



STUDENTS' EXPERIENCES IN ACADEMIC RESEARCH: BASES FOR CLASSROOM BASED ACTION RESEARCH (CBAR) GUIDE

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ABSTRACT

This qualitative-phenomenological study explored the students' experiences in academic research. Using a qualitative research design, data were collected through in-depth interviews with a sample of students who had recently completed significant research projects. Thematic analysis was employed to uncover recurring themes in the students' experiences. The findings revealed that students faced common hindering factors including difficulties in accessing resources, balancing dual roles as students and researchers, time management issues, and a lack of financial support. Despite these challenges, many students reported access to the mentor's support and availability of advanced technology in their subject matter. Based on these insights, the study proposed the development of a classroom-based action research guide that focuses on providing clear research guidelines, improving access to resources, and strengthening mentorship. This guide aims to assist future students in overcoming common barriers and maximizing the learning opportunities presented by academic research.

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Keywords: *Academic Research, Students' Experiences, Classroom-Based Action Research*

(CBAR)

INTRODUCTION

Research plays a crucial role in many areas of life, such as healthcare, education, technology, and social policy. It is a method of inquiry that seeks to solve issues, extend knowledge, and advance our understanding of the world. Research is critical to the advancement of civilization and the creation of new ideas, technologies, and inventions.

Academic research sheds light on how students learn and how instruction may be changed to promote learning. It also enables educators to create innovative instructional techniques, technology, and resources that will help learners reach their full potential. Academic research has also aided the growth of new areas, such as online education and remote learning (Survey, 2023).

According to Villegas (2023) Academic research encompasses a wide range of knowledge, addressing various challenges within the learning system while offering diverse viewpoints on problem-solving and improvement. Educators need practical strategies to manage the vast amount of information accessible to them, enabling them to pinpoint best practices that can enhance their teaching and foster better student learning outcomes. This underscores the importance of academic research that employs a scientific approach to generate innovative ideas and new insights. Additionally, the classroom response system

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enables students to quickly answer multiple-choice questions and participate in real-time discussions.

According to the Global Competitiveness Index (2021) the Philippines is classified in the medium to the lower-middle category for innovation and technical preparedness, which indirectly indicates its research and development capabilities.

The Philippines' financing for Research & Development has struggled to develop significantly due to a lack of importance in the national budget when compared to other industries. Increased funding has been modest in recent years, with the DOST budget accounting for only 0.56% of the billions of pesos granted to the national budget (Deyro, 2020).

It is in connection that the researcher conducted the study to determine the students' experiences in academic research as bases for a classroom-based action research guide.

MATERIALS AND METHODS

Research Methodology

This chapter outlines the fundamental processes of qualitative research and its key components, such as the research method, design, study participants, sampling strategy, research tools, instrument validity, data collection procedures, and data analysis techniques.

Research Method

This study used the descriptive research approach with in-depth interviews to determine the challenges that students had when conducting research, which served as the

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foundation for the learning enhancement guide. According to Moore (2022), descriptive research methods are meant to describe or explain what happens to whom and where, rather than how or why. Researchers and psychologists use descriptive research methods to collect data and explain the complexities of behaviors, patterns, and other phenomena.

Research Design

The study employed a qualitative design using a phenomenological approach. According to Holmes (2022), the phenomenological approach is concerned with the individual's subjective experience, and data is often collected through interviews and other qualitative approaches.

According to Smith (2013), Edmund Husserl, the principal founder of phenomenology, defines it as the study of "phenomena," this encompasses verbal communication, perception, thought processes, memory, imagination, emotions, desires, volition, bodily awareness, and physical actions.

Furthermore, this study applied this strategy by recognizing the challenges that students have when conducting research. To get the necessary data, the researcher asked the respondents to reply freely and meaningfully.

Participants of the Study

The participants in this study were selected through a method called "purposeful sampling." As explained by the Dovetail Editorial Team (2023), this qualitative research approach involves intentionally selecting a specific group of individuals or units, rather than relying on random selection. It is also known as judgment or selective sampling.

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Sampling Design

In purposive sampling, researchers choose a sample based on a particular objective or aim, ensuring that the sample represents the characteristics or attributes the researcher seeks to examine. For this study, 20 students from the College of Education at PHINMA University of Iloilo were chosen. This included 10 students from the General Education Major and 10 from the English Major, all of whom were involved in writing academic research and had completed the relevant course during the 2023-2024 academic year.

Research Instrument

The researcher utilized in-depth interview guide questions as a research tool to gather comprehensive and in-depth information during the interview procedure.

The interview guide questions consisted of two sections. Part I is a demographic profile. Part II comprises the study's primary questions, with a focus only on the adversities that students face when conducting research. Respondents are invited to answer openly and constructively to the question posed.

Validity of the Research Instrument

The validity of a research instrument is assessed by its effectiveness in measuring what it is designed to measure (Robson, 2011).

The research instrument is validated to remove ambiguity between questions and maximize possible replies from participants.

The interview guide developed by the researcher was reviewed and revised by the adviser before being presented to a panel of experts for content and face validation using

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Good and Scates' (1972) Eight-point criteria. Revisions were properly documented, and comments and changes were completely included.

Data Gathering Procedures

The data collection method began once the study had been accepted by the panel of experts. The researcher sought and received approval to carry out the study from the Dean of the Graduate School and the respective department deans.

The data collection method continued to choose participants by purposive selection from a variety of academic backgrounds, research experiences, and demographic traits to ensure a rich and diverse dataset. Interviews were the major form of data collection, providing for flexibility in investigating participants' experiences, perspectives, and feelings about study issues.

Participants were asked to share their narratives and thoughts on their research journeys, enabling them to explain both the specific hurdles they experienced and the larger influence these problems had on their learning and academic growth.

Data Analyses

The data gathered for the study were transcribed, interpreted, and analyzed using thematic analysis. Braun and Clarke (2006; in Blanza, 2022) Thematic analysis will be used to recognize common patterns, themes, and categories in the participants' responses. Through this iterative process, a comprehensive understanding of the adversities faced by students in research-making was attained, laying the groundwork for the development of targeted learning enhancement strategies tailored to students' needs and experiences.

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RESULTS AND DISCUSSIONS

This study aimed to ascertain the students' experiences in writing academic research at PHINMA University of Iloilo.

The participants in the study were 20 students, 10 from General Education and 10 at English Major Programs, at the College of Education PHINMA University of Iloilo.

The following are the findings of the study:

Academic research was perceived to resolve problems in the classroom, improve teaching and learning environment, and provide new learning opportunities.

Students' experiences in conducting academic research in term of process were instructor's support as an assistive factor in understanding the concepts, road map as an essential tool for tracking the research process, difficulties in formulating research titles and introductions, and need of determination and effort.

Students' experiences in conducting academic research in terms of writing a report were need for improved writing skills, and difficulty in seeking information as evidence and supplementary material.

The hindering factors of General Education students were time constraints in conducting the research, balancing dual roles as a student and as a researcher, and insufficient access to the data.

The hindering factors of English Major students were a limited time frame in finishing the research, lack of financial support, and difficulty in accessing necessary data and articles.

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The facilitating factors of General Education students were identified as access to mentors' support, and availability of advanced technology.

The facilitating factors for English Major students were research adviser's support and the availability of advanced technology.

Research is often a requirement for various academic and professional pursuits. Students frequently view academic research as a practical means to address classroom challenges, where they can pinpoint issues and apply learned concepts to find effective solutions. This process shows how beneficial conducting research is and widens the scope of evidence-based for teachers.

Moreover, research opens doors to new educational experiences, enabling students to venture into unexplored areas of knowledge, cultivate diverse skills, and connect theoretical insights with practical applications, making their academic journey more enriching and relevant to future endeavors.

Having guidance from instructors is vital for students to fully understand complex topics, as it provides essential support throughout their research journey. A teacher should not limit her resources to herself but should widen them from any of the supplementary materials she may introduce to the students. A well-defined plan should be established as it is equally important to other materials, Furthermore, this study finds it challenging to craft effective research titles and introductions, which can be a significant hurdle that the teacher should emphasize.

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Overcoming these obstacles demands a high level of commitment and hard work, underscoring the importance of perseverance and dedication in achieving successful research outcomes. This study encountered hindering factors that limited the students from making their work possible. The challenge in the time frame in finishing the research is primarily the causal factor which calls for the research adviser and the deans to revisit the syllabus to align it to the needs of the students. The hindering factor in difficulty in accessing necessary data and articles was the cause of unfavorable situations. Given this, the teacher should expand and add supplementary materials in providing additional resources and means of access to the students. Also, there were challenges to the financial support that prohibited the students from doing their work and limited them in finishing. In this connection, programs that may assist and sponsor the work of students are a positive opportunity.

The need to address the hindering factors experienced by the students identified in this study necessitated the classroom-based action research guide that specifically focuses on making action research easy.

CONCLUSION

In light of the findings and insights arrived at in this study, the following recommendations are forwarded:

Learners should be guided by a road map highlighting the cyclical process of conducting classroom-based action research in the classroom integrating the use of a learning enhancement guide.

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The learning enhancement guide can serve as a valuable resource for teachers, offering insights and strategies to effectively address the primary concerns and challenges students face in conducting academic research. By utilizing this guide, educators can better support students in overcoming obstacles, streamline the research process, and enhance overall research outcomes.

The researcher formulates and designs appropriate materials to offer more suitable resources for research advisers, ensuring that these tools effectively support and enhance the research process.

Program heads and the PHNMA Team Learning, in collaboration with school administrators, should create opportunities for conducting, developing, and continually updating educational programs. This partnership aims to enhance the competence of graduates and address the evolving needs of researchers, ensuring that students receive the support and resources necessary for success.

Similar studies could be conducted across various subject areas, departments, and programs to validate the results of the research. These researchers may use this as a reference for implementation, ensuring their effectiveness and applicability in diverse educational contexts.

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