

Research Competency of Teacher Education Students in Eastern Samar State University Main Campus

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Abstract: This descriptive study determined the research competency of the teacher education students of Eastern Samar State University Main Campus. The responses of one hundred thirty six respondents disclosed that they are practitioners in the field of research in terms of technical aspects in writing the major parts. Their sources of research competency were ranked as follows: 1-current research course, 2-self-study/reading of reference materials in research, 3-actual research experience, 4-training and seminar (sponsored by the university), 5-subjects/courses taken in previous semesters that require conduct of research, 6-trainings and seminars, 7-and field of exposure/ trip and study missions. The most common problem encountered by the students was also ranked as follows: 1-lack of time/class schedule does not allow conduct of research, 2-financial constraint/lack of financial support to conduct research, 3-lack of background knowledge on how to conduct research; and 4-lack of interest. Hence, there is a need to develop a comprehensive instructional material for teaching research since the main source of students' research competence are current research courses they are enrolled.

Keywords: research competency, education students

I. INTRODUCTION

RESEARCH basically refers to the process of generating, discovering, inventing and creating new knowledge. In the universities, research is one of the key tools in academic achievement and excellence. Research is also one of the standards of accreditation in assessing the development of competent professionals. Likewise, in the evaluation of programs and institutions relative to accreditation, the research element is one of the areas being assessed. This concretizes the ability of university to produce research that would generate knowledge for productivity of the institutions.¹ Research competency are needed skills and experience to do research. Such skills could have been developed or enhanced through schooling, seminars and similar activities attended. Experiences in the conduct of research also contribute to enhancing research competencies and outputs, as the next frontier, after the improved educational delivery. In the conduct of research, there may be unexpected difficulties and problems.²

The Eastern Samar State University particularly the College of Education aims to produce research-oriented graduates. In support to this aim, the Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) curricula offers one (1) research course in which students were required to come up with a completed study.

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It is the hypothetical stand of this paper that a one semester period to complete a quality study is heavy for neophyte researchers. Thus, this study was motivated to determine the research competency of the Teacher Education students of the said college. Analysis into the current conditions in students' research competency may provide inputs for developing a comprehensive research writing guide for neophyte researchers and somehow support the proposal to have an additional research course to Teacher Education curriculum of the university.

Specifically, this study aimed to achieve the following objectives: 1) determine the research competency of teacher education students on the technical aspect in research writing and writing the major parts of research such as introduction, methodology, results and discussion, conclusion and recommendation, abstract, and references; 2) identify the sources of research competency of teacher education students; and 3) determine the issues and problems related to the conduct of research among teacher education students of the said locale.

II. METHODOLOGY

This descriptive study was conducted at the College of Education of Eastern Samar State University – Main Campus. It involved one hundred thirty six (136) randomly selected Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) students who were officially enrolled in research courses during the second semester of school year 2015-2016. A survey questionnaire was the primary data gathering tool of this study and responses were recorded on a Five-point Likert scale. Frequency counts was used to summarize the sources of research competences, and problems related to the conduct of research while weighted mean was used to present the students' competency in writing research.

III. RESULTS AND DISCUSSION

A. Research Competency of Teacher Education Students

Table 1 presents the respondents' competency in writing the major parts of research As shown below, with a grand mean of 3.34 the students are practitioners in the field of research. This only signifies that the respondents need inputs on how to produce quality research papers.

Table 2 shows that the respondents' are practitioners in writing introduction, methodology, results and discussion, conclusion and recommendation, abstract, and references. This implies that writing research paper is an activity that these student-respondents are not familiar with.

TABLE I
TEACHER EDUCATION STUDENTS' COMPETENCY IN TECHNICAL ASPECT OF RESEARCH WRITING

Statement	Mean	Interpretation
A. Technical Aspect in Research Writing		
1. Research paper format	3.40	Practitioner
2. Grammar and sentence construction	3.34	Practitioner
3. Research organization	3.22	Practitioner
4. Communication skills (in writing and the conduct of research data gathering, internet, etc.)	3.39	Practitioner
Grand Mean	3.34	Practitioner

TABLE II
TEACHER EDUCATION STUDENTS' COMPETENCY IN WRITING THE MAJOR PARTS OF RESEARCH

Statement	Mean	Interpretation
B. Major Parts of Research		
1. Introduction	3.24	Practitioner
2. Methodology	3.11	Practitioner
3. Results and Discussion	3.12	Practitioner
4. Conclusion and Recommendation	3.06	Practitioner
5. Abstract	3.07	Practitioner
6. References	3.11	Practitioner
GRAND MEAN	3.12	Practitioner

B. Sources of Research Competency

Table 3 reflects that the teacher education students' sources of research competency are *current research course, self-study/reading reference materials and research, actual research experiences, training and seminars* (sponsored by University), *subjects/courses taken in previous semesters that require conduct of research, training and seminars* (attended on your own initiative), *field exposure/trip and study missions*. This suggests an extensive teaching for research courses which these teacher education students were enrolled.

TABLE III
TEACHER EDUCATION STUDENTS' SOURCES OF RESEARCH COMPETENCY

Sources	Frequency	Rank
Current research course	71	1
Self-study/reading of reference materials in research	51	2
Actual research experience	37	3
Training and seminars (sponsored by the University)	35	4
Subjects/courses taken in previous semesters that require conduct of research	34	5
Training and seminars (attended on your own initiative)	21	6
Field exposure/trip and study missions	14	7

(multiple response)

C. Problems Related to the Conduct of Research

Table 4 shows that the research-related problems encountered by the students were *lack of time/class schedule does not allow conduct of research, financial constraint/lack of financial support to conduct research, lack of background knowledge on how to conduct research, and lack of interest*. This is an implication that students' who will enroll research courses should have light and properly arranged schedule of academic loads.

TABLE IV
PROBLEMS ENCOUNTERED IN THE CONDUCT OF RESEARCH

Problems	Frequency	Rank
Lack of time/Class schedule does not allow conduct of research	72	1
Financial constraint/lack of financial support to conduct research	70	2
Lack of background knowledge on how to conduct research	59	3
Lack of interest	14	4

(multiple response)

IV. CONCLUSION

Given the results obtained by the researcher, it can be safely concluded that teacher education students during the second semester school year 2015-2016 are practitioners in the field of research; the most common source of research competency among teacher education students is current research course; and the most common problem encountered by teacher education students in the conduct of research is lack of time/class schedule does not allow conduct of research. Hence, there is a need to develop a comprehensive instructional material for teaching research since the main source of students' research competence are current research courses they are enrolled. Lastly, the academic loads and schedule of classes for students enrolled in research courses should be carefully planned to give them ample time to conduct research.

REFERENCES

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