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A Proposed Faculty Loading Guide Framework for the Research Subjects in the Senior High School in the Philippines

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Abstract

The year 2016 was a crucial time for the education system in the Philippines since it was the first facilitation year of the Senior High School in the country. The K to 12, also known as "Kindergarten to grade 12", is an education system under the Department of Education that aims to produce more competent Filipino citizens in the global market. In line with the facilitation of K to 12 in the Philippines, the problem in the teachers-subjects mismatch is very evident, especially in the research subjects of the Senior High School, namely Practical Research 1 (Qualitative Research), Practical Research 2 (Quantitative Research), and Inquiries, Investigation, and Immersion. These are new subjects to the eyes of high school faculty members in the Philippines. Research subjects from pre-K to 12 are not considered a field or a subject matter, especially in high school. However, the Senior High School program brought a new perspective to the research subjects as it aims to develop Filipino learners' critical and research skills. This paper tackles different issues and challenges faced by Filipino research teacher. Moreover, this paper proposed a faculty loading guide model for research subjects that can be used by school administrators to guide them in distributing research subjects to the faculty members.

Keywords: Faculty Loading Guide, Senior High School Philippines, Practical Research, Research Subjects

1. Introduction

The year 2016 was a crucial time for the education system in the Philippines since it was the first facilitation year of the Senior High School in the country. The K to 12, also known as "Kindergarten to grade 12", is an education system under the Department of Education that aims to produce more competent Filipino citizens in the global market. It aims to develop the learners' basic skills and be life and job ready. The Senior High School offers several tracks or fields for the students to choose from. There is an academic track that includes strands such as Humanities and Social Sciences (HUMSS), General

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Academic Strand (GAS), Accountancy, Business, and Management (ABM), and Science, Technology, Engineering, and Mathematics (STEM). The program also offers a track in the Technical-Vocational-Livelihood (TVL), Sports Track, and Arts and Design Track. The K to 12 Education program was under the RA 10533, also known as the Enhanced Basic Education Act of the Philippines (Molomolo, 2018).

Although the goals of the Senior High School program is designed to help and raise the status of Filipino learners, there are still issues that are deniably present (Catedrilla et al., 2019). These problems include quality of education, budget for education, affordability of education, lack of facilities, increased drop-out rate, shortage of qualified teachers, and the focus of this research, the subject mismatch among the faculty members. The problem in the teachers-subjects mismatch is very evident, especially in the research subjects of the Senior High School, namely Practical Research 1 (Qualitative Research), Practical Research 2 (Quantitative Research), and Inquiries, Investigation, and Immersion. These are new subjects to the eyes of high school faculty members in the Philippines. Research subjects from pre-K to 12 are not considered a field or a subject matter, especially in high school. However, the Senior High School program brought a new perspective to the research subjects as it aims to develop Filipino learners' critical and research skills.

1.1. Research Education for the Senior High School in the Philippines

Research subjects are under the applied courses in the Senior High School. These courses are now being taught to the Grade 11 and Grade 12 students in the Philippines. It includes Practical Research 1 (Qualitative Research) for the grade 11 students and Practical Research 2 (Quantitative Research) for grade 12 students. Moreover, most schools require their students to continue their research topics from Practical Research 2 to Inquiries, Investigation, and Immersion in their final semester as senior high school (Lucas et al., 2021). Practical Research 1 aims to develop critical thinking and problem-solving skills through qualitative research. It involves the following contents shown below:

Table 1. Contents of Practical Research 1 from DepEd Curriculum Guide (2016).

Practical Research 1 (Qualitative Research)	**Contents**
	Nature of Inquiry and Research
	Qualitative Research and Its Importance to Daily Life
	Identifying the Inquiry and Stating the Problem

No. of hours/semester:	Learning from others and Reviewing the Literature
80 hours/semester	Understanding Data and Ways to Systematically Collect Data
	Finding Answers through Data Collection
	Analyzing the Meaning of the Data and Drawing Conclusions
	Reporting and Sharing Findings

Research plays a vital role in society. It is how discoveries are made, ideas are confirmed or disproved, events are controlled or predicted, and theory is developed or refined. All these functions contribute to the development of knowledge. Qualitative research allows us to understand reality, explain and describe the social world, and develop explanatory models and theories. This is the primary means of building the theoretical foundations of the social sciences. In qualitative research, researchers are methodologically versatile, have extensive knowledge of social science theory, interact skillfully with others, and have a tenacious, focused, and dedicated commitment to research. Researchers need to be able to get close enough to the lives of others and to be able to experience and analyze them while constantly distinguishing between the world of others and their own. Researchers need to be able to conceptualize, describe, and communicate. Conducting qualitative research is a daunting experience, but it enriches life and captures the soul and intellect.

On the other hand, Practical Research 2 (Quantitative Research) aims to develop quantitative research's critical thinking and problem-solving skills. It involves the following contents shown below:

Table 2. Contents of Practical Research 2 from DepEd Curriculum Guide (2016).

Practical Research 2 (Quantitative Research)	**Contents**
	Nature of Inquiry and Research
No. of hours/semester:	Identifying the Inquiry and Stating the Problem
80 hours/semester	Learning from others and Reviewing the Literature
	Understanding Data and Ways to Systematically Collect Data
Prerequisites:	Finding Answers through Data Collection
Statistics and Probability	Reporting and Sharing Findings

Quantitative researchers aim to create a shared understanding of behavior and other phenomena in different environments and groups. Quantitative research is often quick, focused, scientific, and accountable.

The speed and efficiency of the quantitative method are appealing to many researchers. Data processing equipment allows you to process and analyze data quickly, even with large sample sizes. Polling, surveys, statistical analysis software, and meteorological thermometers are tools used to collect and measure quantitative data. Researchers can use unbiased statistics to convey quantitative results. When done correctly, analysis allows researchers to make more extensive and universal population predictions and generalizations outside the test sample (Fielding et al., 2001). This is especially useful in social science research.

Quantitative research is the focus. The goals and design of the study are established from the beginning, and the investigation is designed to test the initial theory and determine if it is true or false. Quantitative research is relevant because it is designed to make predictions discover facts, and test existing hypotheses when adequately prepared. Researchers use these studies to test the theory of how or why a particular event occurs by finding evidence that supports or refutes the idea. Experienced researchers know that all research methods have weaknesses. Reliable quantitative research requires knowledge and skills to scrutinize the results thoroughly. This means reviewing and reporting test variables, predictions, data collection, and testing methods before reaching conclusions. If the selection process is well designed and the test sample reasonably represents the population under study, the results can be generalized.

Moreover, most Senior High Schools in the Philippines require their students to continue their research topics from Practical Research 2 to Inquiries, Investigation, and Immersion. In the last semester of grade 12, students in their Senior High School journey must take another research subject called Inquiries, Investigation, and Immersion. It aims to develop critical thinking and problem-solving skills through qualitative and quantitative research. It involves the following contents shown below:

Table 3. Contents of Inquiries, Investigations, and Immersion from DepEd Curriculum Guide (2016).

Inquiries, Investigations, and Immersion	**Contents**
No. of hours/semester: 80 hours/semester **Prerequisites:**	Brainstorming for Research Topics Identifying the Inquiry and Asking the Question Reading on Related Studies Understanding Ways to Collect Data Finding the Answers to the Research Questions

Practical Research 1	Findings, Conclusions, and Recommendations
Practical Research 2	Sharing of Research

Inquiries, Investigations, and Immersion require students to immerse themselves in the community. Usually, this is when students will facilitate or conduct a research project, program, seminar, or community work related to their Research. Immersion in Research involves deep personal involvement with other cultures, foreign languages, or research subjects. The primary sociological definition of this term is cultural Immersion. It represents a qualitative way for researchers, students, or other travelers to visit the community and become incorporated into the community.

1.2 Purpose of the Study

The primary purpose of this study is to present a Faculty Loading Guide Framework for Research Subjects in the Senior High School. It also aims to provide a basis and considerations for school administrators to distribute research subjects to their faculty members. The study also aims to identify existing problems and issues in research education in the senior high school that results in challenging teaching experiences for research teachers.

1.3 Significance of the Study

The proposed Faculty Loading Guide Framework for Research Subjects in the Senior High School will be helpful for school administrators or school personnel concerned with drafting the teaching loads for research faculty. It can be beneficial so that the consideration for distributing faculty loading is not limited to specific reasons only. The proposed Faculty Loading Guide Framework for Research Subjects in the Senior High School will also provide several areas to consider before drafting the teaching loads.

2. Method

The research is qualitative in nature. The data came from different articles, research, and observation. The final output of the study will be focused on drafting a Faculty Loading Guide Framework for Research Subjects in the Senior High School. Specifically, it aims to answer the following questions:

1. What are the existing problems in the research subjects in the Senior High School?
2. What are the considerations of schools before giving faculty load to the teachers?
3. What framework can be used for Faculty Loading for Research Subjects in the Senior High School?

2.1. Data Gathering Procedure

The data to be gathered are based on the researcher's observation and critical analysis of the research education status in the Senior High School and the possible outcome of the proposed Faculty Loading Guide Framework for Research Subjects in the Senior High School. The researcher asked several research teachers from private schools in Calamba City, Laguna, Philippines. The researcher observed that most of the research teachers are not really inclined in research. There are no research major in the education undergrad course and it give the teachers hard time to handle research subjects. At the same, the researcher observed that there are lack of qualified teachers to handle research subject to most schools in the Philippines just distributes these research teaching load to the faculty members even if they do not have a background in doing research. Some data were also derived from the Department of Education, available for the public from their official website. The research procedures include two significant stages.

Stage 1. Consultation with Senior High School Research teachers and DepEd Documents Analysis- The researcher will consult several research teachers in the Senior High School to expound on and share the common issues and problems they face in teaching research. These problems will be the basis for the proposal of the Faculty Loading Guide Framework for Research subjects. Also, the documents from DepEd, such as the Curriculum guide and teaching plans, were analyzed to give a more profound problem analysis within the research education in the senior high school.

Stage 2. Drafting and analysis of the proposed Faculty Loading Guide for Research subjects in the Senior High School- The model will be **Framework** presented to several research teachers and ask for comments and suggestions for further development of the Framework.

2.2. Data Analysis

The results from the consultation with the research teachers were observed and gathered using the narrative research strategy and were analyzed using descriptive analysis. The researcher analyzed, organized, and summarized the effect and created themes that can answer the research questions. The results were used to draft the Faculty Loading Guide Framework for Research subjects presented to faculty members. The framework is revised and further developed based on the suggestions, recommendations, and comments. The final framework is presented in this study.

3. Results

The results of the study were organized and presented qualitatively based on the three research questions of the study.

3.1. What are the existing problems in the research subjects in the Senior High School?

The consultation with research teachers and document analysis identified the existing problems in the research subjects in the Senior High School.

The contents of these research subjects are repetitive, which leads to confusion and a lack of focus on the subject matter. Filipino teachers also have difficulties handling research subjects due to a lack of research in their undergraduate degrees (Ulla et al., 2017). Some schools that offer education courses do not provide research or thesis writing subjects; some only require education students to do narrative reports based on their practice teaching experiences instead of educational research or sociological research. No school in the Philippines offers a Secondary Education major in research, so since the facilitation of the Senior High School in the Philippines, Filipino teachers are overwhelmed when they are given research subjects to handle. Teaching research requires the faculty to have an analytical mind, be curious, be committed to learning new things, be excellent in written and verbal communication, and most importantly, the f

Research subjects are currently taught to 11th and 12th graders in the Philippines, and for teachers who are tasked with teaching them, it is a challenge and a place of inquiry. Education and research help you gain insights into your area, hone your communication skills, and harness your ability to wisely select and organize your content. Teaching a research subject is not an easy task for a teacher entrusted with it. The research subjects were regarded as a heavy and challenging task because it takes

time and effort to obtain research results. There are many things to consider when teaching research in high school. One of them is to repeat endlessly at both ends, given the amount of research done in the class. In addition, teaching the subject is an exploratory part for teachers. The teachers are expected to have a background in research fields, have expertise in all technical areas, and be familiar with conducting research. In addition, an empirical approach to studying research is more informative and valuable as it facilitates the application and generalization of acquired skills and knowledge. Practically, it is necessary to conduct research on practical research themes and achieve results so that learners can experience and develop research skills.

3.2. What are the considerations of schools before giving faculty load to the teachers?

The distribution of teaching loads to the faculty members varies from school to school. Each school has its strategies in giving faculty load, including the shortage of qualified faculty members, faculty assessment evaluation, and even seniority at work.

Undeniably, there is a big problem of faculty shortage in the Philippines, and this problem plays a significant role in how the schools distribute subjects to their faculty members (Laming, 2008). Sometimes, a faculty member will receive a teaching load unrelated to their field of specialization. This may be a band-aid solution to the problem of faculty shortage, but in the long run, it can affect how the subject contents are being taught to the students. On the other hand, it can enhance the faculty members' efficiency in a different field. However, it is undeniably an additional working time for the faculty members because they must study and learn new concepts outside their specializations. Another consideration of distributing teaching loads is the faculty assessment evaluation, which is done by the immediate head or supervisor and, of course, by the students.

A student's faculty assessment aims to help faculty identify areas of strengths and weaknesses, improve teaching practices, and provide student views. Teacher assessments are all about producing excellent students from these institutions, giving feedback to teachers about their performance, promoting faculty to higher ranks, and providing feedback to administrators. It is considered one of the most important goals for academic institutions that learning is not limited to students but also to their faculty members. Since these kinds of assessments will give ideas to the administrators on how their faculty members are performing, it serves as one of the considerations on what subjects they should provide to the faculty members. On the other hand, seniority at work is also considered a faculty load. Seniority is undeniably present in the workplace; some schools provide subjects to their faculty according to the request of their senior faculty members. This is somehow a way of showing gratitude to the senior faculty members for serving the school for a long time.

3.3. What framework can be used for Faculty Loading for Research Subjects in the Senior High School?

A Framework for Faculty Loading Guide can be used for considering areas before giving research subjects to the faculty members

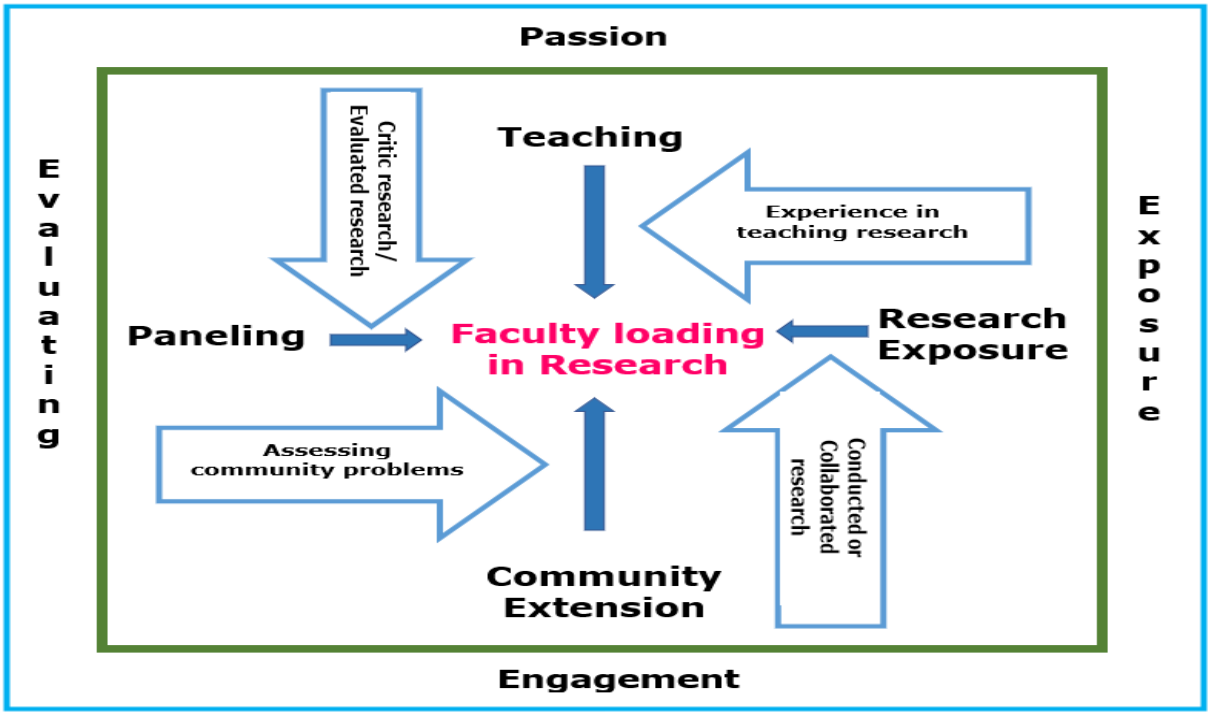

Figure 1. Proposed Faculty Loading Guide Framework for Research Subjects in the SHS

A proposed Faculty Loading Guide Framework for Research Subjects in the Senior High School was constructed based on the collective experiences of research teachers in the Senior High School and literature about the issues and challenges regarding research education in the Philippines. The proposed framework focused on four core areas that teachers have to possess these are passion (1), exposure (2), engagement (3), and evaluation (4).

The prosed framework concerns teaching that includes the teacher's experience in handling research subjects in the past. Another area of consideration from this framework is the teacher's research exposure, which consists of the incident in conducting research and collaboration with other researchers in the field. Also, this covers the community extension that ensures the teachers' engagement. This is important to ensure that research teachers have a clear vision regarding societal problems and community issues that can be solved by conducting research. Lastly, evaluating also plays a significant role in teaching research; this includes experience in paneling, critiquing, and assessing research in the past. Research teachers should maintain giving valid and reasonable suggestions for developing a study.

Teaching — Teachers can share proficiently they expertise in their classrooms by actively participating in several research works. Teachers have been and will always be a researcher. It inspires professional growth and development among the students and in the community. According to Podolsky et al. (2019), teachers who have repeatedly experienced the same grade or subject will improve faster than teachers who have experienced different grades or issues. School leaders need to be aware of the increasing value of a particular educational experience and consider this when making decisions about the allocation of education. Academic expertise is actively associated with improving student performance throughout the teacher's career. Experience-related teacher efficiency gains are most significant in the early days of teachers but remain essential as teachers enter their second and often thirty years. This is also evident in the study of Ladd (2013); experienced teachers, on average, are more effective at improving student performance. This happens because experienced teachers are more likely to work in schools and classrooms with better students and because they can share ideas and knowledge outside the textbook and instill wisdom in the students. Increase.

Research Exposure — Teachers can become researchers when they focus on contextual issues and explore them to find the most meaningful solutions. Teachers collect vast amounts of data every day, evaluate this data quickly, and make decisions based on this data. Some of this work is numerical, but many are qualitative (Anzaldo et al., 2019). Teachers have long been involved in education and research. Ironically, however, many high school teachers in the Philippines rarely collaborate with researchers or do their research. Research allows you to pursue your interests, learn something new, improve your problem-solving skills, and challenge yourself in new ways. Working on faculty-led research projects will enable you to work closely with other faculty members and other experienced researchers. Voluntary research projects allow faculty members to represent their interests and the distillation of research and contribute to their knowledge.

Community Extension — With community extension, educational programs can reach and "touch" the lives of communities and the environment through services that transfer knowledge and skills and impact holistic and sustainable development programs and people's empowerment. Community extension is an essential function of higher education institutions, deriving plans and programs for providing community services from education and research. Implementing community counseling services is about relationships in building communities through education. It also designed programs and activities aimed at helping people through self-development through sustainable programs (Butcher et al., 2003). The extension can also provide faculty members with a clear vision of rampant problems in the community. Teachers are considered one of the nation's builders, and community extension can be a great tool to achieve this by contributing to the body of knowledge through research and development for the benefit of the people. Community-based participatory research serves many purposes. It can

guide community initiatives and provide accurate and relevant information for assessing community intervention. It can ensure community approval and support for that initiative or intervention.

Paneling — Paneling is a systematic way to objectively review a study to highlight its strengths and weaknesses and its practical applicability. Experts often need to identify current best practices, and the ability to evaluate and leverage published research is critical to achieving this. Paneling recalls the answers to the questions for each component of the survey report. One of the purposes of research criticism is to provide feedback that helps researchers enhance the research that has been criticized and future studies and research planned on the same topic. On the hand, when a teacher is paneling research, the learning is not limited to the students because the teachers also learn new approaches to study and can apply them to their research classes. It is also an excellent opportunity for students and teachers to collaborate through research since it provides a stronger foundation.

4. Discussion

Teaching research in Senior High School is quite challenging especially when the teachers are not well inclined in doing research. The research subjects are regarded as a heavy and rewarding task because it takes time and effort to obtain research results. There are many things to consider when teaching research in high school. One is to repeat endlessly at both ends, given the amount of research being done in the class. In addition, teaching the subject is an exploratory part for teachers. Lecturers are required to have a background in research fields, have specialized knowledge in all technical fields, and conduct research comfortably. In addition, an empirical approach to studying research is more informative and valuable as it facilitates the application and generalization of acquired skills and knowledge. In practice, teachers need to research and produce results on practical research topics so that learners can experience and develop their research skills.

Moreover, with COVID-19 situation across the world, the education problem in the Philippines is increasing and facing new challenges that worsen the current situation in the country. In a sudden event caused by a health crisis, distance learning mode was ordered via the internet or television broadcast. In addition, in October 2020, a blended learning program was launched, including online courses, hard copy, and lessons broadcast on television and social platforms. Therefore, it creates another challenge for research teachers since most of the senior high school students are required to immerse in the community to gather data, test prototypes, sell their products, or even interview in

the pre-pandemic times. Hence, it built pressure for both students and teachers how they will revise their paper to make it "pandemic safe" without going out of their house.

In the Philippine context of education especially in the private schools, teachers are not required to have research publication, engage in research activities, or even write their research. As a result, it creates confusion among research teachers. The researcher believes that passion in teaching research, research exposure, community extension, and paneling can potentially solve the emerging problem of teacher mismatch in the research subjects. According to Carbonneau (2008), passion is based on effective education. It is an essential passion for learning and education promotes learning, and enthusiasm it produces. Passionate teachers strive to increase students' learning potential by creating an effective learning environment. By expressing the passion for teaching and the subject that the teachers are handling, teachers can attract and engage the students. Research links passionate education directly to the motivation of students to learn and experience new ideas. Passionate teachers are those who love the field of knowledge, are deeply involved in the issues that are changing our world and are drawn to the dilemmas and possibilities of young people who come to class every day. Moreover, having a research engagement plays a big role in maintain and producing a good quality research output. It can also expand the teachers' connection in the academe, gives the teachers the latest innovation and information in their respective fields, and it build credibility (Borg, 2012).

Also, one of the considerations in the research education in the country in the teachers' community extension and engagement. According to Head (2007), Through feedback, community involvement allows teachers and student researchers to listen to and demonstrate the impact of their research. After all, research output should benefit the people. Therefore, community involvement builds deeper, stronger and more credible relationships between the researchers and the community. Community involvement facilitates sustainable decision-making by recognizing and communicating the needs and interests of all stakeholders, including decision makers. Community involvement seeks and encourages the participation of those who may be affected or may be interested in making decisions. These guidelines help research teachers and community leaders improve communication, promote understanding sharing, and strengthen coordination, collaboration, and partnership efforts between them and with community members and institutions. (Newman, 2006) On the other hand, critiquing research works of others can help teachers to improve their standards for research. It also ensures sound and ongoing exchange and discussion of research matters that are important to the profession or individual.

5. Conclusion

Research education in the Philippines is facing a lot of issues and challenges. There are factors why the research education in the senior high school is challenging to handle, due to lack of research foundation on their undergraduate degree, lack of research engagement and collaboration, and course, lack of experience in teaching the class, budget for education, affordability of education, lack of facilities, increase drop-out rate, shortage of qualified teachers, and the focus of this research, the subject mismatch among the faculty members. Despite the effort of the teachers to deliver what should have been offered, these issues in research education are inevitable.

As a result, the study provided a Faculty Loading Guide Framework for Research Subjects in the Senior High School that can potentially help the school administrators or concerned school personnel distribute research subjects to the teachers. The proposed Faculty Loading Guide Framework for Research Subjects in the Senior High School was constructed based on the collective experiences of research teachers in the Senior High School and literature about the issues and challenges regarding research education in the Philippines. The proposed framework focused on four core areas that teachers must possess. These are passion (1), exposure (2), engagement (3), and evaluation (4).

Besides these areas, the school administrators must also consider the teachers' experience in teaching research, research exposure, community extension, and research paneling to have a sensible faculty loading distribution. The proposed framework can potentially increase the research engagement of the students and even the school.

The proposed Faculty Loading Guide Framework for Research Subjects in the Senior High School can also be a basis for distributing minor and significant social sciences subjects like Community Engagement, Solidarity, and Citizenship.

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