



Research-Related Issues and Problems Among Male and Female Postgraduate Students

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Bioprofile

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Abstract

Pursuing postgraduate education is not as easy as everybody else want it to be. It is an avenue in order to improve further the individual's personal and educational qualifications. Satisfactorily passing all the subjects in one's curriculum is a must particularly on "research writing". In this study, the postgraduate male and female students enrolled at the School of Advanced Studies in Urdaneta City, Philippines were the main respondents wherein they were subjected into self-assessment as to the level of their competency on research-related issues and along the degree of difficulty on the problems they encountered in research writing. Using

the appropriate research method and statistical tools, results revealed that most of the respondents are females, in their adulthood stage with permanent status in public institutions and are young at the service as Teacher 3 with less exposure to paper presentations, small number of them had experience in research publication and had little opportunity in attending in-service research-related conferences, trainings, seminars and workshops. Both male and female respondents assessed themselves as very competent in research-related issues. On the other hand, males have a higher degree of difficulty encountered in research writing over females. Males had a better level of competency on related-research issues along with dissemination of research findings compared to females. Likewise, older male respondents who are with higher research number on paper presentations had a lower degree of difficulty encountered in research writing than younger males. It is then recommended that males and females be more exposed to paper presentations so as to decrease the degree of difficulty encountered in research writing.

Keywords: competency, postgraduate students, problems, research-related issues, Philippines

Introduction

In achieving Philippine national development, the State highly recognized the crucial role of quality as well as accessible education and training to its citizens at all levels. In the global economy of the 21st century, the required competencies should be possessed by the workforce, academic institutions and business firms to continually compete and be successful in providing services to its customers (Finegold & Notabartolo, 2016).

With the advent of the Philippine Qualifications Framework (PQF), an established set of standards for qualification outcomes was put in place. PQF provides descriptive levels of educational qualifications from basic to higher education. It promotes quality assurance on the country's development through qualifications-based on the framed criteria that an individual should have acquired from multi-ways of teaching-learning methodologies. Thus, expected to produce lifelong learning individuals who will meet the industry standards (House of Congress, 2018). In the case of level 7 PQF descriptors, post-baccalaureate graduates at this level are expected to have advanced knowledge and skills in the specialized or multidisciplinary field of study for professional practice or self-directed research and/or a lifelong learner (Vea, 2018).

To complete a graduate education means someone is able to surpass all the academic-related issues and challenges. To a graduate and post-graduate student, thesis and dissertation

writing is a degree requirement. Graduation entails the submission of research output defended before the set of a panel of evaluators duly approved and accepted. Research outputs in this education level is a measure of academic achievement and excellence that paves the way on the discovery, creation, and generation of new knowledge which is directly related to the productivity of an institution (Gomez & Panaligan, 2013). Upon completion of the highest degree program, one is highly expected to have developed the necessary research competency-skills. Research competency in this study is defined after the words of Mallari & Santiago as cited by Gomez and Panaligan (2013) which refers to the basic and related skills in a scientific way of conducting research. According to Golde as cited by Lubbe, et. al (2005), writing a research output as the main requirement of the degree program is one of the reasons why half of the postgraduate students do not finish their studies. Thus, necessary competence in research related issues should be determined along the degree of difficulty on problems that usually bother them. Hence, such a study is conducted.

Objectives of the Study

Generally, the study put emphasis on determining whether the individual who finished a master's degree and is presently enrolled in postgraduate education had really acquired the knowledge and skills along with research-related issues. Likewise, the degree of difficulty on problems encountered in such is included.

Specifically, said study:

1. determined the profile among the male and female postgraduate students.
2. described the level of competency in research related skills among male and female postgraduate students along:
 - a. practical skills,
 - b. problem-solving, thinking and communication skills,
 - c. personal attitudes and professional ethics,
 - d. dissemination of research findings, and;
 - e. roles and functions of a researcher.
3. determined the degree of difficulty on problems encountered among male and female postgraduate students in research writing.
4. compared the level of competency among male and female postgraduate students in research-related issues along with their selected profile variables.

5. determined the strength and significance of the association between the selected profile variables among male and female postgraduate students in relation to their level of competency in research-related issues.

Methods

The quantitative research method was used wherein questionnaires were adapted from the book of Posecion, et. al (2011) and research competencies framework (Gray, 2007).

Total enumeration was utilized wherein the respondents included were the postgraduate students who enrolled the subject Quantitative Research in Pangasinan State University-School of Advanced Studies at Urdaneta City Campus, Philippines for the 2nd Semester of School Year 2018-2019 leading to the doctor of education degree.

The statistical tools used were frequency and percentage for problem number 1, mean, average weighted mean and rank for problems number 2 and 3, multivariate analysis of variance for problem number 4, and; chi-square, Spearman rho, eta square for problem number 5.

Results and Discussion

The following tables show the findings of the study based on the aforementioned objectives.

On Profile of Male and Female Postgraduate Students

Figure 1.1 reflects that more than 60% of the postgraduate students are females compared to males with 33%. The result of this study about sex is already expected because in the education sector female were dominant due to the nature of this profession.

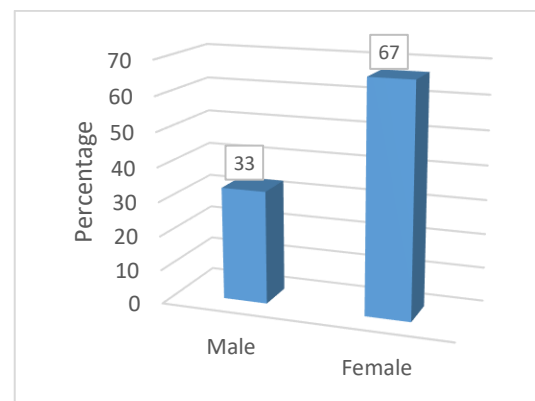
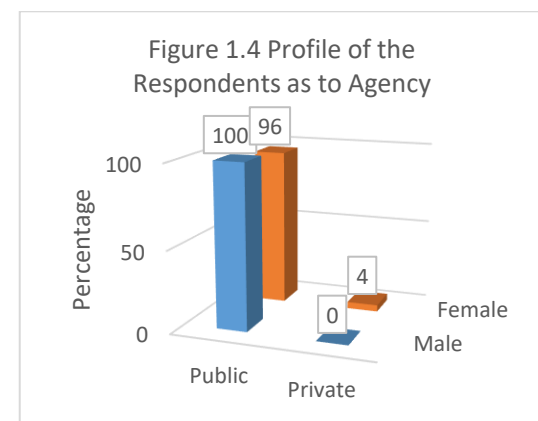
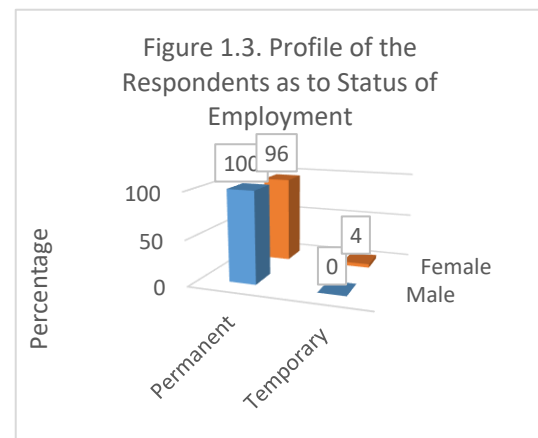
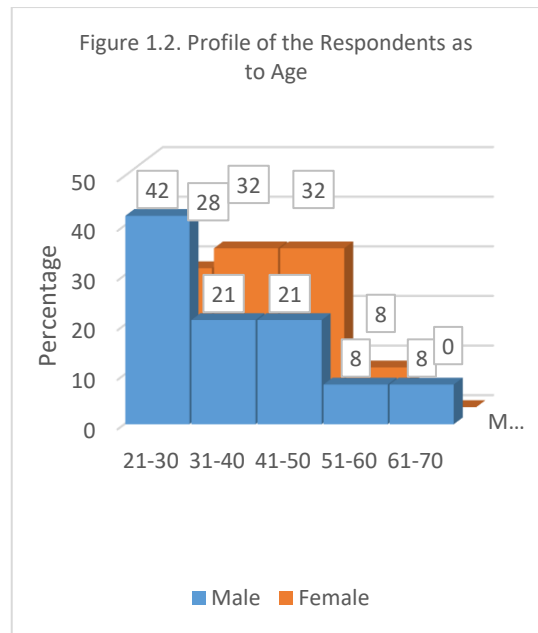
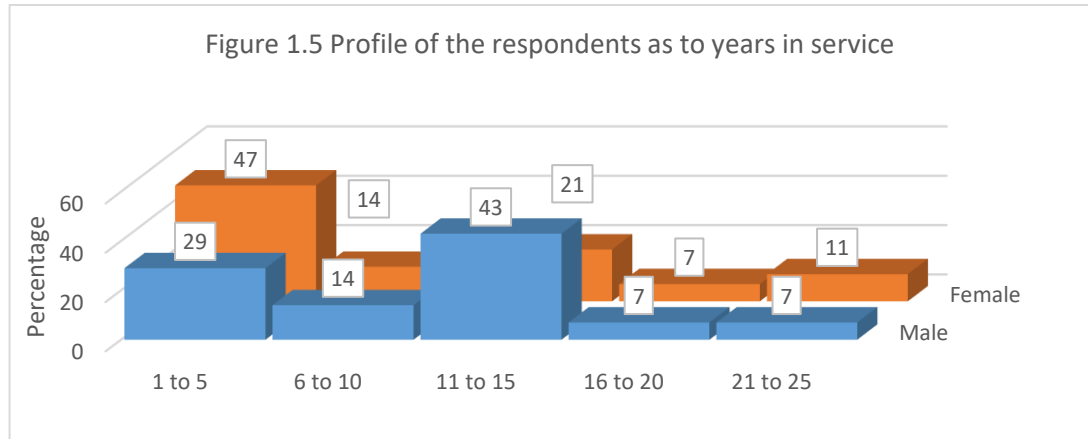


Figure 1.2 shows that 42% of the male postgraduate students is 21-30 and 32% of the females are in age ranging from 31-50. The age bracket with least percentage is 51 and above. It is expected that teacher whose age is 56 and above comprising the less percentage because at this age most of them handling administrative functions in the school. The result of this study corroborates with the findings of Guiab & Ganal (2014), regarding the profile of the public school heads. Most of the public school head age bracket is 46 – 60 comprising approximately 76 %. This may one of the factors why there is a less number of teachers engage in instruction at this age.

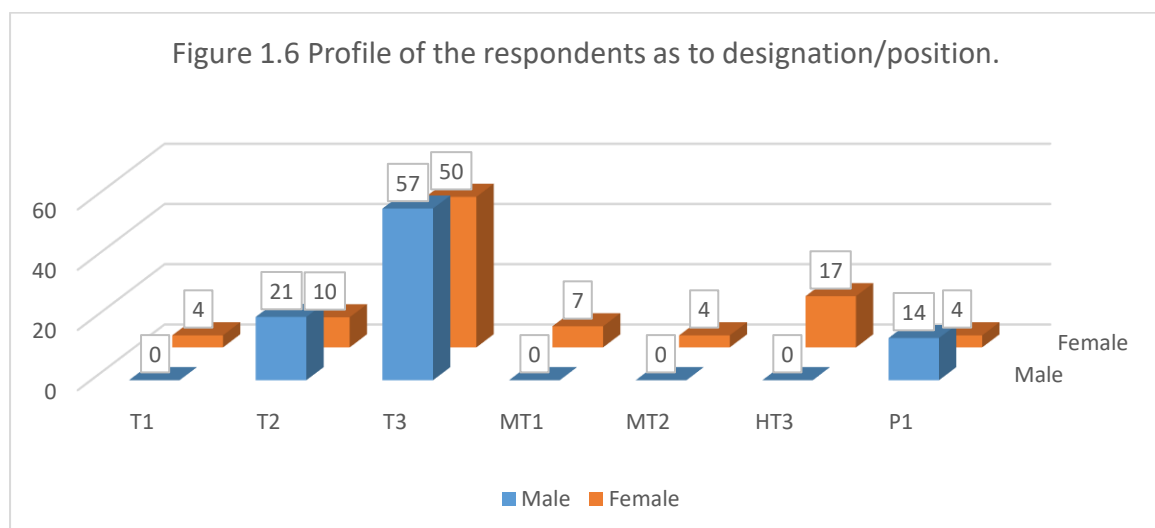


As to the employment status respondents (see figure 1.3) all male postgraduate students are holding a permanent status and 96% among the females are having the same employment status while 4% are temporary. Teachers in public schools are duly licensed professionals with high technical and professional competence. Thus, they deserve to be granted permanent status. The teachers who passed the hiring process and submitted all requirements in the public schools are usually granted with a permanent status immediately. This finding is attributed to the

agency employment of the respondents. All of the male respondents are employed in the public schools, while 96% of the female respondents employed in the public school also as shown in figure 1.4.



As to years of service, figure 1.5 reflects that 43% among the male respondents are in active service from 11-15 years while almost 50% among the females have 1 to 5 years in service. This means that males render longer service years over females who relatively have lesser service years. This result is attributed to the age of the respondents which is most of them ages 31 and above. The expected employment age of the respondents is 21 – 25, which means that after 10 years of service they will be 31 years old and above. However, there is a less number of them whom the length of service experience is 21 and above. These are the teachers who are at almost reach the retirement age. There are few of them still engage in teaching because at this stage most of them recognized as leaders, mentors or may be a member of the supervisory functions.



The postgraduate students are serving as Teacher 3 with 57% (males) and 50% (females). This is attributed to the number of years in service of the respondents wherein most of them have a length of service ranging from 11 to 15 years. It is expected that after 10 years of service they are proficient or highly proficient teachers. In this regard, they deserve to be promoted to a higher rank because they possibly meet the qualification requirements.

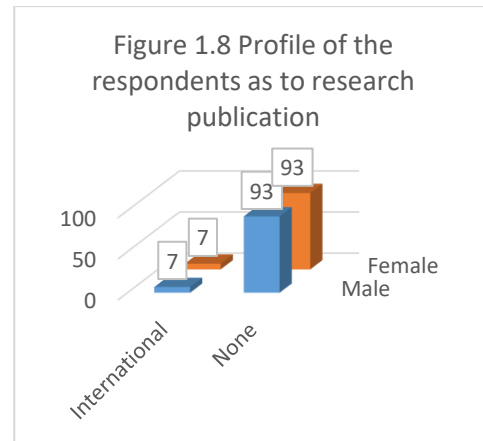
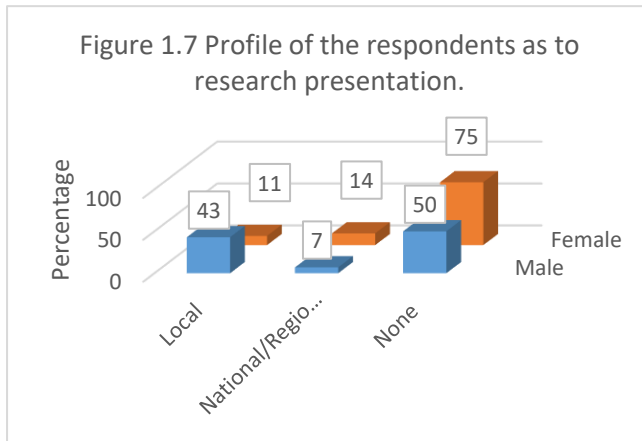
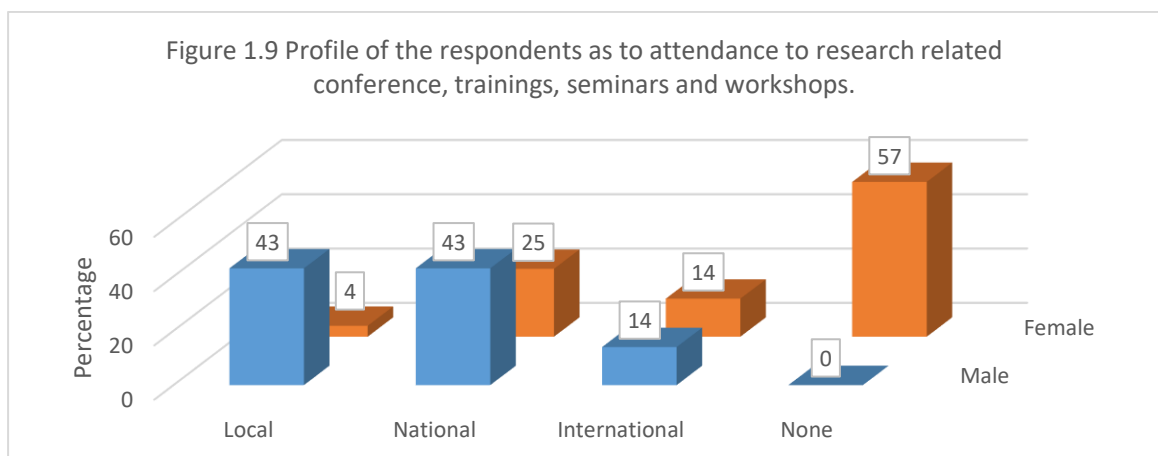


Figure 1.7 depicts that 60% among the male and 75% among the female postgraduate students are not able to participate in paper presentations. It is fascinating to note also that 50% of the male respondents are research enthusiasts. In terms of research publication (see figure 1.8), 93% among males and females have not published a research paper. This can be associated with the primary role of the teacher which is to serve as a facilitator of learning, therefore; they shall render the best service. Best teachers uphold the highest possible standard of quality education by guaranteeing the efficiency and effectiveness of the teaching methods and strategies used in the teaching and learning process. Thus, teachers should be research-driven to determine the interest and welfare of the learners that contribute to the maximum development of the learners.



It can be gleaned in table 1.9 that 43% among the males have attended research related in-service training at the local and national level compared to females wherein 57% are not

able to attend in such. The knowledge of subject matters and pedagogical skills are necessary for successful teaching, however, personality and attitudes of teachers is also an important aspect for a teacher (Olson & Wyett, 2019).

On Competency Level Among Male and Female Postgraduate Students in Research-Related Skills

Tables 2.1 to 2.5 presents the competency level of male and female postgraduate students in research-related skills which include practical skills, problem-solving/thinking and communication skills, personal attitudes and professional ethics, dissemination of research findings, and; roles and functions of a researcher.

Table 2.1 Competency Level in Practical Skills Among Male and Female Postgraduate Students

Indicators	Male			Female			Average	VD	Rank
	Mean	VD	Rank	Mean	VD	Rank	Weighted Mean		
Practical Skills									
1. Finding and using resources	4	VC	4	4	VC	2	4.00	VC	4
2. Using library and information technology effectively	4.28	VC	2	3.96	VC	3	4.07	VC	2
3. Recognizing and knowing when to use primary and secondary resources	4.28	VC	2	3.88	VC	4	4.01	VC	3
4. Observing and recording of data	4.07	VC	5	3.67	VC	5	3.80	VC	5
5. Utilizing technology (computer)	4.28	VC	2	4.21	VC	1	4.23	VC	1

Average Weighted Mean	4.18	VC	3.94	VC	4.02	VC
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Legend:

1.00-1.50 (LC)	1.51-2.50(MC)		2.51-3.50	3.51-4.50 (VC)	4.51-5.00 (VHC)
Less Competent	Moderately Competent	(C)	Competent	Very Competent	Very Highly Competent

It can be gleaned in the table that males' self-assessment result showed that they are very competent in terms of practical skills wherein 3 of the indicators received the same rank. These include the use of library and information technology, recognition and knowing when to use primary and secondary data, and; technology (computer) utilization. On the other hand, top in the list of indicators among the females is technology (computer) utilization, however; both groups had identified data observation and recording as the least in the rank. The respondents possess the necessary practical skill which is considered by Chavaz as cited by Ogbuiyi, et.al. (2014) that technology (computer) utilization has a positive impact in thinking critically, solving problems, providing feedbacks and collaboration which are essential elements in the research world.

Included in Table 2.2 as one of the research-related issues is the so-called communication skills. According to Arsyad (2014), the use of English is not purposely for international communication in an academic context only but also for academic-related purposes like in research work since it involves expression of ideas in oral and written form which are important components in thinking strategies in order to solve day to day problems in all walks of life.

Table 2.2 Competency Level in Problem Solving, Thinking and Communication Skills Among Male and Female Postgraduate Students

Indicators	Male			Female			Average Weighted Mean	VD	Rank
	Mean	VD	Rank	Mean	VD	Rank			
Problem Solving, Thinking and Communication Skills									
1. Understanding the difference between	4.28	VC	2.5	4.14	VC	2	4.19	VC	2

subjective and
objective
information

2. Recognizing when the information provided is sufficient	4.42	VC	1	4.17	VC	1	4.25	VC	1
3. Evaluating when the basis for a conclusion is laid out completely and clearly	4.28	VC	2.5	3.82	VC	4	3.97	VC	4
4. Generating research questions by recognizing gaps in knowledge	4.00	VC	5	3.75	VC	5	3.83	VC	5
5. Using oral and written communication to express ideas effectively	4.21	VC	4	4.10	VC	3	4.14	VC	3
Overall	4.24	VC		4.00	VC		4.08	VC	

Legend:

1.00-1.50 (LC) Less Competent	1.51-2.50 (MC) Moderately Competent	2.51-3.50 (C) Competent	3.51-4.50 (VC) Very Competent	4.51-5.00 (VHC) Very Highly Competent
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The male and female postgraduate students are common in pointing out that they are very competent in terms of problem-solving, thinking and communication skills. First in the rank is on recognition when the information provided is sufficient while 5th in the data is on generating research questions by recognizing gaps in knowledge. Their skill in identifying the insufficiency or sufficiency of data can be due to their enough knowledge in the use of guide questions which involve the “who, where, when, what, why and how. As to the use of written

and oral communication effectively the result in the conducted by Gomez & Panaligan, 2013) shows that that the respondents are competent in both aspects since they are trained in teaching profession, however; since they are not directly in the language filed so they can still be trained to enrich their writing ability that will boost their confidence in research writing through research-related in-service workshops. Seemingly, identifying research gaps can sometimes be confusing with the identification of research problems since a lot of related literature and studies must be read in order to recognize a research gap prior to research problem/question formulation (Dissanayake, 2013).

Codes of conduct and ethical guidelines are of great significance in all business contexts and more so on the research settings which differ in detail and content (Giorgini,at.al.2015). This is the rationale behind why one of the research related issues included is the personal attitude and professional ethics as reflected in table 2.3.

Table 2.3 Competency Level in Personal Attitudes and Professional Ethics among Male and Female Postgraduate Students

Indicators	Male			Female			Average Weighted Mean	VD	Rank
	Mean	VD	Rank	Mean	VD	Rank			
Personal Attitudes and Professional Ethics									
1. Demonstrating an appreciation of the necessity and value of research	4.14	VC	1.5	4.28	VC	1	4.23	VC	1
2. Manifesting an awareness and adhering in ethical principles underpinning research	4.14	VC	1.5	4.17	VC	2	4.16	VC	2
3. Designing and implementing research studies that	4.21	VC	3	3.85	VC	3	3.97	VC	3

evaluate practice and service delivery

Overall **4.16** VC **4.10** VC 4.12 VC

Legend:

1.00-1.50 (LC)	1.51-2.50 (MC)	2.51-3.50 (C)	3.51-4.50 (VC)	4.51-5.00 (VHC)
Less Competent	Moderately Competent	Competent	Very Competent	Very Highly Competent

In terms of personal attitude and professional ethics, it is shown that both groups assessed themselves to be very competent in this aspect. It is also presented that they do demonstrate appreciation on the necessity and value of research, however; it was reflected that despite having the perception that they are very competent in designing and implementing research studies that evaluate practices and service delivery. This means that they are very much aware of the significance and application of research in their workplaces (DepEd, 2016). Conducting research studies or projects on this line is one of the areas for the professional development of a teacher which is essential for the sustainability or improvement of the teacher’s personality and attitudes.

Conducting and completing research is not enough, writing the full paper is necessary for better understanding and contribute to the body of knowledge. Dissemination in either presentation locally, nationally and even international will be of great help so that what has been discovered or found out as a solution to a problem will be utilized. Publication on the same manner is also a must for others to learn from what has searched in the form of a theory, principle or anything that is to be utilized by the interested parties (Owoade, n.d. & Wilson, et.al., 2010). Table 2.4 depicts the data along this aspect.

Table 2.4 Competency Level in Dissemination of Research Findings Among Male and Female Postgraduate Students

Indicators	Male			Female			Average Weighted Mean	VD	Rank
	Mean	VD	Rank	Mean	VD	Rank			

Dissemination of Research Findings

1. Demonstrating the skills required for the publication of research results	4.07	VC	2	3.64	VC	2	3.78	2
2. Changing educational practice-based on the outcome of research studies	4.14	VC	1	3.71	VC	1	3.85	1
Overall	4.11	VC		3.68	VC		3.82	VC

Legend:

1.00-1.50 (LC) Less Competent	1.51-2.50 (MC) Moderately Competent	2.51-3.50 (C) Competent	3.51-4.50 (VC) Very Competent	4.51-5.00 (VHC) Very Highly Competent
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In terms of the competency level in the dissemination of research findings among male and female post-graduate students, they rated themselves very competent wherein they are the same in putting into top rank "changing educational practice-based on outcome of research studies and least in rank is on the demonstration of skills required for the publication of research results.

In state universities and colleges, as the academic rank of the faculty increases the higher the percentage is demanded or allotted in research activity. Thus, the more research outputs an individual had conducted the better because they are assumed to contribute to the improvement of academic institutions' practices, strategies, and processes (Gomez & Panaligan, 2013). Likewise, a postgraduate student is expected to be research-oriented, driven and productive as he improves his academic qualifications as what can be seen in table 2.5.

Table 2.5 Competency Level in Roles and Functions of Male and Female Postgraduate Students as a Researcher

Indicators	Male		Female			Average Weighted Mean	VD	Rank
	Mean	VD	Rank	Mean	VD			

Roles and Functions of a Researcher

1. Engaging in activities that contribute to the body of knowledge	4.00	VC	3.5	4.07	VC	1	4.05	VC	1
2. Designing and implementing a series of studies that address a significant issue	4.07	VC	1.5	3.75	VC	3	3.86	VC	2
3. Writing research findings applicable to major funding bodies	4.07	VC	1.5	3.53	VC	4	3.71	VC	4
4. Offering help and support to other researchers	4.00	VC	3.5	3.78	VC	2	3.85	VC	3
5. Publishing papers in research journals	3.71	VC	6	3.17	C	6	3.35	VC	6
6. Contributing to theory within a particular area of study	3.85	VC	5	3.42	C	5	3.56	VC	5
Overall	3.95	VC		3.62	VC		3.73	VC	

Legend:

1.00-1.50 (LC) Less Competent	1.51-2.50 (MC) Moderately Competent	2.51-3.50 (C) Competent	3.51-4.50 (VC) Very Competent	4.51-5.00 (VHC) Very Highly Competent
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The males and females assessed themselves as very competent along with their roles and functions as researchers. Top in the list and considered as common to both groups is on engagement in activities that contribute to the body of knowledge and least in the publication of papers in research journals. Publication, as cited by Cocal & De Vera (2018), is one of the challenges that most Filipino authors face due to lack of funds, difficulty in searching for an

appropriate journal where the paper will be published and high criteria of publishing companies. In addition, incompetence in research writing can also be a bottleneck on publishing research as stated by Vasconcelos, et.al.(2008).

Degree of Difficulty on Problems Encountered among Male and Female Postgraduate Students in Research Writing

It can be gleaned in table 3 the degree of difficulty on problems encountered by male and female postgraduate students in research writing.

Table 3. Degree of Difficulty on Problems Encountered among Male and Female Postgraduate Students in Research Writing

Indicators	Male			Female			Average	VD	Rank
	Mean	VD	Rank	Mean	VD	Rank	Weighted Mean		
1. Introduction	3.50	D	9.5	3.03	D	12.5	3.19	D	11.5
2. The setting of the Study	3.42	D	13	3.07	D	10.5	3.19	D	11.5
3. Theoretical and Conceptual Framework	3.57	VD	6	3.17	D	8	3.30	D	8
4. Hypothesis	3.42	D	13	3.03	D	12.5	3.16	D	13
5. Scope, Limitation, Delimitation of the Study	3.57	VD	6	3.10	D	9	3.26	D	9
6. Definition of Terms	3.50	D	9.5	2.92	D	13	3.11	D	14
7. Review of Literature and Studies	3.57	VD	6	3.46	D	5	3.50	D	5
8. Methods	3.42	D	13	3.35	D	6.5	3.37	D	7
9. Subjects	3.50	D	9.5	3.07	D	10.5	3.21	D	10
10. Sampling Technique	3.50	D	9.5	3.35	D	6.5	3.40	D	6
11. Data Gathering	3.64	VD	3	3.50	D	3.5	3.55	VD	3.5
12. Statistical Treatment	3.64	VD	3	3.67	VD	1.5	3.66	VD	2
13. Presentation, Analysis, and Interpretation of Data	3.92	VD	1	3.67	VD	1.5	3.75	VD	1

14. Summary, Findings, Conclusion, Recommendation	3.64	VD	3	3.50	D	3.5	VD	3.55	3.5
Overall	3.56	VD		3.28	D		D	3.37	

Legend:

1.00-1.50 (LD) Less Difficult	1.51-2.50 (MD) Moderately Difficult	2.51-3.50 (D) Difficult	3.51-4.50 (VD) Very Difficult	4.51-5.00 (VHD) Very Highly Difficult
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Males encountered very difficult problems on most indicators in research writing particularly along presentation/analysis/data interpretation, statistical treatment summary/ findings/ conclusion/ recommendation, theoretical/ conceptual framework, scope/ limitation/ delimitation of the study, and; review of related literature/studies. Females encountered difficult problems on most of the indicators specified in the study. Likewise, they experienced very difficult problems only on 4 indicators particularly on presentation/ analysis/data interpretation, statistical treatment, summary/ findings/ conclusion/ recommendation, and; data gathering. As Lander, et.al. (2018) pointed out in their paper one's skill in research writing is improved and well-developed if they will undergo and directly experience the process rather than merely attending research related for a or consortium. On the same respect, Gomez and Panaligan (2013) concluded that though their respondents are competent in research writing, they still need to enhance their competence in the formulation of theoretical/conceptual paradigm and identification of statistical tool or treatment appropriate to their stated problems or questions.

Self-Assessed Competency on Research Related Issues and Problems Encountered Among Male and Female Postgraduate Students

Shown in table 4 is the computed difference on self-assessed competency along with research-related issues and problems encountered among male and female postgraduate students.

Table 4. Self-Assessed Competency on Research Related Issues and Degree of Difficulty on Problems Encountered Among Male and Female Postgraduate Students

Effect	Dependent Variables	Sex	Mean	F	Sig
Wilks' Lambda = .742	Practical Skills	Male	4.2308	2.652	.111
		Female	3.9286		
Sig. = .048	Problem Solving, Thinking and Communication Skills	Male	4.2615	1.606	.213
		Female	4.0000		
	Personal Attitudes and Professional Ethics	Male	4.1795	.112	.739
		Female	4.1071		
	Dissemination of Research	Male	4.1154	4.499	.040*
		Female	3.6786		
	Roles and Functions of a Researcher	Male	3.9487	2.003	.165
		Female	3.6250		
	Problems	Male	3.6703	1.337	.255
		Female	3.2832		

Table 4 shows the computed Wilk's lambda .742 with corresponding significant value of 0.048. The computed significant value is less than 0.05 implies that the group mean differences between the male and female respondents' self-assessment regarding research matters is significant along with the given areas.

The table also revealed the computed ANOVA value 4.499 along with dissemination of research findings with corresponding significant value of 0.040 which is less than 0.05, implies that the null hypothesis must be rejected. Furthermore, the computed mean on self-assessment level among the male is greater than the female respondents. This means that the self – assessment level of male respondents on the dissemination of research findings is significantly higher than the female respondents.

Reviewing table 4 again, most of the computed significant values (see column 6 of table 4) are greater than the alpha value 0.05 except along dissemination of research findings. This implies that the self-assessment level of male and female respondents along Practical Skills, Problem Solving, Thinking and Communication Skills, Personal Attitudes and Professional Ethics and so with the Roles and Functions of a Researcher is not significantly different with each other. This can be associated to the higher percentage exposure among males over females along research presentations as reflected in table 1.7 which is one of the many ways in disseminating research findings because through the said academic exchange of research

results individual's confidence is developed in collaboration with other researchers from different disciplines (Lander, et.al., 2018).

Strength and Significance of the Association between the Selected Profile Variables Among Male and Female Postgraduate Students along with their Level of Competency and Degree of Difficulty on Problems Encountered in Research Writing

Tables 5.1 to 5.3 reveals the computed strength and significance of the association between the selected profile variable of male and female post-graduate students along with their level of competency and degree of difficulty on problems encountered in research writing.

Table 5.1 Strength and significance of the association between the selected profile variable among male post-graduate students along with their level of competency and degree of difficulty on problems encountered in research writing

Selected Profile Variable	Statistical Results	Practical	PS	PA	Dis	Role	Problem
Age	Correlation Coefficient	-.295	-.406	-.096	-.342	-.294	-.547*
	Sig. (2-tailed)	.306	.150	.743	.232	.308	.043
	DR	MW	MH	W	MW	MW	MH
Years in service	Correlation Coefficient	.132	.022	.367	.265	.112	-.071
	Sig. (2-tailed)	.654	.940	.196	.361	.704	.809
	DR	W	W	MW	MW	W	W
Designation/Position	Correlation Coefficient	.242	-.260	-.019	-.104	.019	-.154
	Sig. (2-tailed)	.404	.370	.948	.723	.948	.600
	DR	MW	MW	W	W	W	W
Research Presentation	Correlation Coefficient	-.444	-.645	.000	-.612	-.148	-.889*
	Sig. (2-tailed)	.454	.239	1.000	.272	.812	.044
	DR	MS	S	W	S	W	VS
Research Conference/Training/ Seminar-Workshop Attended	Correlation Coefficient	.703	.750	.559	.471	.825	.649
	Sig. (2-tailed)	.185	.144	.327	.423	.086	.236
	DR	S	S	S	S	VS	S

Legend:

0.00 – 0.20 0.21 – 0.40 (MW) 0.41 – 0.60 (MS) 0.61 – 0.80 (S) 0.81 – 1.00 (VS)
(W)

Weak	Moderately Weak	Moderately Strong	Strong	Very Strong
A = Practical Skills	B=Problem Solving, Thinking and Communication Skills		C=Personal Attitudes and Professional Ethics	

Age and Degree of Problems Encountered in Writing Research

It could be gleaned in table 5.1 that there is a significant relationship between the age and degree of problems encountered of the male respondents as supported by the computed Spearman Rho value of $-.547$ with corresponding significant value of $.043$ which is less than 0.05 . The computed Spearman Rho value indicates that the association between the two variables is moderately strong but inversely proportional with each other. This means that younger male respondents have a higher degree of problems encountered in writing Research than the older male respondents.

Number of Research Presented and Degree of Problems Encountered in Writing Research

Table 5.1 elicits that the variables Number of Research Presented and Degree of Problems Encountered in Writing Research are significantly related to each other. The computed Spearman Rho value of $-.889$ with significant value of 0.044 indicates that the variables are inversely proportional with each other. This means that the male respondents with a higher number of paper presented in the conferences or fora have a lower degree of problems encountered than with the male respondents with lesser number of researches presented.

Other Profile Variables and Research Related Issues and Problems Encountered

The results presented in Table 5.1 depicts also that there is no significant relationship between Degree of Problems Encountered in Writing Research across years of service, designation/position, and a number of Research Conference/Training/Seminar-Workshop Attended. Moreover, there are no significant relationships between the profile variables and the self - assessment research related issues. This was supported by the computed significant values along with these variables. This means that there is no linear pattern that can be generated regarding the associations between those variables.

Table 5.2 Strength and significance of the association between the selected profile variable among female post-graduate students along with their level of competency and degree of difficulty on problems encountered in research writing

Selected Profile Variables		Practical	PS	PA	Dis	Role	Problems
Age	Correlation Coefficient	.055	.260	.123	.297	.255	-.012
	Sig. (2-tailed)	.781	.182	.535	.125	.191	.952
	DR	W	MW	W	MW	MW	W
Employ Status	Likelihood ratio	.415	.346	.283	.415	.899	1.383
	Eta Square	.122	.111	.101	.122	.179	.222
	Sig. (2-tailed)	1.00	1.00	1.00	1.00	1.00	.429
	DR	W	W	W	W	W	MW
Agency	Likelihood ratio	.688	.346	.492	.415	.899	1.383
	Eta Square	.122	.111	.101	.122	.179	.222
	Sig. (2-tailed)	1.00	1.00	1.00	1.00	1.00	.429
	DR	W	W	W	W	W	MW
Years in service	Spearman rho	-.145	.192	.015	.086	.082	-.165
	Sig. (2-tailed)	.462	.328	.938	.662	.679	.400
	DR	W	W	W	W	W	W
Designation/position	Spearman rho	-.161	.061	-.026	.070	-.171	-.334
	Sig. (2-tailed)	.414	.760	.895	.723	.383	.082
	DR	W	W	W	W	W	MW
Research Presentation	Spearman rho	.000	-.063	.397	.520	.516	.253
	Sig. (2-tailed)	1.000	.881	.330	.187	.190	.545
	DR	W	W	MW	MS	MS	MW
Research Conference/Training	Spearman rho	-.272	-.187	-.338	-.022	-.063	-.394
	Sig. (2-tailed)	.369	.542	.258	.944	.839	.182
Seminar/Workshop Attended	DR	MW	W	MW	W	W	MW

Legend:

0.00 – 0.20	0.21 – 0.40	0.41 – 0.60 (MS)	0.61 – 0.80	0.81 – 1.00
(W)	(MW)		(S)	(VS)
Weak	Moderately Weak	Moderately Strong	Strong	Very Strong

The results presented in Table 5.2 reflects that all of the computed significant values between research related issues across profile variables are greater than 0.05. This implies we cannot generate a linear pattern regarding the association between those variables. Moreover, we could not also generate a linear pattern between the association of Degree of Problems Encountered in Writing Research across the profile variable of female respondents because the computed significant values are also greater than 0.05.

Table 5.3 Combined strength and significance of the association between the selected profile variables among male and female postgraduate students along with their level of competency and degree of difficulty on problems encountered in research writing

Selected Profile Variables	Statistical						
	Results	Practical	PS	PA	Dis	Role	Prob
Age	Spearman rho	.000	.169	.112	.197	.147	-.146
	Sig. (2-tailed)	.999	.283	.482	.211	.352	.357
	DR	W	W	W	W	W	W
Employment	Chi-square	.241	.205	.171	.241	.630	1.127
Status	Eta square	.076	.070	.064	.076	.123	.164
	Sig. (2-tailed)	1.00	1.00	1.00	1.00	1.00	.476
	DR	W	W	W	W	W	W
Agency	Likelihood ratio	.241	.205	.171	.241	.630	1.127
	Eta Square	.076	1.00	.064	.076	.123	.164
	Sig. (2-tailed)	1.00	.070	1.00	1.00	1.00	.476
	DR	W	W	W	W	W	W
Years in service	Spearman rho	-.235	-.008	.054	-.143	-.117	-.223
	Sig. (2-tailed)	.134	.959	.733	.367	.460	.156
	DR	MW	W	W	W	W	MW
Designation/ Position	Spearman rho	-.239	-.105	-.016	-.210	-.260	-.316*
	Sig. (2-tailed)	.128	.509	.922	.181	.096	.042
	DR	MW	W	W	MW	MW	MW
Research Presentation	Spearman rho	.023	-.113	.283	.283	.318	-.157
	Sig. (2-tailed)	.941	.713	.349	.348	.290	.610
	DR	W	W	MW	MW	MW	W

Research Conference/Training	Spearman rho	.053	.098	-.087	.136	.144	-.147
Seminar/Workshop Attended	Sig. (2-tailed)	.836	.699	.731	.591	.570	.560
	DR	W	W	W	W	W	W

Legend:

0.00 – 0.20	0.21 – 0.40	0.41 – 0.60 (MS)	0.61 – 0.80	0.81 – 1.00
(W)	(MW)		(S)	(VS)
Weak	Moderately Weak	Moderately Strong	Strong	Very Strong

Designation/Position and Degree of Difficulty on Problems Encountered in Writing Research

Table 5.3 shows that there is a significant relationship between the designation/position and the degree of difficulty on problems encountered in research writing among the respondents. The computed Spearman Rho value of -.316 with corresponding significant value of .042 which is less than 0.05 implies that the association between the two variables is moderately weak and inversely proportional with each other. This means that the respondents with higher designation/position have a lower degree of problems encountered in writing Research than the respondents with lower designation/position.

Other Profile Variables, Research- Related Issues and Problems Encountered

The results presented in Table 5.3 shows that all of the computed significant values between research-related issues and Degree of Difficulty on Problems Encountered in Research Writing across profile variables are greater than 0.05. This implies that the null hypothesis stated as "there is no significant relationship between research-related issues and Degree of Difficulty on Problems Encountered in Research Writing across the selected profile variables" must be rejected. This means that a linear pattern regarding the association between those variables can't be generated.

Conclusion

Female postgraduate students outnumbered males in terms of sex who are in categorized to be in their mid to adulthood stage of life with permanent employment status in public agencies and have longer service years compared to males as teacher 3. Both groups of male and female postgraduate students showed that most of them had no paper presentations,

lacks publication and not attended in-service research-related conferences, training, seminar-workshops and the like.

The male and female postgraduate students are very competent on the level of their self-assessment along with research related issues as to practical skills, problem-solving, thinking and communication skills, personal attitude and professional ethics, dissemination of research findings and on roles and functions of a researcher. Further, their competency strength on the indicators in each research-related issues is along with the use of technology (computer), ability to recognize knowledge sufficiency provided, appreciation of research necessity and value, shifting educational practice-based into the outcome of research studies, and, engagement on activities that are contributory to the body of knowledge. Competency ranked least such as data observation and recording, research question generation out of recognition of knowledge gaps, designing and implementing research studies that evaluation of practice and service delivery, demonstration of skills required for the publication of research results and publication of research papers in journals.

The study found out that on the degree of difficulty on problems encountered in research writing, male post-graduate students described their problems as very difficult on most aspects compared to females whose level of difficulty is difficult on most of the indicators identified. However, both groups experienced very difficult problems along with data presentation/analysis/interpretation, statistical treatment as well as on summary/findings/conclusion and recommendation.

Male respondents had higher self-assessment on dissemination of research findings than female respondents.

The older male respondents with a greater number of researches presented had lower degree of difficulty on problems encountered in research writing than younger male.

Recommendation

Postgraduate institutions must provide more avenue for male and female students to gain experience in paper presentations, publications and attendance to in-service research-related activities like organizing classroom-based symposium, trainings, seminar-workshop, in-house presentations and/or encourage them to attend institution-based, national as well as international presentations especially those who are enrolled in research subjects so as to enrich and enhance one's capability in doing such work.

Improve the male and female postgraduate students level of competency on the least ranked indicators identified in each research-related issues by intensifying the knowledge of

male and female postgraduate students while taking research courses and expose them to functional research work by engaging them in more research work and readings.

Broaden one's experience along with the very difficult problems that the male and female postgraduate students had encountered in research writing by providing more assistance to them while they are conducting research work through coaching, mentoring and even establishing research clinic to facilitate and lessen the degree of difficulty experienced on these aspects. Apply one of the best practices of other institutions like maintaining a minimal number of students (at least 25 per class) enrolled in research subject so as to provide more time in assisting the students in their research work and be more focused on individual needs in accomplished quality research outputs.

Further study is recommended in a wider scope and with the inclusion of other variables to serve as a basis for capability enhancement among researchers and research facilities/equipment.

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