

Qualitative Research Capability Needs of Senior High School Teachers: Basis for In-Service Training

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Abstract: Proficiency in qualitative research is essential for understanding complex social phenomena, advancing theories, and informing policy decisions. Despite its significance, many educators, particularly in ASEAN countries, face challenges in mastering qualitative methodologies due to insufficient training and exposure. This study assessed the qualitative research capacity of teachers at Tapinac Senior High School, Philippines, using Creswell's (2020) framework of 30 essential qualitative research skills. The research employed a descriptive-correlational design, surveying 50 teachers to evaluate their competencies in key areas such as understanding qualitative research, data collection, analysis, writing, and publishing. Findings revealed that while teachers perceived themselves as "Fairly Capable" across most constructs, they exhibited weaknesses in advanced skills like data validation, publishing, and qualitative design evaluation. Significant differences in research ability were observed based on age, prior research experience, and participation in training seminars. Notably, a positive correlation was found between the number of training sessions attended and research competence, emphasizing the need for structured professional development. The study underscores the necessity of tailored in-service training programs to enhance teachers' qualitative research skills, ultimately improving their instructional and research capabilities in alignment with the K-12 curriculum's demands.

Keywords: Qualitative Research Capabilities, In-Service Training, Tapinac Senior High School Teachers.

1. Introduction

Proficiency in qualitative research is crucial for gaining a thorough grasp of intricate social phenomena, aiding in the advancement of theories, and guiding policymaking and interventions. It enhances quantitative research by focusing on adaptability, ethical considerations, and the significance of varied viewpoints. Adeptness in qualitative research may benefit personal and professional development across many domains [24]. Qualitative approaches may influence and progress significant inquiries about educational practice and policy [10]. The extent to which qualitative research may improve the research base may indicate the effectiveness of our field in training researchers to carry out high-quality qualitative research that adheres to internal and external validity requirements from inception to result dissemination. Creating qualitative research is an intricate task, yet there are fewer studies on novices' experiences acquiring the skills to compose this typology of research approach. Wang (2013) identified

challenges students and teacher-researchers face in writing qualitative research, such as grasping the qualitative research paradigm, including validity and subjectivity, conducting systematic data analysis, learning how to present qualitative findings, and broadening their disciplinary knowledge.

Researchers in some ASEAN nations reveal that they must enhance their knowledge and abilities to fulfill the growing demand for qualitative research and its methodological requirements. Additionally, they need to be well-informed about current trends in qualitative research and choose the ones suitable for their specific circumstances. Flick (2014) delves into contemporary methods in qualitative research, including visual and electronic data, online qualitative research, computer use, hybridization, triangulation, integrating qualitative and quantitative research, and quality assurance in qualitative research. Meanwhile, Hesse-Biber (2017) suggests that qualitative researchers should have ethical discussions, try out new research methods, including arts-based research and autoethnography, and explore other theoretical viewpoints. Advancing requires using big data [4] and reevaluating quality standards for qualitative research [18].

Republic Act 10533, also known as the "Enhanced Basic Education Act of 2013," was enacted in the Philippine educational system to ensure that our educational system is at par with the learners' competencies of our neighboring countries. In the first semester, this K12 curriculum provides Grade 11 students with exposure to Practical Research I, which focuses on qualitative research. Based on the K12 Curriculum Guide, qualitative research must focus on how individuals interpret and make sense of their experiences to comprehend social reality from their viewpoint. It is rooted in the interpretative approach to social reality and depicts human beings' daily experiences [17]. Although the government's initiative to improve the educational system in the Philippines is quite promising by including subjects that will help learners develop analytical and critical thinking, teachers do not receive adequate training in teaching and writing qualitative research [5]. The educational changes in the Philippines pose challenges not only to students but to teachers. Specifically, the literature presented implies the need for teacher training in qualitative research approaches. This echoes the development of competent teachers in Practical Research I, which eventually intends to hone skilled learners and researchers in a qualitative

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approach.

This study aimed to assess the qualitative research capacity of teachers in terms of the constructs laid out in Cresswell's book (2020) entitled "30 Essential Skills for the Qualitative Researcher". Particularly, the study investigated teachers' capacity to understand the landscape of qualitative research, consider preliminary elements, introduce a qualitative study, collect data, analyze, and validate data, write and publish qualitative research, evaluate a study, and use qualitative designs. Furthermore, the profile of the respondents is used to describe the differences in their qualitative research capacity when grouped according to their profile and how their research training correlated with their qualitative research writing capacity.

2. Conceptual Paradigm

The conceptual paradigm of the study utilized an I-P-O framework, which highlights the study input or data and information, the process that illustrates data gathering procedures and analysis techniques, and the output that indicates the expected outcome or proposal of the study.

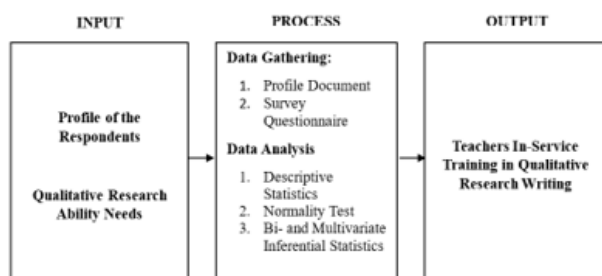


Fig. 1. Paradigm of the study

The input components of the study are the respondents' profile in terms of age, length of teaching experience, number of training or seminars attended related to the qualitative research approach, and number of completed research. Moreover, the study looked into the respondents' qualitative research capacity by describing teachers' capacity to understand the landscape of qualitative research, consider preliminary elements, introduce a qualitative study, collect data, analyze and validate data, write and publish qualitative research, evaluate a study, and use qualitative designs. The information and data collected from the study were gathered through school profile documents and questionnaire surveys. These pieces of data underwent data categorization and transformation; scale data was tested for normality to determine what multivariate inferential statistics were appropriate to utilize. Likewise, these scale data were statistically described using descriptive statistics such as frequency, percent, weighted mean, and standard deviation. The data interpretation and analysis results were used as the basis for In-Service Training for Teachers (INSET), which addresses qualitative research skills that need a training seminar.

3. Research Objectives

The study sought to determine the qualitative research needs of Tapinac Senior High School teachers. Specifically, it aimed to answer the following questions: What is the profile of the respondents in terms of age, length of teaching experience, teaching position, highest educational attainment, number of training or seminars attended related to the qualitative research approach, and number of completed research? What is the level of qualitative research ability needs of the respondents in terms of understanding the landscape of qualitative research, considering preliminary elements, introducing a qualitative study, collecting data, analyzing and validating data, writing and publishing qualitative research, and evaluating a study and using qualitative designs? Furthermore, the study sought to determine whether there is a significant difference in the level of qualitative research capability of the respondents when grouped according to their profile, whether there is a significant association between their level of qualitative research capability and their subject group, and whether there is a significant relationship between their level of qualitative research capability and the number of seminars or training related to the qualitative research approach. Lastly, the study aimed to identify the implications of the findings in proposing in-service training for teachers focusing on qualitative research writing.

4. Research Methods

This study employed a descriptive-correlational research design to determine and describe the qualitative research needs and capabilities of Tapinac Senior High School teachers, as well as to examine the relationships among variables such as profile, subject group, and number of trainings or seminars attended related to the qualitative research approach. A total of fifty (50) teacher-respondents from seven (7) subject groups participated in the study, using a total population sampling method, which included all teachers since they were expected to engage in research writing.

The research instrument, a researcher-made questionnaire based on Cresswell's (2020) *30 Essential Skills of Qualitative Researcher*, consisted of two parts: the first described respondents' profiles, and the second measured their qualitative research capabilities across seven constructs, namely understanding the landscape of qualitative research, considering preliminary elements, introducing a qualitative study, collecting data, analyzing and validating data, writing and publishing qualitative research, and evaluating a study and using qualitative designs. The instrument underwent face and content validity testing by four subject group heads and one qualitative research professor, with a Kendall's W value of 0.807 ($p < 0.01$) indicating strong agreement among validators, while reliability testing using Cronbach's alpha yielded high internal consistency across all constructs ($\alpha = 0.839$ to 0.986).

Ethical standards were strictly observed, with approval from the Schools Division Superintendent and the school head, adherence to the Data Privacy Act of 2012 (RA 10173), and informed consent obtained from all participants. Data were gathered through an online survey administered via Google

Forms after an orientation with the teachers. All data were cleaned, encoded in Excel, and analyzed using SPSS IBM 22.

Descriptive statistics such as frequency, percentage, and weighted mean were used to describe respondents' profiles and capability levels, interpreted using a four-point Likert scale (1.00–1.74 = Less Capable; 1.75–2.49 = Fairly Capable; 2.50–3.24 = Highly Capable; 3.25–4.00 = Very Highly Capable). The Shapiro-Wilk Test was used to assess data normality, while the Kruskal-Wallis H Test determined significant differences in capability levels across profile groups. The Kendall's Tau-b Correlation Test assessed relationships between research capability and the number of related trainings or seminars attended, and Dunn's Post Hoc Test identified where significant differences occurred.

5. Results and Discussion

A. Respondent's Demographic Profile

The demographic profile of the respondents, showing their distribution by age, length of DepEd teaching experience, teaching position, highest educational attainment, number of trainings or seminars related to qualitative research writing, and number of completed qualitative research works. The majority of respondents are between 26 and 45 years old, with the 26–30, 31–35, and 41–45 age brackets each comprising 22% of the total. This suggests that the teaching force is largely composed of mid-career educators, with a fair mix of younger teachers aged 21–25 (10%) and a smaller proportion of older educators aged 46–50 (4%) and above 50 (6%). In terms of teaching experience, most respondents (56%) have served in DepEd for 0–4 years, indicating a relatively young and emerging group of teachers, while 24% have 5–9 years of experience, and only a few (2%) have been teaching for over 20 years.

The distribution of teaching positions shows that the majority occupy lower ranks, with Teacher II (38%) and Teacher I (30%) comprising over two-thirds of the respondents, while only a small percentage hold higher designations such as Master Teacher I (6%) and Master Teacher II (8%). This trend indicates that most respondents are still in the early or middle stages of their teaching careers. In terms of educational attainment, 42% have earned units in a master's degree, and 22% are master's degree graduates, reflecting strong interest in pursuing graduate education. Meanwhile, 24% hold only a bachelor's degree, 8% have earned doctoral units, and 4% are doctorate graduates, signifying continuous professional growth among teachers.

Regarding professional training, half of the respondents (50%) have not attended any seminar related to qualitative research writing, while the remaining half have attended at least one, with declining percentages as the number of seminars attended increases. This indicates a lack of consistent exposure to qualitative research capacity-building initiatives. Similarly, in terms of research productivity, a significant 82% have not completed any qualitative research, while only a small portion have completed one or more studies. The limited engagement in research activities may be attributed to the lack of related training opportunities. Overall, the demographic data depict a predominantly young, mid-career teaching workforce that is

academically motivated but still developing in terms of research training and productivity.

B. Respondents' Perceived Level of Qualitative Research Ability

Understanding the Landscape of Qualitative Research. Study reveals that respondents' abilities in understanding the landscape of qualitative research are generally rated as "Fairly Capable," with the highest-rated skill being their ability to distinguish between qualitative and quantitative research (WX = 2.70, SD = 0.953), indicating confidence in grasping this foundational distinction. Respondents also rated themselves "Highly Capable" in working effectively with research advisers and committees (WX = 2.52, SD = 0.909), suggesting ease in academic collaboration. However, they reported being only "Fairly Capable" in thinking like a qualitative researcher (WX = 2.46, SD = 0.813) and in managing the emotional highs and lows of the qualitative research process (WX = 2.36, SD = 0.875). The lowest-rated skill was creating rigorous and conceptually interesting qualitative projects (WX = 2.28, SD = 0.784), pointing to challenges in producing original and high-quality research. These findings align with Guetterman (2015) and Creswell and Poth (2017), who note that novice researchers often struggle with conceptual depth and emotional resilience in qualitative inquiry, even when they understand its basic distinctions from quantitative methods.

Considering Preliminary Elements: Respondents were "Fairly Capable" overall in considering the preliminary elements of qualitative research. The highest-rated skill was anticipating ethical issues (WX = 2.40, SD = 0.833), reflecting awareness of the importance of research ethics. This was followed by the ability to add a philosophical perspective to a project (WX = 2.32, SD = 0.741) and to use social science or advocacy theories to frame studies (WX = 2.30, SD = 0.789). Lower mean scores were observed for creating a literature map (WX = 2.28, SD = 0.834) and diagramming the macrostructure of a project (WX = 2.12, SD = 0.746), suggesting limited skills in structuring and positioning research within existing literature. These findings underscore Ravitch and Carl's (2020) assertion that early attention to ethical, theoretical, and philosophical considerations enhances research rigor. However, the relatively low ratings for mapping and structuring studies imply that teachers require more support in organizing and conceptualizing research designs [26].

Introducing a Qualitative Study: Indicates that respondents' abilities to introduce a qualitative study are "Fairly Capable" across all items. The skill rated highest is writing a strong introduction with an engaging opening sentence (WX = 2.40, SD = 0.756), followed closely by writing a qualitative purpose statement (WX = 2.38, SD = 0.753) and crafting a good title and abstract (WX = 2.38, SD = 0.830). Lower scores were observed for creating a clear central phenomenon (WX = 2.32, SD = 0.819) and writing comprehensive research questions and sub-questions (WX = 2.28, SD = 0.784). This suggests that while respondents can initiate their studies effectively, they face challenges in formulating precise qualitative questions and phenomena. Creswell and Poth (2017) emphasize that clear

purpose statements and focused research questions are vital for coherence, while Merriam and Tisdell (2015) note that articulating the central phenomenon helps anchor the study's qualitative direction—skills that appear to need further refinement among respondents.

Collecting Data: Respondents rated themselves “Fairly Capable” in all aspects of data collection. The highest-rated ability is conducting good observations (WX = 2.44, SD = 0.837), followed by understanding the interrelated steps of qualitative data collection (WX = 2.38, SD = 0.805) and conducting effective interviews (WX = 2.38, SD = 0.901). Moderate competence was reported in defining marginalized groups (WX = 2.36, SD = 0.827) and employing strategies to collect accurate data from them (WX = 2.34, SD = 0.823). Respondents expressed lower confidence in being culturally aware during international research (WX = 2.24, SD = 0.797) and addressing global research challenges (WX = 2.22, SD = 0.790). These results are consistent with Liamputtong (2010), who emphasizes that researchers often struggle with cultural sensitivity and inclusivity when conducting cross-contextual qualitative studies. While respondents show adequate observation and interviewing skills—core components of qualitative inquiry [21]—they require more training in global and multicultural research approaches.

Analyzing and Validating Data: Respondents' abilities in analyzing and validating qualitative data were rated “Fairly Capable,” with the top-rated skills being coding a text file and coding an image or picture (both WX = 2.28), indicating moderate proficiency in basic coding techniques. Writing themes that capture evidence from participants (WX = 2.24, SD = 0.847) and using qualitative software for data analysis (WX = 2.22, SD = 0.840) followed closely, reflecting fair familiarity with analytical tools and thematic synthesis. However, lower ratings were given to employing multiple validity checks (WX = 2.18, SD = 0.850) and using intercoder agreement (WX = 2.14, SD = 0.833), showing difficulty in ensuring rigor and reliability. These findings reflect Miles, Huberman, and Saldaña's (2014) assertion that while basic coding is often mastered early, maintaining validity through cross-checking and systematic verification requires advanced training and experience.

Writing and Publishing Qualitative Research: Respondents are “Fairly Capable” of writing and publishing qualitative research, though the results reveal considerable room for improvement. The top-rated skills are writing coherent reports with vivid descriptions and quotations (WX = 2.24, SD = 0.870) and crafting discussion or conclusion sections (WX = 2.24, SD = 0.847), indicating competence in basic academic writing. Writing about reflexivity (WX = 2.10, SD = 0.789) and making the report scholarly (WX = 2.04, SD = 0.880) were rated lower, while the lowest-rated skill is learning how to publish journal articles (WX = 1.98, SD = 0.769). These results confirm Tracy's (2010) observation that qualitative researchers often find it challenging to balance reflexivity, narrative quality, and scholarly rigor, and that publishing requires specialized mentorship to navigate the peer-review process effectively.

Evaluating a Study and Using Qualitative Design:

Respondents' ability to evaluate a study and apply qualitative designs was rated “Fairly Capable.” The highest-rated skill is evaluating the significance of research findings (WX = 2.24, SD = 0.822), followed by choosing an appropriate qualitative research design (WX = 2.22, SD = 0.887). Respondents also feel moderately capable of carrying out appropriate qualitative methods and evaluating the suitability of designs and analyses (both WX = 2.16). The lowest-rated skill, choosing standards for assessing project quality (WX = 2.08, SD = 0.853), indicates uncertainty in applying evaluative frameworks. These findings echo Creswell and Poth (2018), who emphasize that evaluating qualitative rigor remains one of the most challenging aspects of qualitative research for educators and novice researchers alike.

Summary of Constructs Describing Respondents' Qualitative Research Ability: The highest-rated construct is “Understanding the Landscape of Qualitative Research” (WX = 2.46, SD = 0.78), followed by “Introducing a Qualitative Study” (WX = 2.35, SD = 0.74) and “Collecting Data” (WX = 2.34, SD = 0.77), all indicating moderate competence. Lower-rated constructs include “Considering Preliminary Elements” (WX = 2.28, SD = 0.72), “Analyzing and Validating Data” (WX = 2.22, SD = 0.83), “Evaluating a Study and Using Qualitative Designs” (WX = 2.17, SD = 0.81), and “Writing and Publishing Qualitative Research” (WX = 2.12, SD = 0.77). Overall, all constructs fall within the “Fairly Capable” range, suggesting that while respondents possess foundational knowledge, they still require training in analytical rigor, evaluation, and scholarly publication. These findings mirror those of Nowell et al. (2017), who found that novice researchers often excel in conceptual understanding but need sustained mentorship to strengthen analytical and publication competencies.

Table 1
Respondents' Qualitative Research Ability

Qualitative Research Ability	WX	SD	Rank	VI
Understanding the Landscape of Qualitative Research	2.46	0.78	1	Fairly Capable
Considering Preliminary Elements	2.28	0.72	4	Fairly Capable
Introducing a Qualitative Study	2.35	0.74	2	Fairly Capable
Collecting Data	2.34	0.77	3	Fairly Capable
Analyzing and Validating Data	2.22	0.83	5	Fairly Capable
Writing and Publishing Qualitative Research	2.12	0.77	7	Fairly Capable
Evaluating a Study and Using Qualitative Designs	2.17	0.81	6	Fairly Capable

C. Differences in Respondents' Qualitative Research Ability Based on their Profile

The Kruskal-Wallis H test results in the Table reveal significant differences in respondents' qualitative research abilities based on certain profile variables. Specifically, Age, Number of Related Seminars/Training, and Number of Completed Qualitative Research showed significant effects on respondents' capabilities, while Highest Educational Attainment, Subject Group, Teaching Position, and Length of Teaching Experience did not. Significant age-related differences were observed in “Understanding the Landscape of Qualitative Research” ($H = 15.39$, $p = 0.02$), “Considering Preliminary Elements” ($H = 13.32$, $p = 0.04$), “Introducing a Qualitative Study” ($H = 15.10$, $p = 0.02$), and “Analyzing and Validating Data” ($H = 13.91$, $p = 0.03$), indicating that older teachers tend to demonstrate stronger abilities in these areas—likely due to accumulated professional experience and

exposure. These findings echo Silverman's (2016) assertion that experience enhances research expertise and analytical proficiency. Similarly, the Number of Related Seminars/Training yielded significant results for "Introducing a Qualitative Study" ($H = 9.97$, $p = 0.04$), "Collecting Data" ($H = 12.03$, $p = 0.02$), and "Writing and Publishing Qualitative Research" ($H = 10.94$, $p = 0.03$), suggesting that professional development through research-focused seminars improves teachers' competence in these domains. Furthermore, the Number of Completed Qualitative Research projects was significantly associated with enhanced capabilities in "Understanding the Landscape of Qualitative Research" ($H = 12.54$, $p = 0.01$), "Considering Preliminary Elements" ($H = 13.61$, $p = 0.01$), "Collecting Data" ($H = 13.69$, $p = 0.01$), "Writing and Publishing Qualitative Research" ($H = 13.32$, $p = 0.01$), and "Evaluating a Study and Using Qualitative Designs" ($H = 12.68$, $p = 0.01$), underscoring the value of hands-on experience in refining qualitative research skills. This aligns with Nowell et al. (2017), who found that consistent engagement in qualitative studies fosters stronger design, data collection, and publication skills. Meanwhile, non-significant results across educational attainment and teaching experience imply that formal credentials alone do not necessarily translate into higher qualitative research proficiency. Pairwise comparisons further revealed that while initial raw p -values suggested significant age-based differences (e.g., 7–3, 7–2, and 7–1 pairs with $p = .012$, $.009$, and $.004$), these lost significance after Bonferroni adjustment (Adj. Sig. = $.246$, $.184$, and $.076$), highlighting the importance of correction for multiple comparisons. Notably, for the "Number of Training/Seminars Related to Qualitative Research Writing," the comparison between samples 0 and 2 remained significant after adjustment (Adj. Sig. = $.044$), suggesting that those with higher training exposure differed substantially in research capability from those with little to no training, emphasizing the critical role of continuous professional learning in enhancing qualitative research competence.

Table 2

Kruskal Wallis H Test on the Difference in Respondents' Qualitative Research Ability Based on Their Profile

		Qualitative Research Abilities							
Profile of the Respondents		Understanding the Landscape of Qualitative Research	Considering Preliminary Elements	Introducing a Qualitative Study	Collecting Data	Analyzing and Validating Data	Writing and Publishing Qualitative Research	Evaluating a Study and Using Qualitative Designs	
Highest Educational Attainment	H	2.05	3.51	2.98	4.75	5.05	6.80	6.55	
	p	0.73	0.48	0.56	0.32	0.28	0.15	0.16	
	Decision	Accept	Accept	Accept	Accept	Accept	Accept	Accept	
Subject Group	H	11.42	8.02	8.70	9.83	8.49	8.89	7.89	
	p	0.08	0.24	0.19	0.13	0.20	0.18	0.25	
	Decision	Accept	Accept	Accept	Accept	Accept	Accept	Accept	
Teaching Position	H	2.89	2.58	3.66	4.02	5.93	1.47	4.39	
	p	0.58	0.63	0.45	0.40	0.20	0.83	0.36	
	Decision	Accept	Accept	Accept	Accept	Accept	Accept	Accept	
Length of Teaching Experience	H	7.48	6.84	4.85	3.19	5.89	4.99	3.94	
	p	0.11	0.15	0.30	0.53	0.21	0.29	0.41	
	Decision	Accept	Accept	Accept	Accept	Accept	Accept	Accept	
Age	H	15.39	13.32	15.10	11.16	13.91	12.47	11.01	
	p	0.02	0.04	0.02	0.08	0.03	0.05	0.09	
	Decision	Reject	Reject	Reject	Accept	Reject	Accept	Accept	
Number of Training/Seminars on Qualitative Research	H	9.21	9.23	9.97	12.03	5.57	10.94	6.71	
	p	0.06	0.06	0.04	0.02	0.23	0.03	0.15	
	Decision	Accept	Accept	Reject	Reject	Accept	Reject	Accept	
Number of Completed Qualitative Research	H	12.54	13.61	6.48	13.69	9.05	13.32	12.68	
	p	0.01	0.01	0.17	0.01	0.06	0.01	0.01	
	Decision	Reject	Reject	Accept	Reject	Accept	Reject	Reject	

D. Association between Respondents' Qualitative Research Abilities and their Subject Group

The Pearson Chi-Square Test of Association, as presented in the Table, provides valuable insights into the relationship between respondents' qualitative research abilities and their subject group. The results show that among the seven qualitative research abilities assessed, only "Collecting Data" demonstrated a significant association with the respondents' subject group ($\chi^2 = 111.08$, $p = 0.01$), indicating that a teacher's subject specialization plays a crucial role in shaping their data collection competence. This finding aligns with Castell et al. (2022), who emphasized that subject-specific expertise enhances researchers' capacity to design and implement data collection methods that are contextually relevant and methodologically sound. Conversely, other research abilities—such as "Understanding the Landscape of Qualitative Research" ($\chi^2 = 68.25$, $p = 0.22$) and "Writing and Publishing Qualitative Research" ($\chi^2 = 74.29$, $p = 0.23$)—did not exhibit significant associations, suggesting that these competencies may be more universal and not bound by disciplinary context.

Table 3

Pearson Chi-Square Test of Association between Respondents' Qualitative Research Abilities and their Subject Group.

		Qualitative Research Abilities						
Subject Group		Understanding the Landscape of Qualitative Research	Considering Preliminary Elements	Introducing a Qualitative Study	Collecting Data	Analyzing and Validating Data	Writing and Publishing Qualitative Research	Evaluating a Study and Using Qualitative Designs
Pearson Chi-Square		68.25	81.14	77.47	111.08	75.86	74.29	75.29
Cramer's V		0.48	0.52	0.51	0.61	0.5	0.5	0.5
p		0.22	0.1	0.16	0.01	0.08	0.23	0.09
Decision		Accept	Accept	Accept	Reject	Accept	Accept	Accept

Table 4

Descriptive Statistics of Respondents' Qualitative Research Ability in Terms of Collecting Data per Subject Group

Subject Group	n	WX	SD	VI	CV
ABM	7	2.41	0.41	Fairly Capable	41.42
HUMSS – Language	12	2.49	0.66	Fairly Capable	66.10
HUMSS – Social Science	11	2.08	0.72	Fairly Capable	71.65
STEM – Mathematics	5	1.91	0.70	Fairly Capable	69.75
STEM – Science	6	2.98	0.52	Highly Capable	52.44
TVL – Home Economics	4	1.86	0.75	Fairly Capable	74.91
TVL – Industrial Arts	5	2.49	1.00	Fairly Capable	100.04

Table 4 further details the descriptive statistics of respondents' qualitative research abilities in data collection across subject groups. The STEM–Science group demonstrated the highest capability, with a weighted mean of 2.98 ($SD = 0.52$), interpreted as "Highly Capable," and a coefficient of variation (CV) of 52.44, indicating consistency in their skills. In contrast, the TVL–Home Economics ($WX = 1.86$) and STEM–Mathematics ($WX = 1.91$) groups were only "Fairly Capable," with higher CVs (74.91 and 69.75, respectively), suggesting variability in their competence levels. These results imply that teachers in research-intensive disciplines like science tend to develop stronger qualitative data collection skills due to their exposure to systematic inquiry and empirical methods. In contrast, those from vocational and applied fields, such as TVL, exhibit greater disparity in capability, likely due to limited research engagement. These findings support Lamper et al. (2021), who noted that individuals with more structured and

research-oriented academic backgrounds tend to show higher proficiency and consistency in conducting data collection activities in qualitative research.

E. Relationship between Respondents' Qualitative Research Ability and Number of Training/Seminars Attended Related to Qualitative Research Writing

The results from Table below indicate a positive, moderate correlation between respondents' qualitative research abilities and the number of training sessions or seminars they have attended related to qualitative research writing. The Kendall's Tau b values range from 0.26 to 0.40, with all p-values being statistically significant ($p < 0.05$), leading to the rejection of the null hypothesis in all cases. This implies that as respondents attend more training or seminars, their abilities in various aspects of qualitative research—such as understanding the landscape of qualitative research, considering preliminary elements, introducing a qualitative study, collecting and analyzing data, writing and publishing research, and evaluating studies—improve correspondingly.

Table 5

Kendall's Tau b Test of Correlation between Respondents' Qualitative Research Ability and Number of Training/Seminars Attended Related to Qualitative Research Writing

Kendall's Tau b	Number of Training/Seminars Related to Qualitative Research Writing	
Understanding the Landscape of Qualitative Research	b	0.35
	p	0.00
	Decision	Reject Ho Positive, Moderate
Considering Preliminary Elements	b	0.31
	p	0.01
	Decision	Reject Ho Positive, Moderate
Introducing a Qualitative Study	B	0.34
	P	0.00
	Decision	Reject Ho Positive, Moderate
Collecting Data	B	0.40
	P	0.00
	Decision	Reject Ho Positive, Moderate
Analyzing and Validating Data	B	0.26
	P	0.03
	Decision	Reject Ho Positive, Moderate
Writing and Publishing Qualitative Research	B	0.39
	P	0.00
	Decision	Reject Ho Positive, Moderate
Evaluating a Study and Using Qualitative Designs	B	0.30
	P	0.01
	Decision	Reject Ho Positive, Moderate

The ability to "Collect Data" had the highest correlation ($b = 0.40$), suggesting that frequent participation in relevant training greatly enhances data collection skills. Similarly, "Writing and Publishing Qualitative Research" ($b = 0.39$) and "Understanding the Landscape of Qualitative Research" ($b = 0.35$) also show strong correlations, reinforcing the importance of targeted professional development. Even the lowest correlation observed, in "Analyzing and Validating Data" ($b = 0.26$), still shows a meaningful relationship, highlighting that regular engagement in training sessions is beneficial across all qualitative research domains.

6. Conclusion and Recommendation

The study revealed that most respondents are relatively new in the teaching profession, with limited training and experience in qualitative research, which contributes to their overall "Fairly

Capable" self-assessment across all research abilities. While age and research experience were found to significantly influence qualitative research competence, other profile variables showed no notable differences. Furthermore, the subject group was observed to affect data collection skills, while other abilities remained consistent across disciplines. The study also established a positive correlation between the number of qualitative research-related trainings and enhanced research competencies, underscoring the value of continuous professional development. In light of these findings, it is recommended that targeted in-service training programs be developed to strengthen foundational and practical qualitative research skills, particularly in writing and publishing. Specialized workshops, mentoring, and collaborative research activities should be implemented to build confidence and expertise among teachers, with subject-specific sessions to address unique disciplinary challenges. Sustained professional development initiatives should also be institutionalized to ensure consistent growth in research capabilities, while future studies may explore the long-term effects of such programs, mentorship, and technology integration on teachers' qualitative research proficiency.

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