EXPLORING DIFFICULTIES ENCOUNTERED IN RESEARCH WRITING OF SECONDARY PRE-SERVICE TEACHERS IN COLLEGE OF EDUCATION

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Abstract

This study aimed to investigate the research writing difficulties encountered by 66 secondary pre-service teachers at Laguna University, College of Education. The study focused on four sub-problems: identifying the difficulties encountered, exploring the underlying factors, discussing the implications, and identifying potential gaps. A mixed-method approach was employed, utilizing a survey questionnaire to determine difficulties, underlying factors, and implications, while content analysis was used to identify potential gaps. The study employed a total population technique. The findings revealed that the most common difficulties faced by secondary pre-service teachers in research writing were related to reviewing the literature, analyzing and interpreting data, and developing research proposals. Furthermore, limited knowledge of research methodologies, time constraints, and inadequate feedback and revision opportunities were identified as underlying factors contributing to these difficulties. These challenges had implications for their teaching practices, such as reduced confidence in integrating research into practice, limited opportunities to publish, present, and collaborate, and restricted professional advancement. The study also identified several gaps that need to be addressed by the College of Education, including the need to improve skills in reviewing literature, analyzing and interpreting data, and conducting proposal defenses. Additionally, addressing the limited knowledge of research methodologies, time constraints, and the need for more feedback and revision opportunities were identified as crucial. It is highly recommended that the College of Education addresses these gaps and challenges, empowering researchers to effectively integrate research into teaching, contribute to the field, and promote evidence-based practices in education.

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1. Introduction

1.1. Background of the Problem

Research writing plays a vital role in the education of pre-service teachers, equipping them with essential skills for effective teaching and professional development. In the context of secondary education, where educators are tasked with shaping the minds of young learners, the ability to conduct and communicate research findings is crucial. However, numerous studies have highlighted the challenges faced by pre-service teachers in mastering research writing skills, particularly within the college of education (Smith, 2018; Johnson & Johnson, 2020). This research paper aims to delve into the difficulties encountered by sixty-six (66) secondary pre-service teachers in the College of Education (COED) of Laguna University in their research writing endeavors, examining the underlying factors and potential implications for their future teaching practice.

The College of Education serves as a critical institution in preparing pre-service teachers for the complex and ever-evolving demands of the teaching profession. As part of their training, these aspiring educators are expected to engage in rigorous research activities to expand their knowledge base, inform instructional practices, and contribute to the broader field of education. However, despite the emphasis on research writing within their curriculum, pre-service teachers often encounter various obstacles that hinder their progress in this essential academic skill (Brown et al., 2019; Martinez & Johnson, 2021).

Understanding the specific difficulties faced by secondary pre-service teachers in research writing is crucial for several reasons. Firstly, it allows for targeted interventions and support to be developed within the college of education, ensuring that pre-service teachers receive the necessary guidance and resources to enhance their research writing competencies. Secondly, by identifying the challenges faced by these future educators, educational institutions can address any gaps in the current curriculum, thereby better equipping pre-service teachers for the demands of their future classrooms (Jones & Smith, 2017; Thompson, 2020).

This research paper seeks to explore the multifaceted nature of the difficulties encountered by secondary pre-service teachers in research writing from the College of Education, Laguna University. Through a comprehensive analysis of existing literature, surveys, and interviews with pre-service teachers, the researchers aim to uncover the underlying factors contributing to these challenges. Additionally, they will examine the potential implications of these difficulties on the professional development and teaching practice of pre-service teachers, as well as explore potential strategies and recommendations to overcome these obstacles (Davis & Brown, 2018; Lee, 2022).

By shedding light on the challenges faced by secondary pre-service teachers in research writing, this study strives to contribute to the ongoing discourse on teacher education and support. Ultimately, the findings of this research will inform the development of effective

interventions and instructional practices to enhance the research writing skills of pre-service teachers, ensuring they are adequately prepared to meet the demands of the modern educational landscape.

1.2. Statement of the Problem

The study sought to answer the following questions:

1. What are the difficulties encountered by secondary pre-service teachers in research writing within the College of Education?

2. What are the underlying factors contributing to these difficulties in research writing among secondary pre-service teachers?

3. What are the implications of these difficulties in research writing in the teaching practice of secondary pre-service teachers?

4. What are the potential gaps in the current curriculum of the College of Education that hinder the development of research writing skills among secondary pre-service teachers?

2. Review of Related Literature

Research writing plays a crucial role in the professional development of secondary pre-service teachers, equipping them with essential skills for evidence-based practice and scholarly contributions to the field of education. However, numerous recent studies have highlighted the challenges faced by these teachers in mastering research writing skills. This literature review aims to explore the difficulties encountered by secondary pre-service teachers in research writing within the College of Education, examining the underlying factors and potential implications for their future teaching practice.

Limited prior writing experience: Secondary pre-service teachers often enter teacher education programs with limited exposure to research writing. This lack of experience can result in difficulties in understanding the structure, formatting, and language conventions of academic writing (Smith, 2018; Johnson & Brown, 2020).

Insufficient training in research methodologies: Recent studies have indicated that secondary pre-service teachers encounter challenges in selecting appropriate research methodologies, conducting literature reviews, and analyzing data effectively (Anderson & Thompson, 2019; Lee & Kim, 2021).

Time constraints and workload: The demanding nature of teacher education programs, including coursework, field placements, and other responsibilities, often leaves secondary pre-service teachers with limited time to dedicate to research writing (Smith & Johnson, 2019; Davis et al., 2020).

Limited access to resources and guidance: Difficulties arise when secondary pre-service teachers face challenges in accessing relevant research materials, obtaining guidance from

experienced mentors, or receiving feedback on their writing (Jones, 2018; Robinson & Thompson, 2021).

The difficulties encountered in research writing by secondary pre-service teachers have implications for their future teaching practice. Limited research writing skills may hinder their ability to incorporate research-based practices in the classroom, engage with educational research, and contribute to the scholarly discourse within the field of education (Johnson et al., 2020; Anderson et al., 2022).

3. Method

3.1. Research Design

The study utilized a mixed-methods design to investigate the difficulties in research writing among secondary pre-service teachers, the underlying factors contributing to these challenges, the implications for their practice teaching, and the potential gaps in the development of research writing skills. Both quantitative and qualitative research designs were employed to ensure a comprehensive examination of the topic. To identify the difficulties in research writing and their underlying factors, a quantitative research design was utilized. This involved collecting numerical data through surveys or questionnaires administered to secondary pre-service teachers. On the other hand, a qualitative research design was employed to explore the potential gaps hindering the development of research writing skills. This qualitative approach involved conducting content analysis from the results of the survey. By utilizing both quantitative and qualitative research designs, the study aimed to provide a comprehensive analysis of the difficulties in research writing among secondary pre-service teachers. This mixed methods approach allowed for a more robust and holistic exploration of the research topic, enabling a more nuanced understanding of the issues at hand.

3.2. Sampling Technique

This study focused on 66 secondary pre-service teachers enrolled in the College of Education at Laguna University. The researchers employed a total population sampling technique, selecting the entire population of secondary pre-service teachers to ensure comprehensive representation. This approach eliminates sampling considerations and biases associated with smaller samples, providing a more accurate understanding of the population. The study aimed to capture a comprehensive picture of difficulties in research writing, underlying factors, implications for practice teaching, and potential gaps in research writing skill development among secondary pre-service teachers at Laguna University's College of Education.

4. Findings and Discussions

Results of the study are presented referring to each research question via related tables as in the following.

4.1. Findings based on the research question 1

Table 1. *Difficulties encountered in research writing by secondary pre-service teachers*

Writing Proper		Mean	Verbal Interpretation	Rank
1.	Formulating the Research Title	2.72	*Difficult*	5
2.	Identifying the Research Problem	2.54	*Difficult*	9
3.	Formulating Research Questions and Objectives	2.68	*Difficult*	7
4.	Reviewing Related Literature and Study	3.05	*Very Difficult*	1
5.	Sampling and Selecting Data Gathering Tools	2.69	*Difficult*	6
6.	Collecting Data	2.46	*Difficult*	10
7.	Analysing and Interpreting Data	2.97	*Difficult*	2
8.	Discussing the Results and Findings	2.45	*Difficult*	11
9.	Drawing the conclusions	2.17	*Difficult*	12
10.	Providing the Recommendations	2.12	*Difficult*	13
Oral Proper				
11.	Title Justification	2.57	*Difficult*	8
12.	Proposal Defence	2.83	*Difficult*	3
13.	Final Defence	2.80	*Difficult*	4
	General Weighted Mean	**2.62**	***Difficult***	

Legend:
Score	Range	Verbal Interpretation
4	*3.00 – 4.00*	*Very Difficult*
3	*2.00 – 2.99*	*Difficult*
2	*1.00 – 1.99*	*Less Difficult*
1	*0.99 - below*	*Easy*

Table 1. presents the various tasks related to writing in a research context (Writing Proper) and oral presentations (Oral Proper). The tasks are assessed based on their perceived difficulty levels. Among the tasks related to Writing Proper, the task of "Reviewing Related Literature and Study" is ranked first and is considered very difficult, with a mean rating of 3.05. This task involves analyzing and evaluating existing research literature, indicating the challenges associated with comprehensively reviewing relevant studies.

On the other hand, tasks such as "Drawing the conclusions" and "Providing the Recommendations" are ranked last in difficulty, suggesting that they are relatively less challenging compared to other tasks. However, it's important to note that they are still considered difficult, with mean ratings of 2.17 and 2.12 respectively. These tasks involve synthesizing findings and offering insightful recommendations based on the research conducted.

In terms of Oral Proper tasks, "Proposal Defense" is ranked third in difficulty, indicating that presenting and defending a research proposal is perceived as challenging, with a mean rating of 2.83. "Title Justification" and "Final Defense" are ranked eighth and fourth respectively, suggesting their moderate level of difficulty in oral presentations.

The general weighted mean across all tasks is 2.62, indicating an overall perception of difficulty for the tasks included in the table. This suggests that research writing and oral presentations in general pose challenges and require careful attention and effort.

4.2. Findings based on the research question 2

Table 2. *Factors contributing to the difficulties in research writing*

Indicators	Mean	Verbal Interpretation	Rank
1. Lack of experience	3.22	*Very Evident*	9
2. Limited knowledge of research methodologies	3.43	*Very Evident*	1.5
3. Insufficient training and guidance	3.32	*Very Evident*	5
4. Complex research topics	3.35	*Very Evident*	4
5. Time constraints	3.43	*Very Evident*	1.5
6. Language barriers	3.18	*Very Evident*	10
7. Limited access to resources	3.25	*Very Evident*	7.5
8. Lack of confidence.	3.25	*Very Evident*	7.5
9. Inadequate feedback and revision opportunities	3.38	*Very Evident*	3
10. Technological challenges	3.26	*Very Evident*	6
General Weighted Mean	**3.31**	***Very Evident***	

Legend:
Score	Range	Verbal Interpretation
4	*3.00 – 4.00*	*Very Evident*
3	*2.00 – 2.99*	*Evident*
2	*1.00 – 1.99*	*Very little Evident*
1	*0.99 - below*	*Not Evident*

Table 2 shows several challenges that researchers commonly encounter during the research process. Among the indicators, limited knowledge of research methodologies and time constraints have the highest mean rating of 3.43, indicating that these challenges are very evident. Researchers often struggle with a lack of expertise in research methodologies and face constraints due to limited time availability, which can significantly impact the quality and thoroughness of research projects.

Inadequate feedback and revision opportunities also have a high mean rating of 3.38, highlighting their significance in the research process. Insufficient feedback and limited chances for revision hinder the improvement and refinement of research work, potentially affecting the overall quality of the research output.

Other indicators such as complex research topics, limited access to resources, lack of confidence, technological challenges, and language barriers have mean ratings ranging from 3.18 to 3.35, indicating that these challenges are also quite evident. Researchers face difficulties when dealing with complex subject matters, accessing necessary resources, overcoming technology-related issues, or navigating language barriers that impede effective communication and comprehension.

The mean ratings provide quantitative measures of the level of difficulty associated with each indicator, offering a clearer understanding of the challenges that researchers face. By

addressing these challenges, researchers and institutions can work towards providing targeted interventions and support systems to mitigate the impact of these difficulties.

4.3. Findings based on the research question 3

Table 3. *Implications of the difficulties in research writing for the future teaching practice of secondary pre-service teachers*

Difficulties in Research Writing…	Mean	Verbal Interpretation	Rank
1. can hinder the ability to incorporate research-based practices into teaching.	3.12	*Strongly Agree*	4
2. may limit the professional growth in the field of education.	2.91	*Agree*	10
3. may impede the contribution to the broader field of education through publications, conference, presentation, or research collaborations.	3.14	*Strongly Agree*	2.5
4. can affect the ability to guide the students in engaging in inquiry-based learning.	3.11	*Strongly Agree*	5.5
5. may reduce the confidence in incorporating research into practice.	3.18	*Strongly Agree*	1
6. may hinder the ability to design and conduct action research projects effectively.	3.09	*Strongly Agree*	7
7. may make it difficult to adapt to evolving educational practices.	3.08	*Strongly Agree*	8
8. can limit the ability to advocate for evidenced-based practices in the education community.	3.11	*Strongly Agree*	5.5
9. may impede the engagement in reflective practice and hinder professional development.	3.03	*Strongly Agree*	9
10. may limit the opportunities for professional advancement in the field of education	3.14	*Strongly Agree*	2.5
General Weighted Mean	**3.09**	***Strongly Agree***	

Legend:

Score	**Range**	**Verbal Interpretation**
4	*3.00 – 4.00*	*Strongly Agree*
3	*2.00 – 2.99*	*Agree*
2	*1.00 – 1.99*	*Disagree*
1	*0.99 - below*	*Strongly Agree*

    Table 3 presents the difficulties encountered in research writing, along with their mean ratings, verbal interpretations, and rankings. These findings shed light on the perceived challenges faced by individuals engaged in research writing in the field of education.
    The highest mean rating of 3.18 is attributed to the statement that suggests research writing may reduce confidence in incorporating research into practice. This indicates a strong agreement among respondents regarding the potential impact of research writing on confidence levels when applying research findings to practical teaching situations.

Statements related to the contribution to the broader field of education through publications, conferences, presentations, or research collaborations, as well as the potential limitations on professional advancement in the field of education, both received a mean rating of 3.14. This signifies a strong agreement among participants regarding the hindrances that research writing can pose in these areas. These findings suggest that research writing may have a significant influence on professional growth and the ability to contribute to the broader educational community.

The remaining statements received mean ratings ranging from 3.03 to 3.12, indicating a general consensus on the difficulties associated with research writing in various aspects of education. These include hindrances to incorporating research-based practices into teaching, guiding students in inquiry-based learning, designing and conducting action research projects effectively, adapting to evolving educational practices, advocating for evidenced-based practices, and engaging in reflective practice for professional development.

The rankings provided in the table further highlight the perceived significance of these difficulties. Statements related to reducing confidence in incorporating research into practice and limiting opportunities for professional advancement obtained the highest and second-highest rankings, respectively.

Overall, the general weighted mean of 3.09 reflects a strong agreement among participants regarding the difficulties encountered in research writing in the field of education. These findings emphasize the importance of addressing these challenges and providing support and resources to researchers to enhance their ability to apply research findings, contribute to the field, and promote professional growth in the context of education.

4.4. Findings based on the research question 4

Potential Gaps in the current curriculum of the College of Education that hinder the development of Research Writing skills are classified as in the following.

- *Potential Gap 1 - Reviewing Related Literature*

Reviewing Related Literature is identified as a potential gap in the research process. With a mean rating of 3.05 (Very Difficult), indicating a difficult level, this aspect requires attention and improvement.

The process of reviewing related literature is crucial in research as it forms the foundation for developing a strong theoretical framework and understanding the existing knowledge and gaps in the field. However, the difficulty associated with this task suggests that researchers may face challenges in conducting a comprehensive and systematic review of relevant literature.

A potential gap in reviewing related literature can have significant implications for the overall quality and validity of the research. Insufficient or inadequate literature review may result in a lack of understanding of the current state of research, missed opportunities to build

upon existing knowledge, or the omission of key references that are essential for contextualizing the study.

To address this gap, the College of Education (COED) can employ strategies such as refining their search techniques, using reputable and diverse sources, and adopting systematic review methodologies. Additionally, seeking guidance from experienced researchers or experts in the field can provide valuable insights and improve the effectiveness of the literature review process. By recognizing and addressing the challenges associated with reviewing related literature, researchers can enhance the rigor and credibility of their research, ensuring that it is well-grounded in existing knowledge and contributes meaningfully to the field.

- *Potential Gap 2 - Analyzing and Interpreting Data*

Analyzing and interpreting data is identified as a potential gap in the research process. With a mean rating of 2.97 indicating a difficult level, this aspect requires attention and improvement.

The analysis and interpretation of data play a critical role in research, as they provide insights, draw conclusions, and support the research objectives. However, the perceived difficulty in this area suggests that researchers may encounter challenges in effectively analyzing and making sense of their data.

A potential gap in analyzing and interpreting data can have significant implications for the validity and reliability of research findings. Inadequate data analysis may lead to erroneous conclusions, misinterpretation of results, or the failure to address research questions adequately. It can also hinder the ability to derive meaningful insights and draw accurate inferences from the collected data.

To address this gap, researchers can enhance their skills in data analysis by familiarizing themselves with appropriate statistical techniques and software tools. Seeking guidance from statisticians or data analysis experts can also be beneficial in ensuring the accuracy and validity of the analysis process.

Furthermore, researchers should pay attention to the clarity and transparency of their data interpretation, ensuring that findings are appropriately contextualized and supported by evidence. Clearly documenting the analysis process and the rationale behind interpretation decisions can contribute to the reliability and replicability of the research.

By recognizing the challenges associated with analyzing and interpreting data, researchers can improve the quality and trustworthiness of their research outcomes. Effectively addressing this potential gap enables researchers to derive meaningful insights, draw accurate conclusions, and contribute valuable knowledge to their respective fields.

- *Potential Gap 3 - Conducting a Proposal Defense*

Conducting a proposal defense is identified as a potential gap in the research process. With a mean rating of 2.83, indicating a difficult level, this aspect requires attention and improvement.

A proposal defense is a critical step in the research process, where researchers present and defend their research proposal before a panel of experts. The difficulty associated with this task

suggests that researchers may encounter challenges in effectively communicating their research ideas, addressing questions and concerns, and demonstrating the feasibility and significance of their proposed study.

A potential gap in conducting a proposal defense can have significant implications for the successful progression of the research project. A poorly conducted defense may result in unclear or inadequate feedback, delays in project approval, or the need for extensive revisions and modifications to the research proposal. It can also hinder researchers' ability to gain support and endorsement for their study, both from their academic institution and potential funding sources.

To address this gap, researchers can enhance their skills in oral presentation and defense by practicing their presentation, anticipating potential questions, and seeking feedback from mentors and colleagues. Engaging in mock defense sessions or participating in research seminars can also provide valuable opportunities to refine presentation skills and receive constructive feedback.

Additionally, researchers should invest time in thoroughly preparing their research proposal, ensuring that it is well-structured, logically organized, and supported by relevant literature and preliminary data. Being well-prepared and confident in the content and methodology of the proposal can significantly contribute to a successful defense.

By recognizing and addressing the challenges associated with conducting a proposal defense, researchers can increase their chances of obtaining approval and support for their research project. Effectively communicating the research objectives, rationale, and methodology during the defense contributes to the overall credibility and acceptance of the research endeavor.

- *Potential Gap 4 - Limited knowledge of research methodologies*

Limited knowledge of research methodologies is identified as a potential gap in the research process. With a mean rating of 3.43, indicating very evident, this aspect highlights the need for further improvement and understanding.

Research methodologies are the systematic approaches and techniques used to conduct research and gather relevant data. Having a limited understanding of research methodologies can hinder the researcher's ability to design and implement a robust and rigorous study.

This potential gap suggests that researchers may face challenges in selecting appropriate research methods, choosing the right data collection techniques, and applying suitable analytical tools. It may also indicate a lack of familiarity with different research paradigms, such as qualitative, quantitative, or mixed methods, and the ability to align them with the research objectives.

The implications of this gap are significant. A limited knowledge of research methodologies can lead to methodological flaws, compromising the validity and reliability of the research findings. It can also result in the inability to answer research questions effectively or to draw meaningful conclusions from the collected data.

To address this gap, researchers can focus on enhancing their knowledge and understanding of research methodologies through various means. This can include attending workshops or training sessions on research methods, reading relevant literature and textbooks,

and seeking guidance from experienced researchers or methodological experts. Engaging in collaborative research projects or seeking mentorship can also provide valuable opportunities to learn and apply different research methodologies.

By addressing the gap in limited knowledge of research methodologies, researchers can strengthen the quality and rigor of their studies. A solid understanding of research methodologies enables researchers to make informed decisions regarding study design, data collection, and analysis, leading to more robust and credible research outcomes.

- *Potential Gap 5 - Time constraints*

Time constraints are identified as a potential gap in the research process. With a mean rating of 3.43, indicating very evident, this aspect highlights the challenges researchers face in managing their time effectively during the research journey.

Time constraints refer to the limited amount of time available to complete various research activities, including literature review, data collection, analysis, and writing. Researchers often face pressure to meet deadlines and complete their research within specific timeframes, which can impact the quality and thoroughness of their work.

This potential gap suggests that researchers may struggle to allocate sufficient time to each research phase, leading to rushed data collection, incomplete literature reviews, or inadequate analysis. Time constraints can also hinder the ability to engage in iterative processes, such as revising and refining research questions, conducting additional data gathering, or thoroughly reviewing and editing the final research output.

The implications of this gap are significant. Insufficient time can compromise the depth and comprehensiveness of the research, potentially leading to limited findings or overlooking critical aspects. It may also result in stress and burnout for researchers, negatively impacting their overall well-being and productivity.

To address this gap, researchers can implement effective time management strategies. This includes creating realistic timelines and project plans, prioritizing tasks, and breaking down the research process into smaller, manageable steps. Researchers can also consider delegating certain responsibilities or seeking collaboration to distribute the workload and optimize the use of available time.

Furthermore, setting clear and achievable research goals, as well as regularly monitoring progress, can help researchers stay on track and identify potential time constraints early on. Adequate planning and organization, along with effective communication and coordination with supervisors and collaborators, can contribute to better time management and successful research outcomes.

By recognizing and addressing the challenges associated with time constraints, researchers can optimize their research process and enhance the quality of their work. Allocating sufficient time to each research phase allows for thoroughness, attention to detail, and the opportunity to explore research questions more comprehensively, ultimately leading to more robust and impactful research outcomes.

- *Potential Gap 6 - Inadequate feedback and revision opportunities*

Inadequate feedback and revision opportunities are identified as a potential gap in the research process. With a mean rating of 3.38, indicating a high level of difficulty, this aspect highlights the challenges researchers face in receiving timely and constructive feedback on their work and having sufficient opportunities for revision.

Feedback plays a crucial role in the research process as it helps researchers refine their ideas, address weaknesses, and improve the overall quality of their work. However, when feedback is lacking or insufficient, researchers may struggle to identify and rectify potential flaws or areas for improvement in their research design, methodology, analysis, or interpretation of results.

This potential gap suggests that researchers may face difficulties in obtaining feedback from advisors, peers, or other experts in the field. Additionally, limited opportunities for revision may hinder the iterative nature of the research process, where multiple rounds of feedback and refinement are necessary to enhance the rigor and validity of the research.

The implications of this gap are significant. Inadequate feedback and limited revision opportunities can lead to research that is incomplete, flawed, or lacks rigor. It may also result in missed opportunities to explore alternative approaches, incorporate diverse perspectives, or address potential limitations in the research.

To address this gap, researchers can proactively seek feedback from multiple sources, including advisors, mentors, colleagues, or experts in the field. Engaging in regular discussions, presenting research findings at conferences or seminars, or joining research groups or communities can provide valuable opportunities for receiving constructive feedback and diverse perspectives.

Researchers should also advocate for and create an environment that encourages open and constructive feedback. Establishing clear channels of communication with advisors, mentors, or peers and actively seeking feedback at different stages of the research can help identify areas for improvement and ensure the research is robust and well-rounded.

Moreover, researchers should prioritize incorporating feedback into their research process and allow sufficient time for revision and refinement. This may involve revisiting research questions, modifying research designs or methodologies, reanalyzing data, or revising interpretations and conclusions based on the feedback received.

By addressing the gap of inadequate feedback and revision opportunities, researchers can enhance the quality, validity, and impact of their research. Embracing feedback as an integral part of the research process and valuing revision as a means of continuous improvement can lead to more rigorous and credible research outcomes.

5. Conclusions and Recommendations

Based from the gathered data, the research tasks ranged from difficult to very difficult, with reviewing related literature and study being the most demanding. Drawing conclusions and providing recommendations were identified as the most difficult research tasks. The oral tasks were also considered difficult overall, with proposal defense being the most challenging.

On the other hand, factors contributed in the research writing mostly evident in limited knowledge of research methodologies and time constraints. Other indicators such as complex

research topics, insufficient training and guidance, inadequate feedback and revision opportunities, and technological challenges also demonstrate high levels of evidence.

Furthermore, difficulties in research writing have significant implications for the field of education, as they hinder the incorporation of research-based practices into teaching, limit professional growth, impede contributions to the broader field of education, affect the guidance of students in inquiry-based learning, reduce confidence in incorporating research into practice, hinder effective design and conduct of action research projects, make it difficult to adapt to evolving educational practices, limit advocacy for evidence-based practices, impede engagement in reflective practice, and restrict opportunities for professional advancement. Addressing these challenges is crucial for educators to effectively integrate research into education, promote professional growth, contribute to the field, and foster evidence-based practices in education.

Lastly, it was identified the gaps to be addressed by the College of Education such as, reviewing of related literature, analyzing and interpreting the data, conducting a proposal defense, limited knowledge of research methodologies, time constraints, and inadequate feedback and revisions opportunities.

It is highly recommended that the College of Education can address the identified gaps and challenges, and empower researchers to effectively integrate research into teaching, contribute to the field, and promote evidence-based practices in education.

6. Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest.

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