



LIVED EXPERIENCES OF PROFICIENT TEACHERS OF NASUGBU- EAST DISTRICT IN RESEARCH ENGAGEMENT: A PHENOMENOLOGICAL STUDY

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ABSTRACT

This phenomenological study examined the lived experiences of Proficient Teachers (Teacher I–III) of the Nasugbu East Sub-Office in research engagement, focusing on their motivations, learning processes, challenges, and coping strategies in the school year 2025–2026. Guided by the interpretive–constructivist paradigm and analyzed using Colaizzi’s method, thirty (30) purposively selected teachers participated in semi-structured interviews. Thematic analysis generated four clusters. For motivations, teachers emphasized professional growth, pedagogical improvement, knowledge expansion, problem solving, and the influence of mentors and colleagues. In terms of learning processes, they described guided and structured learning through seminars and mentorship, complemented by self-directed and experiential approaches, underscoring the balance between institutional support and personal initiative. Challenges emerged around conceptual difficulties in framing problems, methodological and statistical struggles, and writing barriers, compounded by time and resource constraints. Coping strategies included seeking mentorship and peer support, self-directed learning, resourcefulness, resilience, and professional commitment, which sustained engagement despite systemic limitations. Collectively, these findings illustrate that while

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proficient teachers regard research as both a professional requirement and a meaningful practice, barriers hinder sustained productivity. To address these gaps, the study recommends piloting recognition programs such as awards, grants, and mentorship to motivate teachers and prepare them for advancement to higher DepEd position levels where research outputs gain recognition and may contribute to promotion points. It further suggests structured mentorship programs, regular in-service workshops, open-access repositories, peer-review circles, and training modules to strengthen research competencies.

Keywords: *research engagement, proficient teachers, lived experiences, motivation*



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