



**SALIKSEEK - STRONG ALLIANCE OF LEARNERS FOR INNOVATION AND
KNOWLEDGE SEEKING: DIRECTION TOWARDS REDEFINING
RESEARCH PERCEPTIONS**

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ABSTRACT

Research is often perceived as a challenging and stressful endeavor, an impression that affects the learners' enthusiasm for exploring the opportunities it offers to broaden their knowledge and address real-world challenges. This study sought to explore students' perceptions of research and identify the factors influencing these perceptions. Data were analyzed using the weighted mean method to gain insights into students' views on research. The researcher utilized a descriptive-quantitative research design with 200 students as the respondents. The results revealed that while students recognize the utility of research in both academic and real-world contexts, they view it as a challenging, anxiety-inducing, and somewhat unenjoyable subject. Results also inferred that mentorship, training, motivation, time management, technological access, and resource availability are all key factors influencing students' perceptions of research. Based on the results gathered, the SALIKSEEK (Strong Alliance of Learners for Innovation and Knowledge Seeking) organization is set to strengthen its role in the school community. This guild of research enthusiasts proposes seven innovative strategies in light of its goal of redefining the students' perceptions of research by fostering a more positive and engaging view of the subject. It endeavors to guide students by

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providing clear direction and technical assistance, helping them navigate the complexities of research with greater ease and confidence, and transforming research from a daunting task into an engaging and rewarding experience for all students.

Keywords: *research, perceptions, research enthusiasts, innovation*

INTRODUCTION

Research is a fundamental pillar of academic growth and knowledge creation, fostering critical thinking, problem-solving skills, and intellectual curiosity. Students' opinions regarding research, however, differ greatly and are frequently influenced by their backgrounds, schools, and personal beliefs. While some students consider research as an intimidating, difficult process, others see it as a chance for investigation and learning. It is important to comprehend how students view research since this perception might affect their performance, attitude toward academic inquiry overall, and level of participation.

According to Briz, et. al (2022), the challenges faced by students taking research subjects in the Philippines include lack of knowledge, research instructor-related challenges, lack of research materials and resources, unavailability and lack of interest in research participants, and English language-related ineptness.

In Placido T. Amo Senior High School, students who are taking Research courses lack confidence in their research writing skills and developed multiple perceptions towards research. Despite the recognized benefits of research integration, there remains a gap in

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understanding the specific factors that affect students' perceptions of research, particularly within the context of senior high school education. Addressing this gap is essential for educators aiming to cultivate a research-oriented mindset among students.

Furthermore, the goal of this research goes beyond just identifying these perspectives. It aims to redefine students' perceptions of research by emphasizing its intellectual and personal growth potential, accessibility, and relevance. The intention is to change unfavorable opinions and foster an informed, positive attitude on research through this process. In the end, this might result in increased student involvement, better research findings, and a heightened understanding of the significance of research in scholarly and professional settings.

One of the best practices of the institution is the establishment of the SALIKSEEK Organization which serves as the guild of research enthusiasts within the campus. Through this, the researcher hopes to promote a love for knowledge and love for research. The researcher also believes that understanding students' perceptions of research is pivotal in shaping effective educational strategies and fostering a culture of inquiry within academic institutions. Hence, this study aims to explore and redefine these perceptions, focusing on the various factors that influence students' views on research. Additionally, the study seeks to make the research process more enjoyable by offering support that encourages creativity, curiosity, and active participation, ultimately transforming research from a daunting task into an engaging and rewarding experience for all students.

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Research Questions

This research aims to explore and redefine students' perceptions of research and determine the factors that affect their perceptions. Specifically, it seeks to answer the following questions:

1. How do students perceive research?
2. What are the factors that affect students' perceptions of research?
3. Based on the findings, what innovation plan may be proposed to redefine students' perceptions toward research?

Research Methodology

a. Sampling

The respondents of the study are 200 students of Placido T. Amo Senior High School. These are Grades 11 and 12 students from ABM, HUMSS, STEM, and TVL. The researchers used random sampling in determining the subjects of the study.

b. Data Collection

The researcher designed a custom survey questionnaire to collect respondents' perceptions of research as a subject. The second section of the questionnaire specifically addresses the factors influencing these perceptions. Students were asked to rate their level of agreement with various statements. Once the data were collected, it was thoroughly analyzed and interpreted.

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Throughout the process, the researchers ensured that all information gathered was kept confidential and securely protected.

c. Ethical Issues

While conducting the study, the researchers considered several ethical issues to ensure the study was conducted responsibly. Here are key ethical concerns:

Informed Consent: Students who participated in the research must understand the purpose, procedures, risks, and benefits of the study before agreeing to participate. Hence, the researcher provided clear, concise information about the study and obtained written informed consent. Students were informed that their participation was voluntary and that they had the right to withdraw from the study at any time without any negative consequences.

Confidentiality and Anonymity: Students may share personal opinions or experiences about the research course that they would not want to be made public, especially if they criticize certain aspects of the course or teaching methods. Thus, the researchers ensured that all data collected was kept confidential and that students' identities were protected. Anonymizing responses and securely storing the data are important steps to safeguard participants' privacy. No identifying information was included in any published reports without explicit consent from the participants.

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Bias and Objectivity: The researcher's own biases or relationship with the students may influence the way questions are framed or how responses are interpreted, potentially skewing the results. Therefore, the researcher strived to remain neutral and avoided leading questions that may shape students' responses. In addition, the researcher had another researcher who reviewed the study design and analysis which helped ensure objectivity and reduce bias in data collection and interpretation.

d. Plan for Data Analysis

The researcher analyzed the data through the use of a weighted mean. This was employed to determine the respondents' perceptions regarding research and determine the factors that affect their views towards research. The researcher used a 4-point Likert Scale and the following numerical values and their corresponding interpretation were used:

Mean Ranges	Ver Inter
3.25-4.00	Strongly Agree
2.50-3.24	Agree
1.75-2.49	Disagree
1.00-1.74	Strongly Disagree

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RESULTS AND DISCUSSION

1. How do students perceive research?

Students' Perceptions of Research	Mean	Verbal Interpretation	Rank
1. I feel happy whenever I write a research paper.	2.37	Disagree	10
2. I think research will assist students in resolving real-world issues.	3.11	Agree	4
3. I am inclined to study the details of research procedures carefully.	2.52	Agree	8
4. I find research interesting.	2.41	Disagree	9
5. I see research as useful in my career.	3.14	Agree	3
6. I am scared of research courses.	3.09	Agree	6
7. I view research as a difficult subject.	3.27	Strongly Agree	1
8. I feel nervous whenever research is being talked about.	3.07	Agree	7
9. I find it challenging to understand the concepts of research.	3.22	Agree	2
10. I see research as a stressful course.	3.10	Agree	5
Composite Mean	2.93	Agree	

Legend: 3.25-4.00 (Strongly Agree); 2.50-3.24 (Agree); 1.75-2.49 (Disagree); 1.00-1.74 (Strongly Disagree)

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The data provides insights into students' perceptions of research, revealing both positive and negative attitudes towards the subject. With an overall composite mean of 2.93, the general sentiment leans toward agreement with statements about research, though there are areas of concern.

The highest-ranked item, with a mean of 3.27, is "I view research as a difficult subject," which indicates that students overwhelmingly perceive research as challenging. This is further supported by the second highest mean (3.22) for "I find it challenging to understand the concepts of research." These responses suggest that students often struggle with the complexity of research, contributing to their overall apprehension.

In contrast, students generally acknowledge the value of research. They agreed that they see research as useful in their career with a weighted mean of 3.14, and they also agreed that research will assist students in resolving real-world issues (WM-3.11) ranking 3rd and 4th, indicating that students recognize the practical importance of research, even if they find it difficult.

However, on the emotional side, students report feeling stressed and nervous about research. The statement "I am scared of research courses" has a mean of 3.09, while "I feel nervous whenever research is being talked about" scores 3.07, both have verbal interpretations of Agree. These responses suggest that anxiety is a common reaction among students when dealing with research-related topics.

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Meanwhile, the lowest-ranked items reveal that students do not find research particularly enjoyable. For instance, "I feel happy whenever I write a research paper" has the lowest mean of 2.37, reflecting general dissatisfaction or discomfort. Similarly, "I find research interesting" is also low, with a mean of 2.41, both have verbal interpretations of Disagree.

These results were supported by the study of Landicho (2020) where he found that respondents expressed positive perceptions of the importance of research yet also scored high in terms of research anxiety. Meanwhile, in the study of Habineza (2018), it has been found that the levels of the students' attitudes who participated in the study were high in the factors of usefulness of research and the positive predispositions to research. However, in the factor of anxiety and overall, the levels were moderate.

Overall, the data suggests that while students recognize the utility of research in both academic and real-world contexts, they view it as a challenging, anxiety-inducing, and somewhat unenjoyable subject. This indicates a need for interventions to improve their understanding and reduce their fear of the research process.

2. What are the factors that affect students' perceptions of research?

Factors Affecting Students' Perceptions of Research	Mean	Verbal Interpretation	Rank
1. Lack of time	3.11	Agree	4
2. Lack of research motivation/interest	3.20	Agree	3

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3. Lack of training or exposure to research writing	3.23	Agree	2
4. Poor accessibility to resources	3.06	Agree	6
5. Inaccessibility of technological support (e.g. laptops, Internet, etc.)	3.05	Agree	5
6. Lack of mentorship aside from the subject teacher	3.30	Strongly Agree	1

Composite Mean 3.16 Agree

Legend: 3.25-4.00 (Strongly Agree); 2.50-3.24 (Agree); 1.75-2.49 (Disagree); 1.00-1.74 (Strongly Disagree)

The data provides insight into the factors influencing students' perceptions of research, with a composite mean of 3.16, indicating that students generally agree these factors play a significant role in shaping their attitudes. Below is a breakdown of each factor, supported by recent studies.

The most significant factor affecting students' perceptions is the lack of mentorship outside of their immediate teachers (WM=3.30-Strongly Agree). Recent research emphasizes the importance of mentorship in fostering students' interest and confidence in research. According to Guhan, et. al (2019), the mentorship program improves the academic performance of students, especially below-average performers who need extra care and guidance. They also emphasized that mentorship programs have positive effects on emotional and personal areas of life, such as career development, stronger bonds with professors, increased interest in research, aspirations for academic careers, elevated self-esteem, and decreased stress. Without

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adequate mentorship, students often feel isolated and overwhelmed by research demands, which negatively impacts their perception of research as a learning experience.

Ranked second, the lack of proper training or exposure to research writing is a critical issue (WM=3.23-Agree). Inadequate training leads to a lack of familiarity with research methodologies and academic writing, making students feel underprepared. This emphasizes the need for structured and consistent research training to develop students' skills and improve their perception of research. Motivation is another key factor, with a mean of 3.20 (Agree). Recent studies suggest that students' motivation to engage in research is linked to the perceived relevance of the topic to their academic and career goals. The constraint of time ranks fourth (WM=3.11-Agree), with students agreeing that balancing research with other academic responsibilities is challenging. Many students feel overwhelmed by their academic workload, leading to a perception that research is an additional burden rather than an opportunity for learning.

Moreover, The lack of access to technology, such as laptops and the internet, is also a significant barrier, with a mean of 3.05 (Agree). Limited access to technology can hinder students' ability to complete research projects, causing frustration and negatively affecting their perception of research as a whole. However, ranked last, poor access to academic resources (WM=3.06-Agree), such as books, journals, and databases, also impacts students' perceptions of research.

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These results were also supported by Landicho (2020), who found in his study that several barriers, such as a lack of time and a lack of prior experience in research, may hinder them from accomplishing these tasks. The majority are first-time research writers who have not had exposure to formal research writing. Because of this unfamiliarity, more time was needed for the students to pace themselves in the process.

Overall, the data highlights that mentorship, training, motivation, time management, technological access, and resource availability are all key factors influencing students' perceptions of research. Recent studies underscore the importance of addressing these issues to improve students' attitudes toward research. By enhancing mentorship programs, offering more research training, and ensuring access to technology and resources, educational institutions can help shift students' perceptions from viewing research as a burden to seeing it as an enriching and valuable academic endeavor.

3. Based on the findings, what innovation plan may be proposed to redefine students' perceptions toward research?

Based on the findings of the study, the researcher will strengthen the role of SALIKSEEK in the school community. The organization is set to implement its plan of action which is distributed into 7 activities namely: the annual election of SALIKSEEK officers; the creation of an official Facebook page to reach a wider audience and make

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learning more interactive; the launching of Research O'clock that offers technical assistance to all students every 2 pm; conducting research training/workshop which focuses on crafting proper slide deck presentations, responding to questions, and teaching presentation etiquette; conducting the 3rd school-based research conference; and the publication of the book of abstracts, volume 2.

On the other hand, the establishment of this organization may be recommended and cascaded to other schools that offer research courses.

Proposed Innovation, Intervention, and Strategy

SALIK-SEEK stands for Strong Alliance of Learners for Innovation and Knowledge Seeking. This is an organization that started in 2018 which aims to redefine the students' perceptions of research. It seeks to guide and extend technical assistance to all students to make research more fun. This alliance of researchers includes the following innovations and strategies:

I. ANNUAL ELECTION OF SALIKSEEK OFFICERS

The election of officers happens at the beginning of the school year. This aims to select research enthusiasts who will lead and uphold the love for knowledge seeking.

The group consists of seven officers and one club adviser. In addition to the officers, select members are appointed as coordinators for each academic strand to enhance communication and collaboration within the organization. The group also participates in the

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annual leadership training program, held at the start of the school year, under the guidance of the school's Youth Formation Division. This training aims to strengthen their leadership skills and further develop the organization's effectiveness.

II. SALIKSEEK'S OFFICIAL FACEBOOK PAGE

The organization created its official Facebook page to reach a wider audience. This initiative aims to educate, entertain, and engage the audience regarding research-related matters. The page performs the following duties:

- Create educational publication materials about research
- Post infographic video presentations
- Entertain queries and suggestions
- Post relatable memes for entertainment

This is also where the research awareness will be promoted.

III. RESEARCH O'CLOCK

This is the time when the SALIKSEEK will offer technical assistance to all students. This will be every 2 o'clock in the afternoon. This is where students are free to approach the officers to ask for assistance in the formulation of their titles and other phases of their research journey. Research O'clock offers the following assistance:

1. Formulation of Research Titles
2. Tips on writing the Review of Related Literature and Studies

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3. Crafting of Survey Questionnaires
4. Interpreting Results
5. Formulation of Action Plan
6. Other research-related matters

IV. RESEARCH WORKSHOP

This is one of the highlights of the organization’s annual plan. It seeks to conduct a symposium that aims to prepare and strengthen the students’ skills in research presentations. This will happen before the culmination of activities of Practical Research subjects and includes representatives of each research group from both grade levels. The seminar includes the following objectives and activities:

OBJECTIVES	ACTIVITIES
1. To demonstrate research presentation etiquette	Discussion of research presentation etiquette. <ul style="list-style-type: none">• The dos and don’ts during research presentations
2. To teach proper crafting of the slide deck for research presentation	Discussion of crafting slide deck presentation for research defense <ul style="list-style-type: none">• Including only essential parts for research presentation• Formal and proper slide deck presentations

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3. To train how to properly respond to questions posed by the panelists	Discussion of the tips on how to properly respond to questions posed by the panelists. <ul style="list-style-type: none">• Expected questions to be asked• Ideal responses• Confidence building
	Open Forum <ul style="list-style-type: none">• Question and answer portion• Clarifications and sharing of insights
	Awarding of certificates to resource speakers and participants

The training workshop will be highly beneficial for everyone, as it will serve as crucial preparation for the final defense. Senior high school students will face multiple rounds of research defenses throughout the years, and this workshop will help them develop the skills needed to succeed. Additionally, the knowledge gained will support their learning and growth as they move on to higher education.

V. SCHOOL-BASED RESEARCH CONFERENCE

SALIKSEEK will organize its 3rd School-based Research Conference as a culminating activity in research subjects. This is where the final research papers will be submitted, evaluated, and presented.

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Upon evaluating the submitted manuscripts, the entries will be divided into the following categories:

1. Oral Research Presentation
2. Research Poster Presentation
3. Infovideo Research Presentation
4. Research Bulletin

Awards will be presented to the research presenters, as well as the winners from all the categories previously mentioned. Moreover, the organization will also plan to invite Grade 10 students from Junior High Schools within Laurel for them to have a grasp of Research courses to take in senior high school.

VI. PUBLICATION OF BOOK OF ABSTRACTS VOLUME 2

Placido T. Amo Senior High School, under the leadership of the SALIKSEEK club, is set to publish the second volume of its Book of Abstracts. This publication will compile the findings of various qualitative and quantitative research studies conducted by students. By bringing together these diverse research efforts, the Book of Abstracts will serve not only as a comprehensive record of the school's academic endeavors but also as a valuable resource for future researchers. It will provide a strong foundation for reference, guiding, and inspiring future studies and research within the school and beyond.

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CONCLUSION

Based on the results garnered, the following conclusions are drawn:

1. The findings indicate that although students do see the relevance of research to academic and everyday contexts, they perceive research as a difficult, anxiety-provoking, and not particularly enjoyable topic. This suggests the necessity for intervention to enhance their knowledge and alleviate their apprehension about the research process.
2. The results point out that mentorship, training, motivation, time management, access to technology, and access to resources are all determinants in the perceptions of students towards research. Through improving mentorship activities, providing additional research training, and providing access to resources and technology, educational institutions can facilitate changes in students' perceptions from seeing research as a chore to appreciating it as an enriching and worthwhile academic activity.
3. The researcher will enhance the role of SALIKSEEK within the school community. The organization will roll out its plan of action that is broken down into 7 activities as follows: annual SALIKSEEK officer election; establishing an official Facebook page to reach more people and enhance interactivity in learning; launching Research O'clock that provides technical aid to all students bi-daily at 2 pm; research training/workshop that concentrates on preparing proper slide deck presentations, answering questions, and delivering presentation etiquette;

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organizing the 3rd school-based research conference; and publication of book of abstracts, volume 2.

RECOMMENDATION

Based on the conclusion drawn, the following recommendations are offered:

1. It is advised that the school through the help of SALIKSEEK should undertake focused initiatives that demystify the research process in order to overcome the view of research as a difficult and anxiety-inducing subject. Academic institutions ought to think about providing workshops that deconstruct the phases of research into doable, sequential assignments. The practical methods for managing research anxiety that should be the main focus of these sessions include peer collaboration, stress management techniques, and incremental research milestones. Students may also find research more interesting and approachable if engaging and participatory activities are included, such as group research projects or real-world problem-solving exercises.
2. Teachers and other research enthusiasts may offer mentorship programs and may also initiate training or workshops. Establishing dedicated research mentors, such as faculty members, alumni, or external professionals, would offer students more personalized guidance and support throughout their research journey. Additionally, enhancing training programs by integrating practical research skills, such as data analysis,

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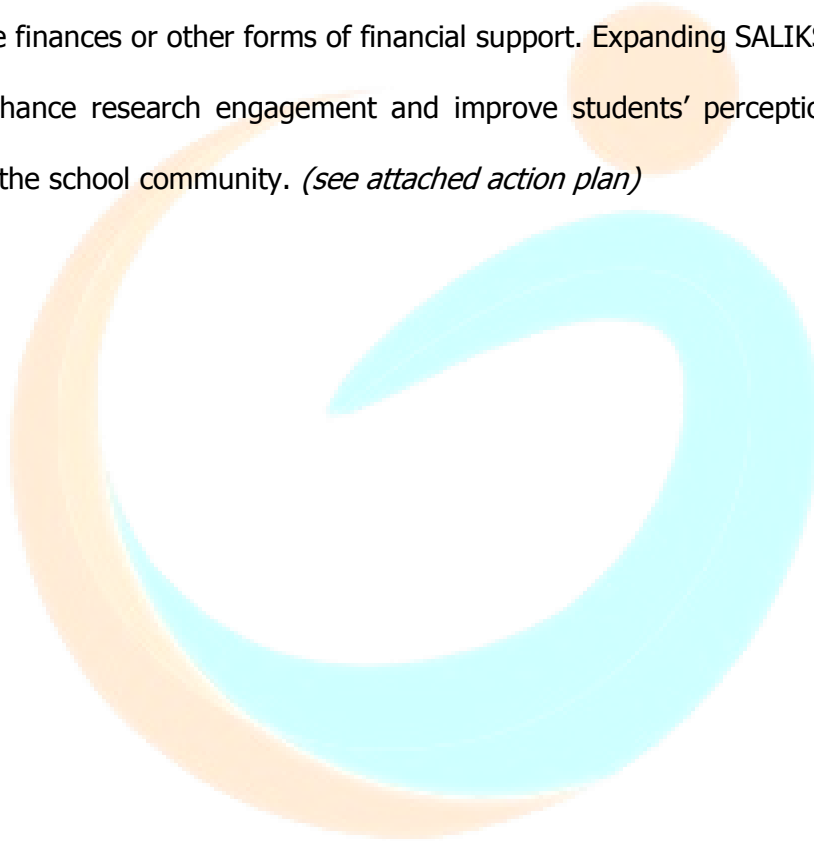
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literature reviews, and academic writing, into the curriculum can help students feel more confident in their research abilities.

3. To foster a research culture within the school, it is recommended that the SALIKSEEK organization continue to implement and expand its planned initiatives. To ensure the success of the SALIKSEEK organization, the school administration may decide to provide finances or other forms of financial support. Expanding SALIKSEEK's activities will enhance research engagement and improve students' perceptions of research within the school community. *(see attached action plan)*



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ACTION PLAN

Project Name	Objectives	Activities/ Strategies	Time Frame	Persons Involved	Resources		Expected Output
					Materials	Budget	
SALIKSEEK: Strong Alliance of Learners for Innovation and Knowledge Seeking	Redefine perceptions toward research courses	ANNUAL ELECTION OF SALIKSEEK OFFICERS The club also participates in the annual leadership training program, held at the start of the school year, under the guidance of the school's Youth Formation Division.	August	Students	Chalk and board	N/A	List of Officers
	Conduct research presentation training/workshop Conduct a Research Conference	SALIKSEEK'S OFFICIAL FACEBOOK PAGE The organization created its official Facebook page to reach a wider audience. The page performs the following duties: <ul style="list-style-type: none">• Create educational publication materials about research• Post infographic video presentations• Entertain queries and suggestions• Post relatable memes for entertainment	October	SALIKSEEK Officers and Adviser	Laptop, Internet Connection	Personal Fund	Educational and Relatable Posts

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		<p>RESEARCH O'CLOCK This is the time when the SALIKSEEK will offer technical assistance to all students. This will be every 2 p.m. Research O'clock offers the following assistance:</p> <ul style="list-style-type: none"> • Formulation of Research Titles • Tips on writing the Review of Related Literature and Studies • Crafting of Survey Questionnaires • Interpreting Results • Formulation of Action Plan • Other research-related matters 	January-April	Officers Members Club Adviser	Bond Paper Laptop	Personal Fund	Improved research writing skills
		<p>RESEARCH PRESENTATION TRAINING/WORKSHOP This will happen before the culmination of activities of Practical Research subjects and includes representatives of each research group from both grade levels. The seminar includes the following objectives and activities:</p>	October and March	Grade 11 and Grade 12 students Officers Club Adviser Research Teachers Resource Speakers	Laptop Projector Printer Bon Paper Foods	MOOE/ Sponsorship	Slide Deck Presentati on Improved Presentati on Skills

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	<ul style="list-style-type: none"> To demonstrate research presentation etiquette To teach proper crafting of the slide deck for research presentation To train how to properly respond to questions posed by the panelists 					
	<p>SCHOOL-BASED RESEARCH CONFERENCE</p> <p>SALIKSEEK will organize its 3rd School-based Research Conference as a culminating activity in research subjects. The entries will be divided into the following categories:</p> <ul style="list-style-type: none"> Oral Research Presentation Research Poster Presentation Infovideo Research Presentation Research Bulletin 	March	Grade 11 and Grade 12 students	Laptop Projector Printer Bon Paper Foods	MOOE/ Sponsorship	Presentati on of Outputs
	<p>PUBLICATION OF BOOK OF ABSTRACTS VOLUME 2</p> <p>This publication will compile the findings of various qualitative and quantitative research</p>	March	Officers Club Adviser Research Teachers Grade 10 students form Junior High Schools	Laptop Printer Bond Paper	MOOE/ Sponsorship	Book of Abstracts Volume 2

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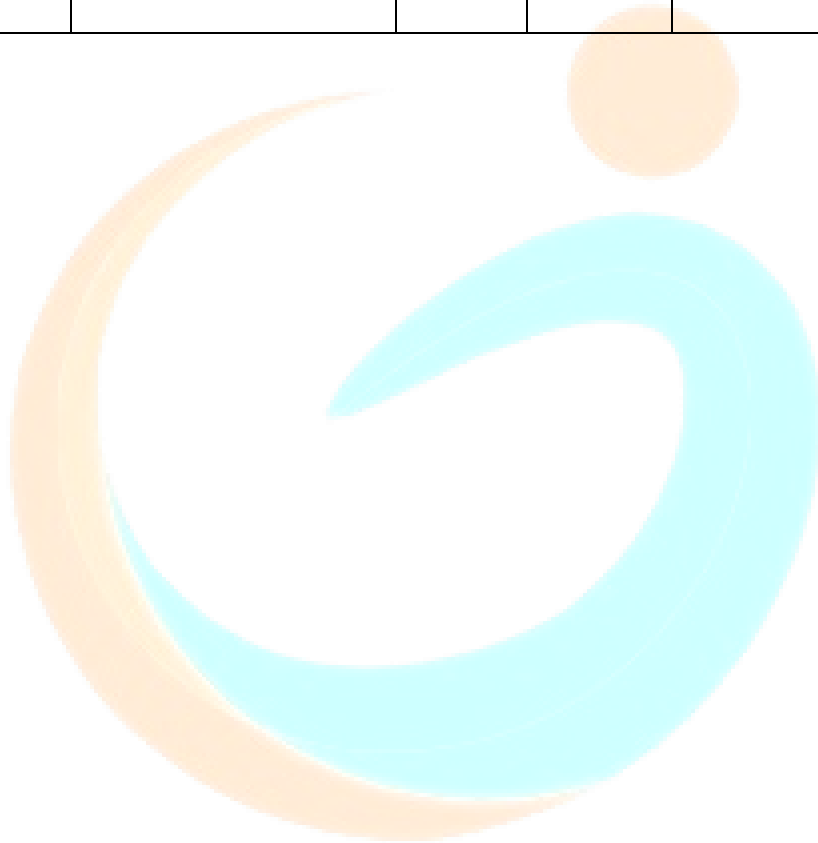
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		studies conducted by students.					
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