



Challenges and Learning Experiences of Physical Education (BPED) Students in Higher Education Institution (HEI) in Writing Research in the Time of Pandemic

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Abstract

This study researched the challenges and learning experiences of BPED students at HEI when completing research for their undergraduate degree during the Covid-19 pandemic as the foundation for developing an innovation plan to assist future researchers in drafting their studies. The researchers used qualitative research design employing narrative inquiry which included in-depth explorations of the respondents' lived experiences and utilized semantic thematic analysis; coding, and themes. Focus group discussion was used to collect data in 7 BPED students which was chosen purposively. The results revealed that the challenges experienced were lack of teachers' knowledge, availability of resources, effects of pandemic, teachers' attitude and student's behavior. In contrast, the students learning experiences included learning the process of writing research, good qualities of writers, positive attitude of research writers, and presence of a support system. Research is vital in education since it is continually developing; thus, ideas and solutions to meet the changes must be updated to best suit the current educational atmosphere for both faculty and students. This study may adopt a quantitative research design in the future to explore the challenges and learning experiences of BPED students. Other colleges or programs may likewise investigate their writing research experiences. Future researchers may look at other characteristics to have a better grasp of college students' writing research.

Introduction

The spread of the novel coronavirus COVID-19 had a significant impact on social interaction and organization around the world, and education is no exception (Murphy, 2020). The COVID-19 effected the education system causing closure of colleges and universities not only in the Philippines but across the globe. Likewise, the education systems had a significant issue (Daniel, 2020) in implementation of the curricula

and there were various factors hindering the teaching-learning process but still the educational leaders worked on the impossible to make it possible. In addition, research is a core course needed for undergraduate students to finish their degree. It was stated in Republic Act 7722 that “The State shall likewise ensure and protect academic freedom and shall promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research, the

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development of responsible and effective leadership, the education of high-level and middle-level professionals, and the enrichment of our historical and cultural heritage". The primary purpose of research is to understand or determine what contributes to the body of knowledge. This also aims to describe, compare, evaluate, explain, predict, and design to provide insights and contributions for the development of existing practices (Plomp, 2013). With this, it will help to engage every individual to think critically and reflectively particularly in educative practice (Hine, 2013). It provides a systematic approach that inject new context in the existing knowledge in the workplace. This will also help everyone to develop the personal and professional attributes.

Writing research has benefits in terms of learning experience. Research explores various perspectives of students and teachers in the content or context of writing research which has helped to develop the learning experiences and learning community (Teng, Chen, & Leo, 2012). The researchers may identify the learning experiences of the Bachelor of Physical Education (BPED) students in writing research during the time of the COVID-19 pandemic. In Association for Experiential Education, (2007-2014), experiential learning process helps students to actively engage in questioning, researching, experimenting, being interested, solving issues, taking responsibility, being creative, and constructing meaning are all part of the learning process, and the learner is challenged to take initiative, make decisions, and hold themselves accountable for their actions. And this was attested by Kolb (2014) that the students directly touch the realities of what they are studying.

On the other hand, there are a lot of challenges that every researcher encounters while they are writing a paper. It was attested that in the conduct of research, there is still unclear conceptualizing and evaluating the effective implementation (Proctor et al., 2011). Moreover, motivation and cognitive aspects also play an important role in writing research that are related to the challenges encountered by the researchers and affect their performance (De Smedt et al., 2018). Komba (2016) added that lack of academic writing skills is one of the challenges experienced by the research writers. Despite the Covid-19 pandemic, everyone in society should have access to high-quality education (Culajara, 2022).

Furthermore, the researchers want to determine the challenges and learning experiences of BPED students of HEIs in writing research or thesis in their

undergraduate degree during the time of the COVID-19 pandemic. How are these experiences overcome by the students? In line with this, the results will be the starting point of designing a plan that could help future researchers in writing their research. This could also benefit the deans and faculty for enhancing teaching methods of research to review the contents, resources, and upskill the teaching approaches.

The study's originality is to gain an in-depth insight of BPED students' experiences producing research in the midst of the COVID-19 pandemic. Despite the pandemic's challenges, education continues to rely on every teacher and student to continue and emphasize the importance of having a focus in the learning and teaching process, as well as evidence-based practice and participation in writing research. The value of this research is based on the following group's determination to identify their strengths and shortcomings in order to make informed decisions. Deans/Officials will have a critical look at the strong and weak points of their human and material resources involving faculty, students, and library holdings, such as books, journals, and other printed materials, as well as the advanced educational technology in terms of teaching approaches and references in the students research writing. The results will be the bases of the faculty to enhance their teaching approaches in discussing methods of research to students. The proposed innovation plan will certainly aid the students in everyday learning. They will handle pressure, look for motivation, grasp new knowledge, which leads to finishing their research paper. The findings of this study could be used as a data bank for future researchers to use to improve literary discussions of similar studies in order to strengthen the conclusions of this qualitative research project.

Objectives

This study focused on the challenges and learning experiences of Higher Education Institutions BPED Students in writing research in the time of the COVID-19 pandemic.

Specifically, it sought answers to the following.

1. Explore the challenges encountered in writing research;
2. Determine learning experiences acquired in writing research;
3. Propose an innovation plan based on the result of the study addressing the challenges and learning experience for future researchers.

Conceptual framework

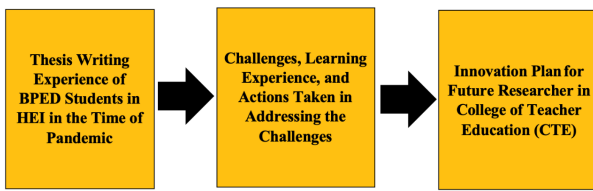


Figure 1 Conceptual framework

The conceptual framework shows the interrelationships of the variables which reflects the purpose of the research study and will serve as the basis of the proposed innovation plan based on the gathered data from the respondents. It revealed the interrelationship of research in the challenges and learning experience of BPED Students in writing thesis. Additionally, how the BPED Students address these challenges to finish their thesis. The study focuses on students enrolled in BPED to highlight areas for development. This study will provide insight into how Physical Education teachers incorporate research culture into their teaching. They will be more engaged when they practice writing research as a result of this. With this, the results will be analyzed this paper offers an innovation plan for future researchers and faculty teachers of research.

Research methodology

This study utilized a qualitative research design using thematic analysis; coding and themes. By adopting a unique research method, qualitative research allows the researchers to study people's experiences in depth (Hennink et al., 2020). Narrative inquiry was also used in order to have comprehensive examination about the challenges and learning experiences of the respondents. Narrative is described as a knowledge form that attacks the two sides of narrative: telling and knowing (Kim, 2016). The researchers employed purposive sampling which was focused on the BPED students who wrote their research in the time of the COVID-19 pandemic with a total of 7 BPED students under College of Teacher Education. Researchers conducted a focus group discussion with 7 selected respondents via online platforms to produce answers from the questionnaires. The decision of having 7 respondents in this study was based on the discussion by the research professor that 12 is the maximum no. of respondents and 6 is the minimum, so the researchers believed that 7 is an ideal number to

gather needed information. Hennink (2013) attested that Focus Group Discussion was an interactive discussion from at least six respondents to deepen and widen the understanding in a particular situation or issue to achieve the purpose of the study. Likewise, the FGD questionnaire underwent validation from the 3 research experts from the field, ensuring that the scope and limitations of the study were addressed in the questionnaire.

The study employed codes and themes to elicit responses regarding the challenges and learning challenges faced by BPED students when writing research. In addition, to make it easier for the respondents to comprehend the questions, the questions were translated into the local language. The respondents' responses may also be in a language other than English so that they can express their ideas on the questions. It was made clear to the respondents that any information gathered will be kept strictly confidential which was included in the signed consent letter from the BPED students. When doing research, ethical concerns will not only help you gain the trust and confidence of your respondents, but it will also help you establish the researcher's and the study's credibility. Following data collection, the researchers transcribed the recordings and analyzed the data using themes and coding. This study demonstrated the use of data triangulation for clarifying and broadening the result and confirming the data.

Table 1 Respondent's profile

Respondents	Age	Gender
S1	22 years old	Male
S2	22 years old	Female
S3	23 years old	Female
S4	22 years old	Female
S5	21 years old	Female
S6	22 years old	Male
S7	22 years old	Female

The participants of this study ranged in age from 21 to 23 years old, included 2 males and 5 females. S1 to S7 were used as a code by the researcher to represent BPED students. BPED students taking a course in writing research are the study's participants. Due to the study's focus on physical education, which matches their interests and areas of competence, the participants were eager to participate and are more qualified to address the objective of the paper.

Results

This section presents, analyzes, and interprets the gathered data acquired to address a subproblem related to the core topic of this research.

Challenges Experienced by the BPED Students

In writing a thesis, many challenges are encountered. Research engagements must be executed for enhancing student's capacity for research in order to achieve the goals of the organization's research involvement (Finch, Cornwell, Ward, & McPhail, 2013).

Teachers' Knowledge

One of the primary challenges the students faced was the teachers' knowledge. The content of the research was not discussed. S5 confirmed that their research teachers and panelists did not know the lesson and stated that, *"Teacher's didn't explain the content of every chapter, some of the panelists don't have enough knowledge in research because if they are really into research, they can give details but they can't."* While other teachers could not adapt to the technology. S7 stated that, *"seasoned teachers are having difficulties in adapting to the technology."* This also hinders the process of learning between the students and teachers because the teachers did not have enough capacity to navigate technology as well as the proper way of explaining the lessons. As reiterated by Wyatt and Dikilitas (2016) engaging in research serves as a professional development which is valuable in evolving education.

It is a typical problem that has been covered in academic literature when it comes to teachers' knowledge gaps in particular topic areas. Teachers' subject-matter expertise is crucial for both efficient instruction and student achievement (Aina & Olanipekun, 2015). Teachers that are well-versed in the subject area are better equipped to help students in their study, offer insightful commentary, and give explanations that are more meaningful. Likewise, the students also brought up the teachers' struggles with technological adaptation. Technology integration is essential for efficient teaching and learning in the current digital era. To enhance student learning and involve them in research activities, teachers must be adept at utilizing technological tools and platforms (Mahyoob, 2020). Teachers' inability to effectively mentor students in using internet resources, performing research, and utilizing technology for data gathering and analysis might be hampered by their lack of technological skills. Diachok et al. (2020) highlighted the value of involving teachers in studies as an avenue of professional development. Research can strengthen a

teacher's awareness of research procedures, increase their content expertise, and provide them the tools they need to effectively mentor students. Teachers who are actively engaged in research are better able to assist and guide students when they do their own research.

Availability of Resources

Most of the students had difficulties in the availability of resources both online and offline. Printed materials, availability of technology, specifically gadgets and internet connection, and money were resources that not all the students had access to which was noted by S2 as, *"Lack of resources because not everyone has laptop, computer or even internet connection."* Poor facilities, such as network, power, accessibility and availability concerns, and inadequate digital abilities made online education difficult (Onyema et al., 2020).

S4 also added that lack of resources was a hindrance in obtaining authentic data. S1 mentioned that, *"Availability of resources and financial support for re-printing of paper,"* was a problem while writing his manuscript. With the study of Lessick et al. (2016) it is verified and extend on those findings, that the requirement for intervention studies boost research and writing productivity. The repeated printing of his paper because of the negligence of their teachers, this negligence was about the repeated checking of papers that didn't consider the other parts. With this, it needed a huge amount of money because of the number of copies and pages.

Effects of Pandemic

Effects of the COVID-19 pandemic also affected the writing process of the students. The class transition from face-to-face to synchronous class, communication with the research advisers and panelists, process of gathering data, emotional breakdown and anxiety to students were challenges experienced by the BPED students while they were writing their thesis. S1 stated that, *"It is timely and relevant to study the effect of the transition period on the part of the students"*, which significantly affects the whole procedures of writing. This transition affects the communication of the students to their research advisers and panelists which was agreed by all the student respondents. S1 shared that. *"I almost cry communicating with my panelists especially that we are on the digital set-up because they are very busy and a lot of students are asking them as well."* and S3 added, *"We are struggling in communicating with them, we need their guidance most of the time, but we cannot due to lack of communication with panelists."* In addition, S5

mentioned that the panelists didn't reply to their messages, this caused anxiety for the students to the point that some of the students wanted to stop pursuing their studies.

Moreover, the process of collecting data from face-to-face to online had an impact on the students' research. S1 stated that *"gathering data through online is one of the big challenges which affects the accuracy of data"* S3 agreed and said that, *"Limited face to face transactions in school was needed to gather data in registrar making them struggle them a lot."* Meanwhile, S7 shared the experience that she is not truly motivated when she is writing her paper because of the presence of emotional breakdown in a particular problem. S7 added that, *"There's a teacher that closed they're door when you're asking some questions, I don't have teachers to ask my concerns in our school."*

With the ever-changing educational landscape, engaging in research and allowing students to be productive in writing research related to physical education offers a path for creating new knowledge and research topics. This was strengthened by Leat et al. (2014) participating in and supporting educational research can be a framework for professional growth and learning as they prepare their path as researchers.

Teachers' Attitude and Students' Discipline

The other challenges that the student respondents shared were the lack of motivation of teachers and the discipline of students. S6 discussed that he is not motivated by his teachers, even his research adviser and there is no progression on his paper. S5 also shared her experience that their teacher was more interested in asking about the submission dates and stated *"Why we didn't submit on-time, which led our teachers to always get angry with us. We are always updating our panelists, but it turns out that we are annoying."* The approaches of teachers affect the output of the students, even their relationship. Students wanted teachers to guide them, but it seems teachers have a different approach in teaching them. On the other hand, S3 talks about the student's discipline and time management in doing and writing their thesis. These are two are factors that hinders students in finishing their research. This was proven by Hanney, Boaz, Soper, & Jones (2013) practicing research in institution deliberately incorporated the research function into their organizational structures demonstrate how involvement in research can improve performance.

Learning Experiences of the BPED Students

If the students experienced challenges, they also acquired and gained learning experiences from writing their research. As a notion by Heng, Hamid, & Khan (2020) researchers' participation and results are influenced by both internal and external variables.

Learned the Writing Process of Research

Process of writing research is one of the major learnings that the students agreed on. S2 stated that she learned that, *"The process of writing the whole paper from chapter 1 to chapter 5, the process of step by step in writing research."* While S3 noted that, *"My learning experience was to make my own research from the title I made."* This was affirmed by everyone that after the defense of their manuscript, they learned the process of research writing. This was strengthened by the study of Fransman (2018) personal as well as environmental factors have an impact on academics' research productivity and engagement.

The term "research process" refers to the sequential actions that make up a research project, starting with the formulation of a research question, followed by data collection and analysis, conclusions, and publication of findings (Fisher & Bloomfield, 2019). It is crucial to follow a methodical research approach to guarantee the authenticity, dependability, and integrity of the study. Conversely, The significance and advantages of an organized research process have been emphasized in numerous publications. In this regard, Chen and Baptista Nunes (2023) laid out the essential steps that comprise the research process, such as defining the research problem, examining pertinent literature, developing questions for inquiry or hypotheses, choosing suitable research methods, gathering and analyzing facts, and finally interpreting and summarizing the results. Researchers can preserve consistency, openness, and thoroughness in their work by adhering to this procedure.

Good Qualities of Writers

The students also realized that researchers possess good qualities like effort, hope, adaptation, adjustment (S1), knowledge (S5, S7), patience (S3), motivation (S4), trust, strength, and faith (S6). As S1 mentioned, *"You must put effort, hope and your whole heart on it, a researcher must be able to adjust."* S7 stated that, *"All my mistakes helps me to gain more learnings and knowledge."* S6 added that, *"Always trust the process, God gave you strength and faith that you can do it."* It is evident that these qualities are learned by the students based on their experiences. You will always learn even

in a simple thing that you experience, do your best as you can and acknowledge your shortcomings to improve yourself. All the hardships were worth it.

Hope and effort are essential qualities that demonstrate the students' comprehension of the commitment and persistence needed in research. In order to overcome obstacles and achieve desired results, one must exert the necessary effort and keep a positive attitude. Li, Akouatcha, Akram, and Anaba (2021) emphasizes the value of an excellent work ethic and a positive outlook in the research and writing processes. Conversely, it is acknowledged that flexibility and adaptability are important traits for researchers. Success depends on having the flexibility to change tactics in response to obstacles or shifting conditions. Researchers can overcome challenges and come up with novel answers thanks to this adaptability (Hillmann & Guenther, 2021). To ensure the success and value of their work, researchers must be flexible in their methods, tactics, and even mentality. S5 and S7 identify knowledge as a crucial trait held by researchers. Conducting significant research requires knowledge acquisition and constant expansion. The most recent developments, theories, and procedures in their specific fields must be kept up to date by researchers.

Furthermore, S3 acknowledges patience as a crucial quality for researchers. Time-consuming tasks including rigorous data collecting, processing, and interpretation go into research. To negotiate the complicated terrain of research, overcome obstacles, and persevere in the search for knowledge, patience is essential (Li, 2023).

According to S4, motivation is crucial to the research process. To remain enthusiastic and committed throughout the study process, researchers need to truly love and be driven by the subject they have selected. Personal interest and curiosity-driven intrinsic motivation can help produce in-depth and significant findings (Vansteenkiste, Ryan, & Soenens, 2020).

S6 highlights the importance of trust, fortitude, and faith in researchers. The key to retaining resilience and tenacity in the face of difficulties is to have faith in one's talents, have faith in the research process, and have inner power to overcome barriers (Everly Jr, Strouse, & McCormack, 2015). These characteristics support researchers in navigating uncertainty and staying confident in their findings.

Positive Attitude of Research Writers

The research writers must also possess a positive

attitude in the whole process. S1 believed that, *“Do the things as soon as possible and don't lose hope”* as they underwent a lot of struggles while they were writing their paper. Just do your tasks and everything will follow. Accept mistakes and rejection are the other attitudes that the writers must have as S3 mentioned, *“Accept mistakes and rejection are there while you are in the stage of title approval but the advisers are there to help and guide you.”* As the advice of S6 *“Keep moving forward even of the hardships encountered along the way.”* These attitudes keep you motivated. As stated by Domecq et al. (2014) there is an obvious demand for and a lack of research into the most effective ways to increase involvement.

Moreover, the value of having a positive outlook when conducting research and writing academically is supported by existing literature. Kim and Noh (2016) have demonstrated that having an optimistic outlook results in better levels of motivation, enhanced performance, and increased productivity. People who keep a positive outlook are inclined to persevere in the face of difficulties, hunt for solutions, and accomplish better results. Consequently, there are several ways to create a good attitude. Student writers can improve their entire experience, feel more satisfied with their research process, and produce better work through embracing positive attitudes including optimism, resiliency, and a growth mindset.

Need of Support System

Consequently, the support system is also the learning and knowledge that BPED researchers must acquire. As mentioned by Bagaka's et al. (2014) integrate effective and engaging research incorporating mentoring activities within the program. Guidance from the panelists and help from classmates and colleagues are very important factors to survive in writing a thesis. S6 stated that, *“Our panelists are not our enemies but they should be there to help us because they will correct all the mistakes in our paper especially in the technical aspect.”* Teachers are the guide of the students in correcting their mistakes in their paper. Likewise, S4 revealed that, *“I cannot stand alone because without the help of my colleagues and my support system I can say that I cannot finish my paper.”* These are surely needed, which was confirmed by the student researchers that the presence of their friends and classmates are very helpful to finish their thesis. They have someone to ask and vent when they are stressed or something they need to confirm.

The study's conclusions emphasize the critical

requirement for a support network for student researchers. In their quest to write a thesis, the students stressed the value of advice from the panelists, assistance from classmates, and encouragement from colleagues. This is consistent with the body of research that highlights the value of a solid support network during the research process. Stoeger et al. (2021) explained that research programs should incorporate efficient mentoring activities. Mentoring is essential for giving undergraduate researchers advice, encouragement, and helpful criticism. Experts on the panel who have expertise conducting research can be a great resource for researchers. Students can strengthen the technical components of their research papers, correct errors, and gain insights for future development with the help of their knowledge and advice. Furthermore, students also emphasized the value of their peers and classmates as an essential component of their support network. A community of friends who are going through related research experiences can offer emotional support and a sense of kinship. Students can turn to their fellow students for support, to exchange ideas, and to express frustrations. Having someone with whom to share difficulties, seek clarity from, or simply offer support can greatly reduce the stress related to the research process.

Actions Taken of BPED Students in Addressing the Challenges

In addressing the challenges, the students mentioned their actions in helping to finish and accomplish their paper. As reiterated by Borg and Liu (2013) identifying numerous flexible behavioral, relationships, and institutional elements that influence the degree to which learners can engage in research.

Self-Encouragement

Make your own way to learn and study a lot which was verbalized by S1 by stating, *“I can make and do everything to finish my thesis.”* This serves as his drive in finishing his paper. Believe and motivate yourself was noted by S1 as, *“I motivate myself to finish my study for my family and for my better future for God.”* S3 added that, *“Students must know their priorities in life and in studies.”* Meanwhile, you need to think and read deeply the online resources to gather authentic and deep data that you could use in your paper. You need to encourage and motivate yourself to surpass all the trials you encountered.

Students' academic achievement and study habits strongly depend on the idea of self-encouragement. Self-motivation and confidence in one's talents are major

factors in academic achievement (Moreno, 2018). Improved academic results and higher engagement can result from self-directed learning. People who have an intrinsic drive, or guided by internal forces like personal fulfillment and growth, are inclined to persevere in their efforts and deliver better results (Cook & Artino Jr, 2016). Additionally, excellent goal-setting and time management is an important aspect as the students know their priorities (Kirillov et al., 2015). Prioritization enables people to manage their time and effort efficiently, ensuring that academic obligations receive the proper attention. Academic work becomes more robust and informed when resources are explored, information is critically assessed, and other views are taken into account.

Find Support System

Most of the respondents agreed that they seek help from others while they are in the phase of writing their manuscripts. S2 talked about her concerns, she asked her classmates in group chat if she could go to their houses to borrow a laptop or connect to the internet. S6 added that he asked for help from his classmates. Meanwhile, S7 found people outside their institution to ask for help. S7 stated that, *“I look for teachers outside the university to ask my questions, especially from my High School research teacher.”* One of her challenges was she didn't have teachers to ask, that is why she looked for people from outside of the institution to help her. Conversely, S7's experience asking teachers outside of her institution for assistance shows that she was open to trying new things in order to get the support she need. This emphasizes the significance of growing one's network and looking for mentors or experts who may offer insightful advice. The difficulties S7 encountered, since there were no teachers available to turn to for assistance, highlight how important it is for educational institutions to have readily available support services. It implies that a student's ability to find mentors and advice is crucial to their academic success (Bettinger & Baker, 2014). Educational institutions should work to develop a culture that encourages mentoring and gives students the chance to get advice and help from competent people working there.

Peer collaboration as well as feedback can improve learning outcomes, promote a feeling of belonging, and offer insightful advice and support (Darling-Hammond et al., 2020). S2 managed to address her worries and get beyond challenges in the writing process by asking for assistance from her peers. Working with peers can open up opportunities for information

sharing, idea exchange, and getting helpful criticism (Ku, Tseng, & Akarasriworn, 2013).

Attitudes towards Achievement

If you have a bad attitude that affects your writing, you must discipline yourself (S3). The idea of self-regulation, particularly describes people's capacity to manage their emotions, thoughts, and actions in trying to accomplish their goals (Usher & Schunk, 2017). Self-discipline is essential for both academic success and effective writing (Zimmerman & Kitsantas, 2014). People who practice discipline are able to better organize their time, maintain their concentration, and persevere in regardless of challenges. And always think positive as S5 noted, *“To cope up, I always think positive with all the hindrances I encountered.”* Be optimistic! Keep moving forward even when you are experiencing hardships in life especially when you are writing. Adopting a positive view and holding onto one's confidence in one's capacity to overcome obstacles and succeed are both components of positive thinking (Wright, Masten, & Narayan (2013). Likewise, people with a desire to grow are more likely to accept challenges, persevere in the face of failures, and eventually achieve higher levels of success. A growth mindset is marked by the conviction that skills can be acquired through effort and perseverance (Hildrew, 2018).

Self-innovation

S6 stated that he made his own strategies in implementing and conducting his research paper which was about the online training of students. He created materials that will serve as a guide for students. He innovated what was available to him which is a good method based on what he had to face and experience.

Self-innovation is the ability to develop original concepts, methods, and solutions on an individual basis (Boghian et al., 2022). Instead of depending entirely on the information already available, people actively seek out fresh ideas and create original methods of doing their work. Williamson (2013) describes that self-innovation is linked to improved job performance, inventiveness, and flexibility. Moreover, Self-innovation can take many different forms when it comes to undertaking research. It might entail developing unique resources to aid in the research process or investigating alternate methods for gathering and analyzing data. People can improve the caliber and efficacy of their work by taking charge of their research initiatives and looking for novel solutions. Self-innovation can also help with personal development and growth. Individuals can improve their problem-

solving abilities, broaden their knowledge, and establish a reputation for originality and creativity by pushing themselves to think creatively and unconventionally. These characteristics are highly prized in professional and educational environments because they show a person's capacity for change and adaptation to new situations.

Research Process

Finally, follow the process of writing research from writing to conducting of the study which is an important aspect of a writer. There are no shortcuts in the research procedure. Writers must know the protocol in conducting research particularly in the time of pandemic where face-to-face is limited for everyone.

Furthermore, Due to the COVID-19 pandemic's restrictions, researchers encountered difficulties when performing their research. It was necessary to adapt to and become familiar with alternate data collection techniques given the move towards online and remote research methods. Researchers need to be aware of ethical issues, maintain the security of their data, and make the necessary adaptations to take into account any restrictions or biases which may result from the new study environment. Following a structured research method makes guarantee that researchers maintain objectivity, provide accurate and valid results, and make significant contributions to their particular fields of study.

By developing a thorough understanding of how students learn in BPED, there will be more opportunities for enhancing and exploring the research culture, as well as more innovative plans to better direct upcoming studies and encourage high-quality research that will greatly benefit all schools and the physical education curriculum. The future of physical education in the next generation will therefore be more particular and profound as a result of an evidence-based approach to study.

Innovation Plan for Future Researcher in College of Teacher Education (CTE)

Based on the lived experiences of BPED students in writing research, the researchers developed an innovation plan that can be proposed in the college for the betterment of the situations for students in writing their thesis. There are many challenges that the respondents shared in the focus group discussion. S1 and S3 mentioned that, *“The teachers were already and not so knowledgeable on technology which is very vital in online modality.”* In addition, S4 and S7 stated that, *“The panel members are having so much advisees and workloads.”* The research adviser and the external

statistician who serve as panel members are chosen by the student researchers. In this case, some faculty members are not chosen resulting in a bulk of advisees for other faculty members. Meanwhile, S2 mentioned that, *“The panel members after the proposal defense have no definite schedule given to the student researchers when will be the consultation and checking of the research paper.”* Student researchers found difficulties in contacting the defense panel members for their advise and approval of the paper to continue working on it and there was no plan offered for the final defense.

With this information, an innovation plan is proposed to address the challenges. The college dean and program coordinators must choose faculty members who will teach research writing that is prepared for remote online teaching- learning process and can deliver the lessons effectively. The program coordinator should be the one to choose the research adviser and internal statistician to ensure even distribution of the research assignment, limiting to maximum of five (5) student per adviser. After the proposal defense, the program coordinator should prepare a schedule on consultation and checking of the research paper in order to finalize the paper. The panel members are required to provide contact information for easy access and ensure they will answer the queries of the student researcher. The college should set the time for the final defense at least a month after the proposal defense, so that the student researcher will exert effort to meet their schedule and not to cause delay. Consequently, the panel members should have an immediate check on the conformity of the research paper based on the comments and suggestion given and ensure comments and suggestions were followed by the researcher. It is necessary for the students to feel that their research endeavor is important and appreciated by the faculty assigned to working with them.

This innovation plan was presented to solve the difficulties that BPED students had in writing research. With all this, the College of Teacher Education has been driven to achieve the university's quality policy, which stated that the LSPU was devoted to continuous quality improvement in order to meet applicable standards for providing quality, efficient, and services to the university's stakeholders at the highest level of satisfaction. Furthermore, the college will deliver quality education to its learners, with a focus on unique research that was noteworthy in the institution.

Conclusion and Discussion

Research is very vital in education. It promotes quality education in the students which they acquire new knowledge by solving problems in the community. However, in the time of pandemic where teaching modality was changed which is one of the challenges and effects of COVID-19 encountered by the BPED students. With this, the students experienced the lack of knowledge of teachers in navigating technology or even in research in specific. The availability of resources also hindered their ability to explore and write better. The attitude of the students and teachers have an impact on finishing their thesis. But students made their own path to address all the challenges they experienced in writing their thesis. They had self-encouragement and they also found a support system from their friends, classmates and even in their families. The students' attitude to achieve their goals and the self-innovation enabled the learning experiences of BPED students. They learned to follow as well the research process. They determined the good qualities of researchers, identify the positive attitude, and the need for a support system.

From the result of the discussion of this study, it is concluded that research is critical in education as it is constantly evolving, so approaches and solutions to meet the changes need to be updated to *best suit* the current educational climate both for faculties and students as well. Research is a “Must to do” paper, not only as a requirement of the BPED course but for self-worth of the researcher, a source of achievement and accomplishment. Research is a broad concept required not only in education but in almost every field to improve performance and quality of work. An innovation plan was also proposed to address the challenges experienced by the BPED students in writing their research.

Suggestions

Based on the results of the study, the following recommendations are offered.

1. Consider a thorough review of the profile and research experience of the faculties handling research writing. The college should choose faculties with dedication and commitment in teaching research wherein the students will realize the importance of the same.
2. Faculties teaching research are required to updates themselves on the latest trends in research writing to equip the students with appropriate knowledge that will help them easily understand the essence of

writing research. The research adviser should provide students with quality research learning opportunities.

3. For the students, they should explore new research topics and develop critical thinking skills along with analytical skills. It is suggested that researchers should enjoy writing research, consider it as a passion and not a stressor.

4. For future studies, this research may use quantitative research design to investigate the challenges and learning experiences of BPED students. The other colleges or programs may also explore their experiences in writing research. Future researchers may also look at other variables to deepen understanding in writing research of college students.

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