in revolutionary adjustments to learning models, curricula, and teaching strategies (Huseinović, 2023).

3.5 Theme 5: Resilience And Resourcefulness Amidst Challenges

People who possess resilience and resourcefulness are better equipped to deal with the difficulties that come with life. These characteristics frequently define one's capacity to overcome challenges and come out stronger on the other side when faced with adversity. Resilient people resist giving in to hopelessness or despair when confronted with trying circumstances. Instead, individuals rely on their inner strength and willpower to get through difficult situations. Even when it seems like the cards are stacked against them, they never waver in their resolve and never give up. In this study, the teacher participants demonstrated their resilience and resourcefulness in teaching qualitative research as expressed in the following statements.

Participant 1 said, *"In my end, even though I don't have relevant experience in this field, I continued to teach the subject. I just considered it as an opportunity for me to learn. I just find ways to learn such as by asking the people I know who have an experience in qualitative research. They were my colleagues and professors before. Also, I keep researching for sample research papers that will serve as my reference whenever I teach the subject. To my students' end, since they found it difficult to understand the content of the paper, I made a point to translate English words to their mother tongue, Cebuano, and choose simple words for their benefit. Although they cannot relate sometimes, it prompted me to localize the examples so that they would be relevant to their context. Although they were manifestations of a lack of interest, I immediately engaged them with dancing exercises with relevance to qualitative research for them to be stimulated and ready for the discussion. Thus, I could say that research is not an easy subject, especially for me who doesn't have any experience in it but I am just doing my best for my students because I feel mercy to them if they don't learn at all. I know it's difficult on my part but I have to be resilient to endure this challenge in my profession."*

Moreover, participant 2 added, *"I would admit sir that I only teach about theories and concepts about qualitative because I cannot teach what I don't have. I haven't experienced it myself. Despite that difficulty, I just ask other teachers who have relevant experience in it. Also, I went to other universities to look for qualitative research. I also search online for one of my references in the subject. In terms of my students' ability and interest, I made a point to translate English to their mother tongue, Cebuano for them to understand the content of the paper since these papers used standardized morphological structures. Whenever I gave them examples, I just localized them for them to connect. Although sometimes they felt bored and uninterested in the subject, I immediately engaged them with games so they would be stimulated in the class. It's not easy on my part but I must do it. After all, I am a teacher."*

Participant 5 added, *"It's not easy to teach a subject in which you found yourself incompetent. There were times when I felt pressured, and it led me to ask other teachers handling the subject how they teach the subject. Also, I tried to look for easier examples for my students to understand."*

Participant 3 answered, *"In my end sir, I made a point to ask my previous teachers in college. They helped me by explaining the terms and other procedures in qualitative research. However, there are still concepts and ideas that I find difficult to teach since my students cannot relate. For this reason, I just looked for examples that are easier for me to understand so I can share them to my students as well. Then, whenever I made them do an activity, I made sure that they could relate to and observe their environment. In this way, they were able to understand."*

Participant 4 added, *"There are many things I don't know about qualitative research, sir. But I do not stop just because I do not know. Instead, I kept watching videos from YouTube because the explanations were simplified compared to other sources. Another thing is that it is hard for my students to understand the lesson which is why I translated English to Cebuano so it would be easier for my students to connect. I also make a point to present a variety of examples so there could be references for their activities."*

Participant 6 emphasized, *"Since I am not equipped in qualitative research sir, I always watched videos on YouTube and other online resources. However, there are still vague concepts so I needed to consult my professors in college. They helped me in unlocking the difficulties I encountered in terms of the terms and other procedures in qualitative research. On my students' end, their comprehension level cannot parallel scholarly articles which is why I always make a point to look for examples that are easier for their level. Also, I practiced localization and contextualization whenever I gave them activities."*

This is to ensure that activities will be relevant in their context. Then, my co-research teachers were always asking and sharing ideas on how we deliver the concepts and practices in qualitative research."

This theme demonstrated how teachers carry their responsibilities despite the difficulties they encounter in their respective stations. Their challenges do not only cover personal competence and interest but also their students. In this study, participants 1 and 2 highlighted their difficulties in handling the subject but demonstrated a recommendable resiliency and resourcefulness amidst the challenges they encountered. This is manifested by the teachers' initiatives to find ways and avenues for learning. Asking people who have experience and searching online is what they do to fill the gaps in their knowledge. In this manner, teachers displayed collaborative effort to earn knowledge and competence in teaching the subject. According to the study by Mora-Ruano et al. (2019), teacher collaboration—specifically, talking to one another about students' performance and offering advice—is the only way to demonstrate a beneficial impact on student accomplishment. Moreover, Searching online can have a wealth of tools at their disposal, which can significantly enhance the lesson planning process (Tfe, 2019). Moreover, aside from the teachers' end, they also find solutions to address common problems they encounter with their students. Providing examples that students can relate to through localization is indeed an effective strategy for them to connect and understand. According to Napitupulu (2018), using real materials helps learners become more proficient readers. When these resources are combined with real-world assignments that involve communication, they work well. Aside from giving real-world examples, teachers also make sure to motivate them by engaging learners in exercises like dancing with the integration of the lesson to stimulate them. This is necessary to awaken their interest in the subject. As shared by these teachers, teaching the subject is challenging but they are doing their best to endure what challenges them and to find ways to give the lesson as its best to toward the students.

4.0 Conclusion

Based on the findings of this study, the challenges of teachers include a lack of experience in doing qualitative research, especially on research methodologies and analysis, no relevant training, teachers' irrelevant skills in teaching, inadequate time due to overload tasks, and students' background like the foundation of comprehension and lack of interest. It was difficult for the teachers teaching the subject since they didn't have experience doing qualitative research. Also, it was found that there was a lack of training for the teachers to suffice their knowledge in teaching the subject which made the task even harder on their part. Moreover, having a skill that does not parallel teaching the subject is also a contributing factor. The study further revealed that because teachers had many tasks to perform, it affected the completion of the output of the subject. In terms of the teachers' observations of their learners, it showed that students' lack of comprehension and lack of interest impeded their chance to complete the subject satisfactorily. Despite these challenges, teachers find ways to fill the gap in teaching the subject such as consulting experienced people, sourcing other references, and localizing materials.

The result evident in the study denoted that research teachers encountered challenges in teaching qualitative research. Thus, it recommends the following: Tanjay City Division shall provide research teachers with opportunities to learn through a series of workshops and several trainings relevant to qualitative and quantitative research. This will enhance their skills in teaching the subject. Importantly, for future researchers, since one of the major results evident in the study is the teachers' incompetence in analyzing qualitative data using thematic analysis, the study recommends doing instrumentation on thematic analysis. This can help other researchers to measure the knowledge and skills of research teachers in analyzing the data which can lead to an innovation that will help teachers to understand the steps and procedures of the said technique.

5.0 Contributions of Authors

There were no contributing authors in this study only a sole author. The author is responsible and accountable for the completion of this paper.

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7.0 Conflict of Interests

The author declares that upon the completion of this paper, there was no conflicting party or interest

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9.0 References

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