

Impact Study on the Implementation of CAL-DEFL's Research Writing, Editing, Proofreading, and Orientation on Layout Tools for Publication Purposes Training 2023-2024

Sherrilyn Quintos, PhD
Bataan Peninsula State University

ABSTRACT

This study investigates the positive impact of extensive training in research writing, editing, proofreading, and publication layout tools on educators' skills and career advancement. The findings reveal significant improvements in participants' research writing abilities and confidence in the editing and proofreading processes, with respondents expressing high satisfaction with the support received from editors. Recommendations emphasize the importance of ongoing learning and the pursuit of additional resources to further refine these skills. Participants are encouraged to advocate for continued training programs within their institutions, with an appeal for administrative support to enhance professional development opportunities. The training not only equips educators with essential tools for academic advancement but also fosters a deeper understanding of research practices that benefit their students and the wider academic community. This study highlights the transformative potential of structured training programs in enhancing educational outcomes and promoting career growth.

Keywords: research writing, professional development, training programs, educational outcomes, career advancement

INTRODUCTION

The Polytechnic University of the Philippines, which was founded on October 19, 1904, aims to envision itself as a leading comprehensive Polytechnic University in Asia. Its mission is to advance an inclusive, equitable, and globally relevant Polytechnic education towards national development. Its strategic goals are categorized into 3 Pillars. The teaching and learning with its strategic goal is to innovate curricula and instruction and to have empowered experts, and productive faculty members. The second pillar covers the Research and Extension wherein it aims to engage in intensified research innovation, dissemination, and utilization of research. Furthermore, it aims to strengthen sustainable and impactful extension programs and also, expand its research and extension networks with local, national, and international partners. Its third pillar covers internal governance with a focus on transformational university leadership and judicious and ethical stewardship of physical and financial resources. It also aims to deliver effective and efficient human resource management and deliver excellent citizen/client satisfaction. Finally, it aims to

build smart campuses that foster a harmonious integration of technology and education which enhances students' experience and creates an efficient and collaborative learning environment. (PUP, 2024)

PUP adheres to CHED Memorandum Order No. 52, Series of 2016, Republic Act. 7722 which explains that universities must lead on engagements that would benefit Filipinos in terms of economic growth by serving as research and development laboratories. Through its Extension programs, PUP aims to realize its strategic goal which states that "strengthen sustainable and impactful extension programs and also, expand its research and extension networks with local, national, and international partners". The university, through its Research and Extension Development sector, cascades mandates on the implementation of needs-based and sustainable extension programs which should be followed by the various colleges and programs. One of these is the Department of English, Foreign Languages and Linguistics under the College of Arts and Letters which offers programs such as Bachelor of Arts in English Language Studies and Bachelor in Literary and Cultural Studies. AB English Language Studies (AB ELS) which is an enriched program from the previous AB English aims to offer the students a more comprehensive and contextualized understanding of both theoretical frameworks and practical applications of the English language. Furthermore, the AB ELS program focuses more on developing students' proficiency in the English language, language research, and teaching skills as a preparation for graduates in diverse professional settings (PUP College of Arts and Letters-Official, 2021).

The extensive training for teachers which focuses on teaching them how to write publishable research articles, aligns with the UN's Sustainable Development Goal for Quality Education to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations, 2024). This training directly supports the goal of enhancing the quality of education for students by equipping the teachers with the necessary skills for conducting and publishing research. Engaging in academic research will allow teachers to contribute to evidence-based practices that will improve teaching methods and educational policies which creates better learning environments for students. This training allows teacher-trainees to grow professionally and advance their careers through publications. Moreover, it allows them to explore the different teaching methods that will help them in fostering better educational outcomes. The enhanced and more effective research-informed teaching methods will also benefit the students under them because of the improved learning environments.

In line with this, providing free training to basic education teachers in the Philippines is crucial for improving the quality of education in the country. However, numerous teachers in the country face significant challenges in terms of funding, training opportunities, and time management. With regards to funding, the budgets for professional development among educators in the country are often limited, especially

in public schools. Without proper funding from the government, the teachers are unable to attend workshops, training, and seminars that will help them enhance their teaching skills as well as the necessary skills for writing publishable research articles. The free training offered by the Department of Education called Learning Action Cell (LAC) sessions prepares a line-item budget that comes from the school's respective Maintenance and Other Operating Expenses (MOOE) and other external grants. However, only the expenses under school MOOE may be included (DepEd, 2016). Though the department spent P321.1 million on training, workshops, and seminars from January to December 2017, it was only 7.5% of the P4 billion annual budget for training and development programs. This limits the scope of professional development activities as the budget was supposed to be enough to provide training and seminars for basic education teachers. Reports have been also circulating that the events and training were "held in luxurious resorts and tourist spot locations." This claim was disproved by the department which emphasized that they strictly adhere to the allowed daily training budget for each person and the selection of venues is approved only when it adheres to existing policies and guidelines on procurement (DepEd, 2021). In addition, the lack of training opportunities, particularly for those in remote areas, limits the teachers' access to training and seminars resulting in limited access to updated teaching methods and resources. Furthermore, teachers struggle to juggle many responsibilities, including teaching, lesson planning, and administrative tasks which leaves them limited time for professional growth activities. By offering targeted training programs, the teachers develop the necessary skills to overcome challenges such as limited access to scientific training, time management for research, and insufficient resources for conducting studies. This will enable them to produce valuable research that informs better teaching practices and addresses different learning challenges.

In this study, the researcher aims to know the impact of the implementation of extensive training for research writing, editing, proofreading, and orientation layout tools. Specifically, this impact study aims to:

1. Describe to what extent the respondents feel that research writing skills improved after the training.
2. Describe to what extent the training improved the respondents' familiarity with editing and proofreading.
3. Describe how the research and publications training can positively influence the respondents' career growth opportunities.
4. Determine the extent to which the skills gained after the training could lead to a possible salary increase.
5. Determine the extent to which how the training has impacted the respondents' awareness of the publication process from their perspectives; and
6. Determine the respondents' overall assessment of the program's impact on their career and career growth as a teacher.

Theoretical Framework

The present aims to examine the underlying impacts of implementing training programs for research writing, proofreading, and editing through the lens of Constructivist theory. The constructivist theory seeks to explain how teachers who undergo training for research writing can build meaningful skills in research by actively engaging in the learning process. In the context of the study, it will help in explaining how teachers learn effectively through active and hands-on experience. This active approach is key to understanding the training's impact because it fosters deeper comprehension and long-term retention of skills rather than passive learning. Through this theory, it will help analyze not only whether the training was effective but also how it influenced the teachers' skill development.

Constructivist theory highlights that knowledge is built through experiences and interactions. In the context of training, constructivism supports learning by allowing the teachers to immerse themselves with research practices, such as writing publishable research articles, proofreading, and editing to build deeper understanding and skills (Gray, 2024). The training in research writing allows the teachers to apply theoretical concepts and encourages collaboration with other teacher-trainees through the exchange of ideas. Reflection, then allows teachers to assess their learning from the training which helps them refine their research and teaching methods. Through the research training, teachers learn to create evidence-based studies that inform updated and effective teaching methods. This results in activities that enhance student engagement and overall learning quality. This approach emphasizes that experience is the foundation of knowledge and training enables the teachers to develop necessary research skills, empowering them to create impactful educational strategies and foster a supportive and engaging classroom environment.

Studies show that teachers with limited research capabilities (Almonicar, 2022; Manila et. al., 2022) often need close supervision in tasks like formulating research questions, conducting literature reviews, and analyzing data. Training programs provide these teachers important research and writing skills which can be used to enhance the curriculum design and educational outcomes. This does not only benefit the teacher's professional growth (Ulla, 2018) but also the students' learning outcomes, which inspires the teachers and faculty researchers in writing, presenting, and publishing research articles (Vecaldo et. al., 2019). Furthermore, evidence suggests that research training enables teachers to select effective teaching methods, which positively impacts the students achievement and motivation (Hafeez, 2021). Thus, this program serves as a bridge between teachers' initial research readiness and their actual skill acquisition, especially when provided in a supportive environment (Uy and Callo, 2023). When teachers are in a supportive environment, they feel like they are ready to take on research writing activities and also ready to develop necessary skills for writing publishable research articles through practice and guidance. This serves as a bridge between their initial readiness and actual

skill acquisition, as it provides encouragement and resources to advance their careers. However, it does not significantly impact the teachers' productivity and overall research preparation, even with support, teachers may still face barriers in producing research consistently. That is why, providing training programs for teachers is necessary in order to equip the teachers with the right skills and preparation for writing publishable research materials.

This framework emphasizes how the teachers benefit from direct involvement in research tasks. It highlights the importance of engagement in research writing in order to apply the knowledge they gained in educational contexts. Constructivist theory underlines the importance of having first-hand experience in achieving professional development for teachers in terms of training.

METHODOLOGY

The researcher used a descriptive research design in the quantitative study. Descriptive research aims to outline the characteristics of a specific population by gathering data to address various "what," "when," and "how" questions related to that group. It does not delve into the reasons or causes behind certain phenomena; such inquiries are better suited for randomized and quasi-experimental studies. However, the data collected in descriptive research can be utilized to explore relationships (correlations) among variables. While these correlational findings do not establish causation, they can help identify which variables may be significant in understanding a phenomenon. As a result, descriptive research is often employed to formulate hypotheses that can be examined using more rigorous research designs (Descriptive Research Studies, n.d.). In terms of data treatment, the researcher used a quantitative design. Quantitative research serves as a key methodology within the social sciences, employing a variety of strategies and techniques to analyze psychological, social, and economic processes through numerical data. This method gathers different types of numerical data, which may be naturally quantitative (such as personal income) or generated through structured formats like rating scales. By collecting this data, researchers can conduct various statistical analyses, ranging from basic calculations, like averages, to more intricate examinations of relationships between variables (for example, the link between GPA and depression levels) or comparisons of aggregated data (such as GDP between different countries). Common methods in quantitative research include surveys, structured observations, and experiments, setting it apart from qualitative research, which centers on narratives and open-ended data collection techniques like interviews and ethnographies (UTA Libraries, n.d.).

The primary objective of quantitative research is to generate knowledge and improve understanding of the social world. Social scientists, including those in communication research, use this approach to investigate phenomena that impact individuals. Quantitative research focuses on a specific group, referred to as a sample

population, and applies scientific methods to analyze data that is observed or measured, addressing pertinent questions about that population (Allen, 2017). This study is quantitative in nature since the researcher used the numerical data to interpret the respondents' experience through their choices of response in each item found in the survey. All participants were invited to answer the survey form through the help of the training coordinator and faculty club president from Holy Spirit National High School, Mr. Alfred R. Montallana who helped the researcher disseminate the survey questionnaires through the Google form. Adelia, Miftahurrahmah, Nurpathonah, Zaindanu, and Ihsan (2021) researched the application of Google as a learning medium for evaluations, registration forms, and assignments. Their findings indicate that various researchers, including Batubara (2007), Fauzi (2014), Fatria (2017), and Vasantha Raju and Harinarayana (2016), have explored this topic. Google Forms has proven to be an effective unconventional formative assessment tool that facilitates student feedback to improve course instruction (Haddad & Kalaani, 2014). However, poorly designed instructions can diminish the effectiveness of Google Forms, and educators need to protect student privacy when sharing spreadsheet results (Dienno et al., 2015). Additionally, high schools in Indonesia use Google Forms as an evaluation tool, allowing teachers to view it as a legitimate instrument for assessing learning and creating online assessments (Thohir & Muslimah, 2020). Another advantage of using Google Forms in English language teaching is that it enables students to see their scores after submitting their answers (Adelia et al., 2021). The questions were based on the research objectives that aim to elicit the respondents' perspectives using their personal experiences. The researcher did not ask for the respondents' data to gain the respondents' confidence. The researcher adhered to strict ethical guidelines throughout the conduct of the survey for this impact study. Participation in the survey was voluntary, and all participants were informed of their rights, including the right to withdraw at any time without consequence. Before participation, individuals were provided with a detailed explanation of the study's purpose, procedures, and potential risks, ensuring informed consent was obtained.

Confidentiality was a priority; personal identifiers were removed from the data, and responses were stored securely to protect participant anonymity. The researcher ensured that data collection methods were respectful and non-intrusive, and participants were encouraged to ask questions or express concerns at any point during the process. By following these protocols, the researcher aimed to uphold the integrity of the study and the well-being of all participants. Frequency percentage was used since the researcher aimed to see most of the the participants' choice of answers for each item which led to conclusions, recommendations, and findings.

RESULTS AND DISCUSSIONS

This section presents the results and discussion of the study, “Impact Study on the Implementation of CAL-DEFLL’s Research Writing, Editing, Proofreading, and Orientation on Layout Tools for Publication Purposes Training 2024.” The study aimed to assess the effectiveness of the CAL-DEFLL training program in enhancing participants’ skills in research writing and publication processes. By analyzing quantitative data gathered from the survey the researcher was able to evaluate the program’s impact on the participants’ confidence and proficiency in these essential areas. The findings not only highlight the successes of the training initiative but also identify areas for improvement, providing valuable insights for future iterations of the program. Through this discussion, the researcher also aims to contribute to the broader understanding of effective training practices in academic writing and publication.

Figure 1

Gender

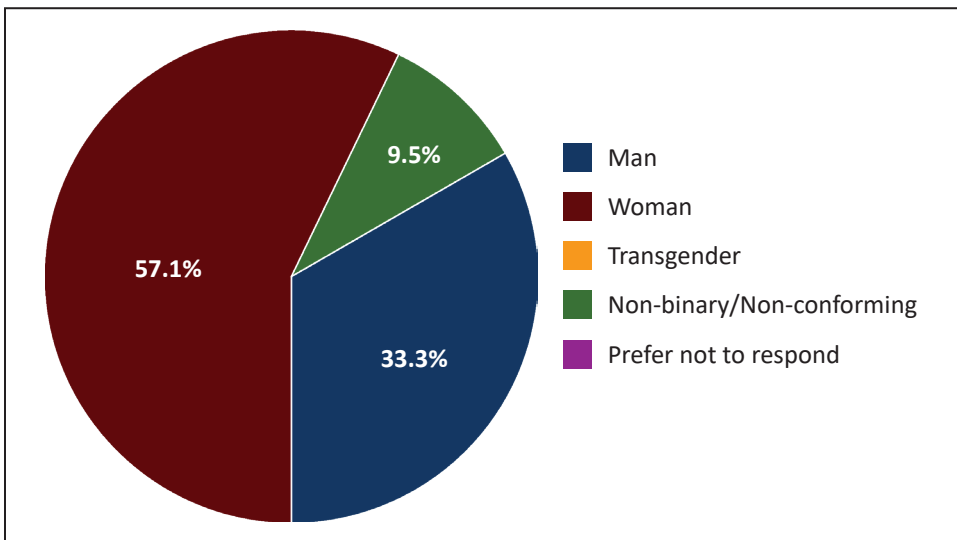


Figure 1 illustrates the distribution of respondents by gender, revealing that a significant majority, 57.1%, identify as women, while 33.3% identify as men. Additionally, 9.5% of respondents fall into the category of binary or non-conforming individuals. Notably, the data indicates that there are no transgender respondents and no individuals who chose not to disclose their gender identity. This demographic breakdown highlights the diversity of gender representation among the survey participants, providing valuable context for the study’s findings.

Figure 2
Highest Educational Attainment

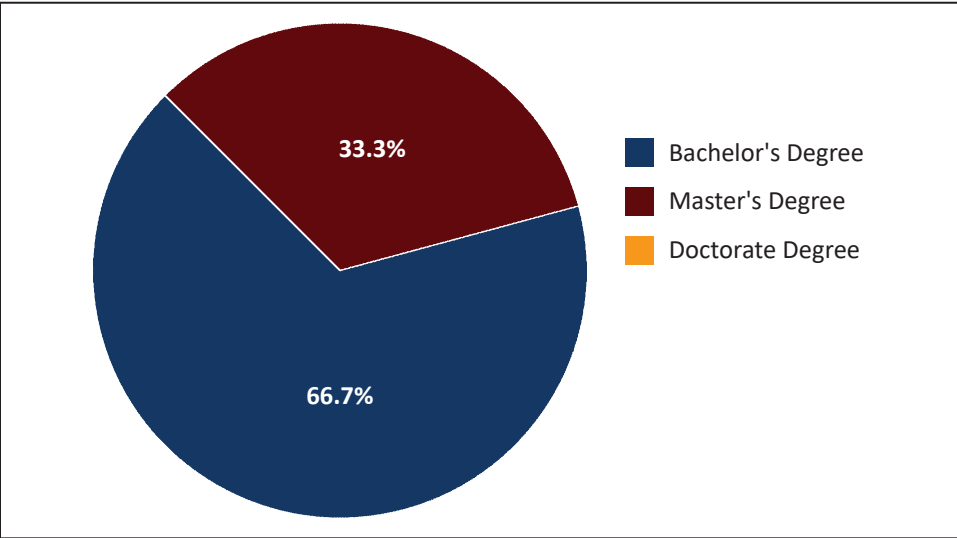


Figure 2 illustrates the educational attainment of the respondents. Of those surveyed, 66.7% reported having completed at least a bachelor's degree, while 33.3% held a master's degree. None reported having a doctorate.

Figure 3
Is this your first time to attend DEFL's training?

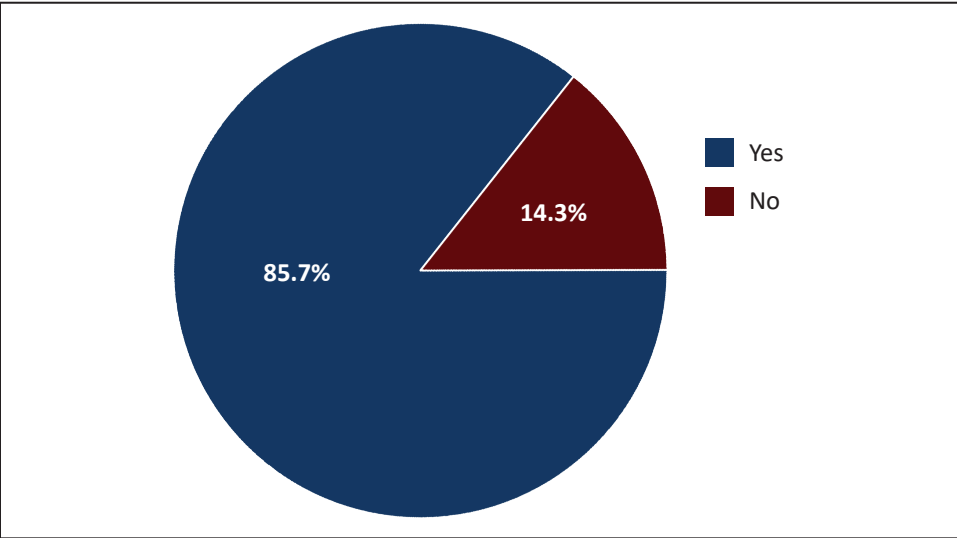


Figure 3 indicates whether this is the respondents' first time attending DEFL's training. Of those surveyed, 85.7% answered yes, while 14.3% answered no.

Figure 4
How did you hear about the training?

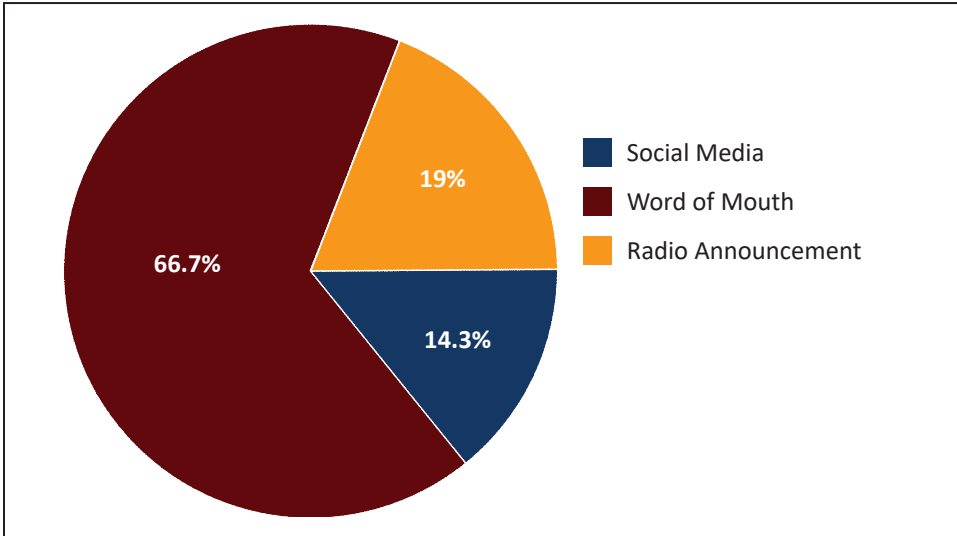


Figure 4 presents the sources through which respondents learned about the training. Specifically, 66.7% reported word of mouth, 14.3% cited social media, and 19% mentioned radio announcements.

Training Experience

Figure 5
How would you rate the overall quality of the training?

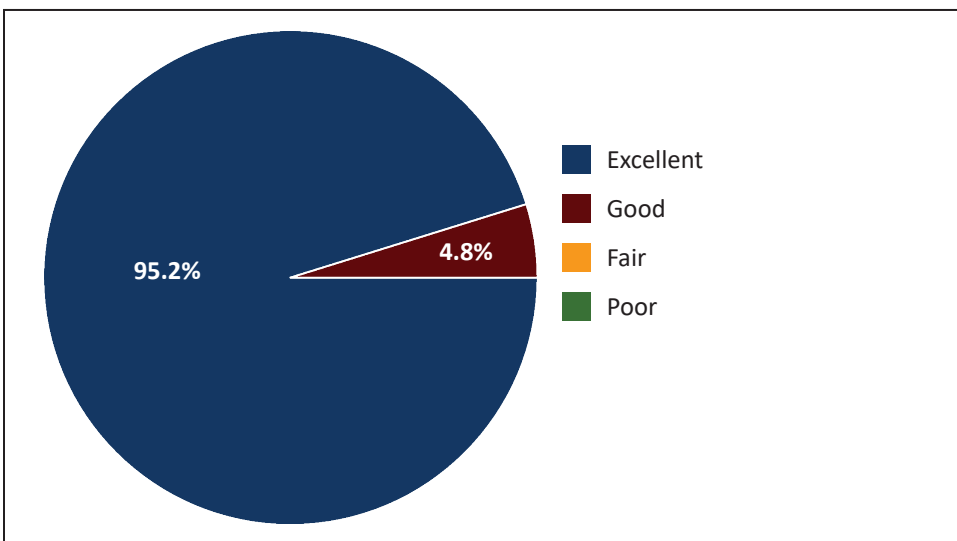


Figure 5 displays the respondents' ratings of the overall quality of the training. An impressive 95.2% rated it as excellent, while 4.8% rated it as good.

Figure 6

Were the training materials and resources helpful?

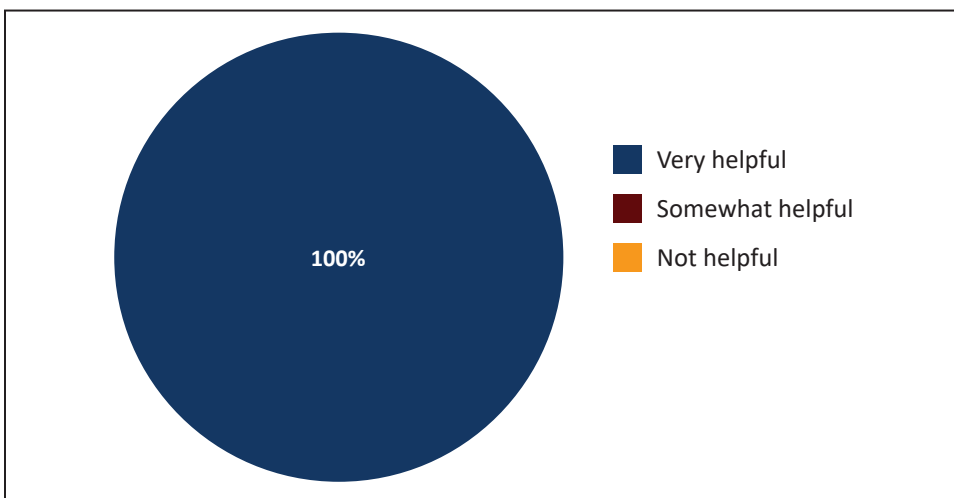


Figure 6 indicates whether the respondents found the training materials and resources helpful. All respondents, 100%, stated that they were helpful, with none indicating that they were somewhat helpful or not helpful at all.

Skill Development

Figure 7

To what extent do you feel your research writing skills improved after the training?

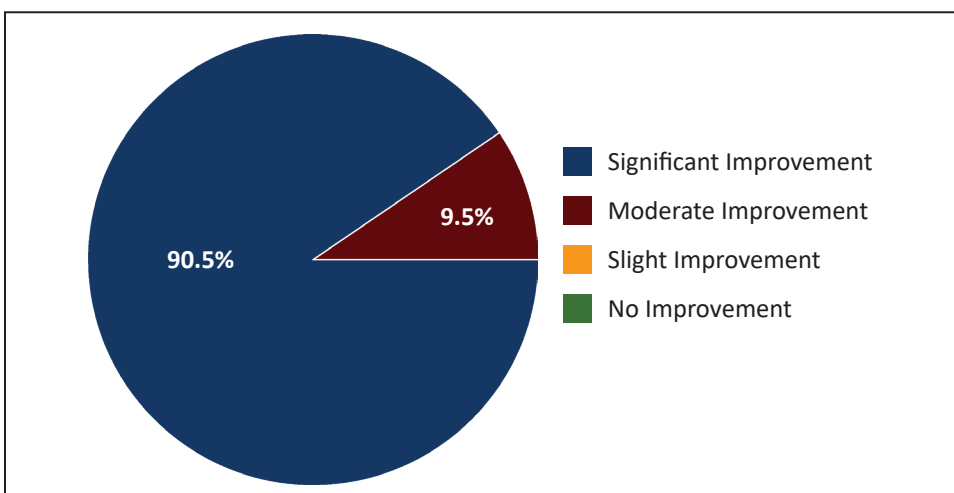


Figure 7 illustrates the extent to which respondents feel their research writing skills improved after the training. A substantial 90.5% reported a significant improvement, while 9.5% noted a moderate improvement. No respondents indicated a slight improvement or no improvement at all.

Figure 8

How confident do you feel with the assistance that your editor has provided in editing and proofreading your output?

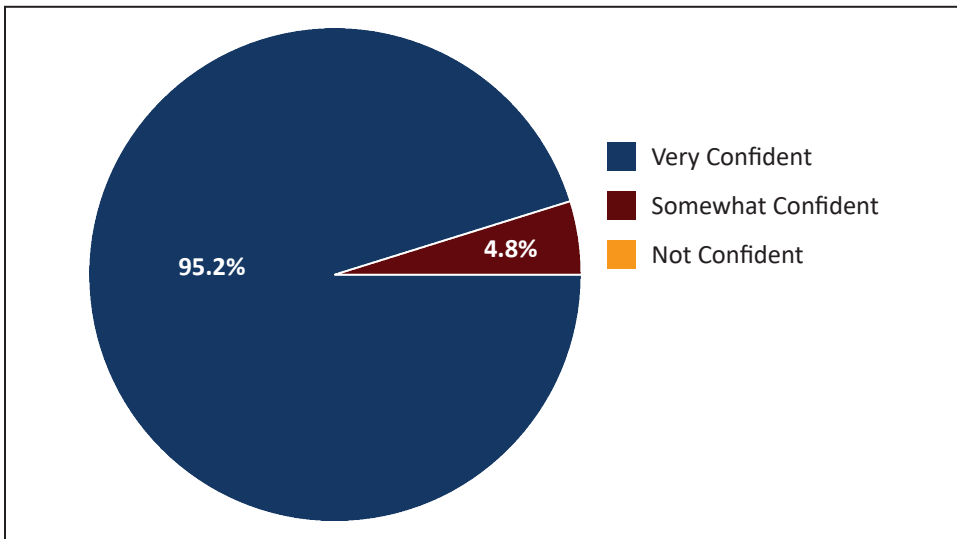


Figure 8 depicts the level of confidence respondents feel in the assistance that their editors have provided in editing and proofreading their output. Of those surveyed, 95.2% reported feeling very confident, while 4.8% felt somewhat confident. No respondents indicated that they were not confident. Effective editing is crucial in academic writing, whether for improving undergraduate work or refining a PhD dissertation. A skilled editor can enhance your writing while preserving your ideas. Clear and well-structured essays show respect for readers' time and boost your credibility. Poor writing filled with errors can undermine your authority, even if you understand the subject well. Effective editing improves grammar, referencing, and formatting, which is especially helpful for non-native speakers or those with dyslexia. Good editing fosters balanced writing by encouraging the exploration of multiple perspectives. An editor can help identify and correct biases, ensuring that arguments are supported by diverse research and that references are used consistently. A coherent progression of ideas is essential for effective essays. Editors help structure the writing, ensuring each paragraph contributes meaningfully to the overall argument and guiding the reader toward a memorable conclusion. Overall, strong editing enhances clarity, balance, and structure in academic essays (Oxbridge Editing, 2018).

Figure 9

Have you applied any of the skills learned in your academic or professional work?

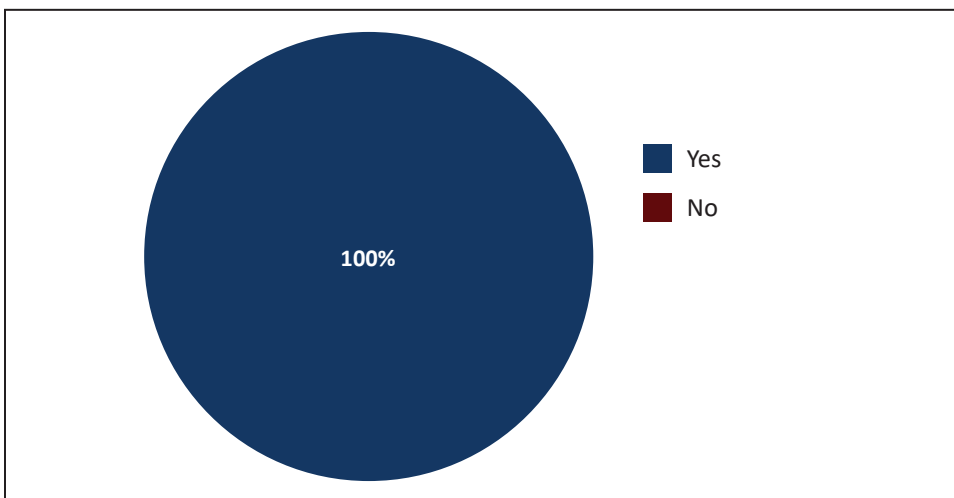


Figure 9 reveals whether the respondents believe they have applied any of the skills learned in the training to their academic or professional work. All respondents, 100%, answered yes, with no one indicating otherwise.

Publication Writing Confidence

Figure 10

How confident do you feel in your research writing skills after completing the training?

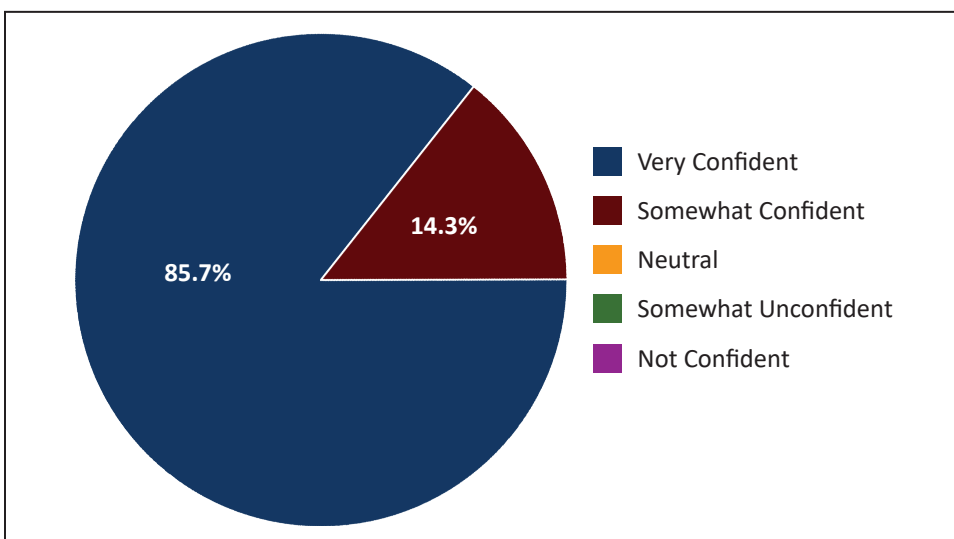


Figure 10 illustrates how respondents feel about their research writing skills after completing the training. A notable 85.7% expressed that they are very confident, while 14.3% reported feeling somewhat confident. No respondents indicated a neutral stance, nor did anyone express being somewhat unconfident or not confident at all. The career development of academics is largely influenced by their research and publication outcomes. Early-career academics require support and guidance to adapt to new work cultures and practices as they begin their professional Research collaboration activities benefit young academics in terms of their knowledge, skills, and personal growth. Engaging in research collaboration significantly enhances young academics' research knowledge and skills, leading to increased confidence in their ability to conduct research independently. Additionally, these collaborative efforts positively impact their general skill development and psychological wellbeing, boost self-confidence, and help mitigate feelings of isolation, thus addressing issues related to low performance. Universities should foster a culture of collaboration to support these outcomes (Mydin, Radin A. Rahman, & Wan Mohammad, 2021).

Figure 11

To what extent has the training improved your familiarity with editing and proofreading process?

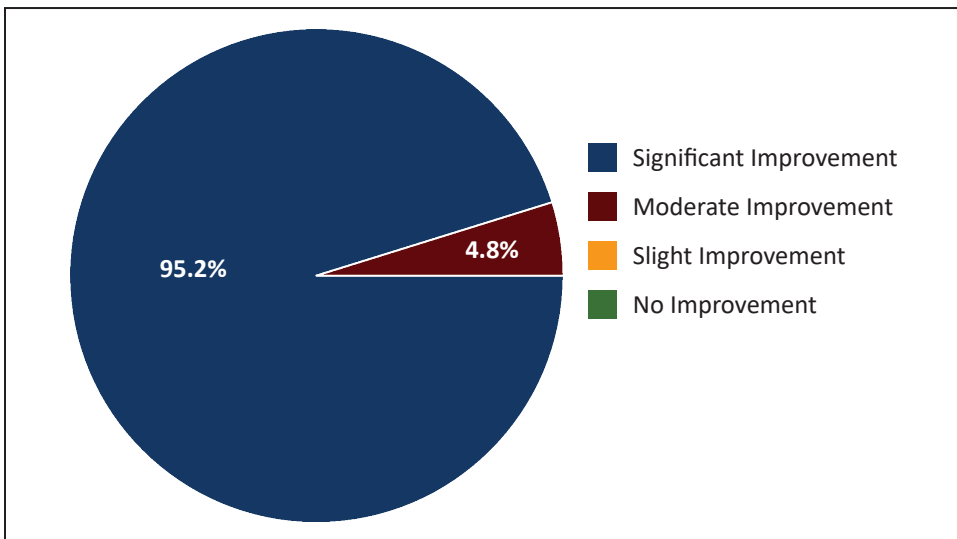


Figure 11 shows to what extent the training improved their familiarity with editing and proofreading. 95.2% said there was a significant improvement and 4.8% said that there was moderate improvement. No one said that there was just a slight improvement or no improvement at all.

Figure 12

Which of the following challenges was mostly addressed by this training in terms of your English research writing? (Select one)

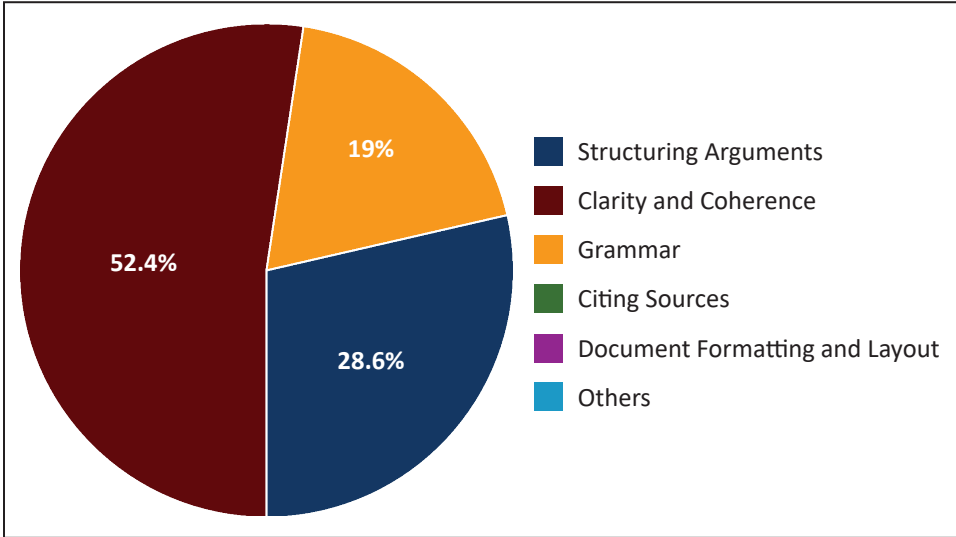


Figure 12 highlights the challenges that this training primarily addressed about English research writing. Among the respondents, 52.4% identified clarity and coherence in writing sentences and paragraphs as the focus, while 28.6% pointed to structuring arguments. Additionally, 19% mentioned grammar as a concern, with no respondents indicating challenges related to citing sources, document formatting, and layout, or other issues. A study by O'Brien (2015) examines the effects of implementing a consciousness-raising approach in error correction at the sentence level to enhance students' proofreading skills. In a foreign language learning context, English learners often depend on translation as a writing strategy, which, while providing some support, can lead to recurring and predictable errors. This type of error fossilization can hinder the quality of student writing, necessitating targeted instruction and repeated practice to address these inaccuracies. The research involved an experiment focused on raising awareness about specific error categories with a group of 30 students from the Faculty of Education at Zayed University in Dubai during the spring semester of 2014. The findings, based on comparisons of pre-test and post-test results, demonstrate a notable improvement in students' performance due to the structured input provided through tailored grammar materials and focused instruction on specific grammar issues (O'Brien, 2015).

Figure 13

How likely are you to engage in writing for publication as a result of this training?

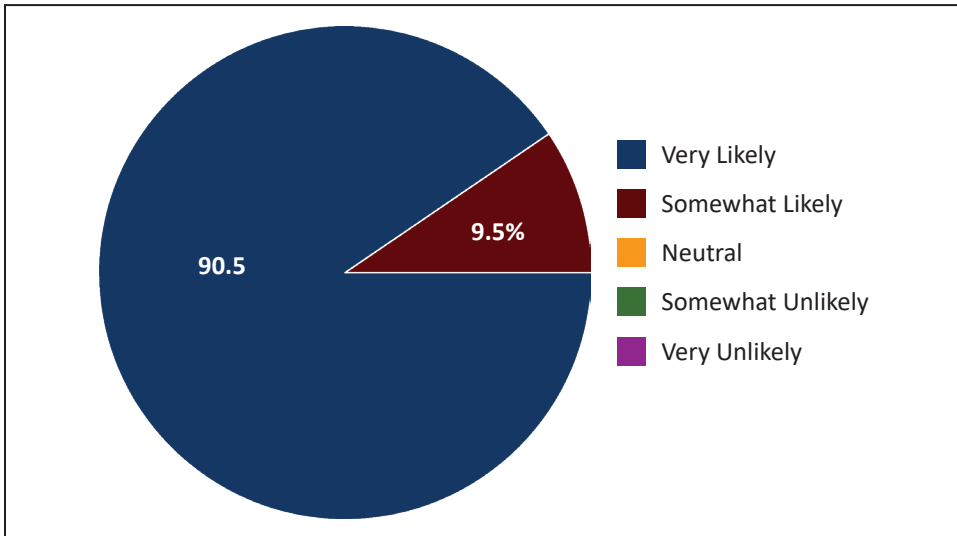


Figure 13 shows how the respondents are likely to engage in writing for publication as a result of DEFLL's training. 90.5% said it is very likely that they will further engage in writing for publishing future studies while 9.5% said it is somewhat likely. No one said it is neutral, somewhat unlike, or very unlikely. Zhang, Shulgina, Fanguy, and Costley (2022) explore the impact of online peer editing on students' academic writing skills, focusing on how giving and receiving comments and edits influences performance. Despite existing research on online peer editing, the effects of these interactions on student writing remain under-examined. The study involved 76 graduate students participating in a scientific writing course at a Korean university, who engaged in peer editing each other's work. The researchers analyzed the relationships between the comments and edits exchanged and the students' writing scores. Findings indicated a positive correlation between the number of comments received and students' writing scores, while receiving edits was linked to lower performance. Additionally, no significant relationship was identified between giving comments or edits and writing outcomes. These findings contribute to a deeper understanding of how different aspects of peer editing can affect students' academic performance (Zhang et al., 2022).

Career Growth

Do you believe this training can positively influence your career growth opportunities? If yes, please provide a short answer. If no, please explain your answer.

Participants expressed strong appreciation for the training, emphasizing its significant impact on their career development. Many noted that the skills acquired, particularly in research writing, editing, and proofreading, are essential for future academic endeavors and job applications. Several respondents highlighted the importance of having published papers for promotions, indicating that this training would facilitate their eligibility for advancement within their fields. The training was seen as a valuable resource for newly graduated individuals and those aspiring to academic positions, providing both practical and theoretical knowledge. Overall, participants conveyed optimism about the training's ability to enhance their professional skills, improve job prospects, and contribute to future promotions and salary increases. For example, In his 2015 study, Kiima examines the effects of training on the career development of employees at Equity Bank Kenya Limited, emphasizing the growing significance of training for organizations looking to improve workforce competency. The research contributes to the ongoing discussion about the role of training in shaping employees' career goals and was conducted at the bank's headquarters.

The study involved a sample of 150 employees selected from a total population of 1,000, using probabilistic sampling for employee selection and purposive sampling for interviewing three human resource managers for their perspectives. Data was collected through questionnaires, which were administered using a drop-and-pick method, as well as through interviews. The analysis employed descriptive statistics and content analysis with SPSS, presenting results in tables and figures.

Results indicated that training has a positive impact on employees' career prospects, leading to greater promotion opportunities and increased salary increments. Training proved particularly beneficial at the beginning of employees' careers and throughout their ongoing professional development within the bank, helping them achieve their career objectives. The study concluded that training greatly enhances career advancement opportunities and provides employees with critical skills for their positions.

Kiima recommends implementing regular training aimed at helping employees capitalize on promotion and salary enhancement opportunities. He also suggests that training should consider behavioral factors to foster work-life balance and be customized for various career stages, with a focus on management and leadership training. Furthermore, the study highlights the importance of sustained organizational support and adequate resource allocation to fulfill training goals and promote employee growth (Kiima, 2015).

Are you planning to pursue any new roles or responsibilities in your field because of the training? If yes, please provide a short answer. If no, please explain your answer.

Participants expressed a strong desire to continue engaging in training that supports their thesis writing and promotes professional advancement within their school division. Many shared intentions to pass on their newly acquired knowledge to students, fostering a deeper understanding of thesis writing. With the skills gained, several participants felt prepared to take on new responsibilities, such as serving as thesis advisors or editors. There was a notable enthusiasm for pursuing research and action research initiatives aimed at benefiting both their professional development and their students. Aspirations varied widely, with some participants eyeing careers as proofreaders or in editorial roles, while others aimed for positions such as research coordinators or team leaders. Overall, the training not only boosted their confidence but also inspired a commitment to engage more actively in academic writing and research-related tasks in the future.

Salary Grade Improvement

Figure 14

After the training, are you expecting any improvement in your salary or salary grade?

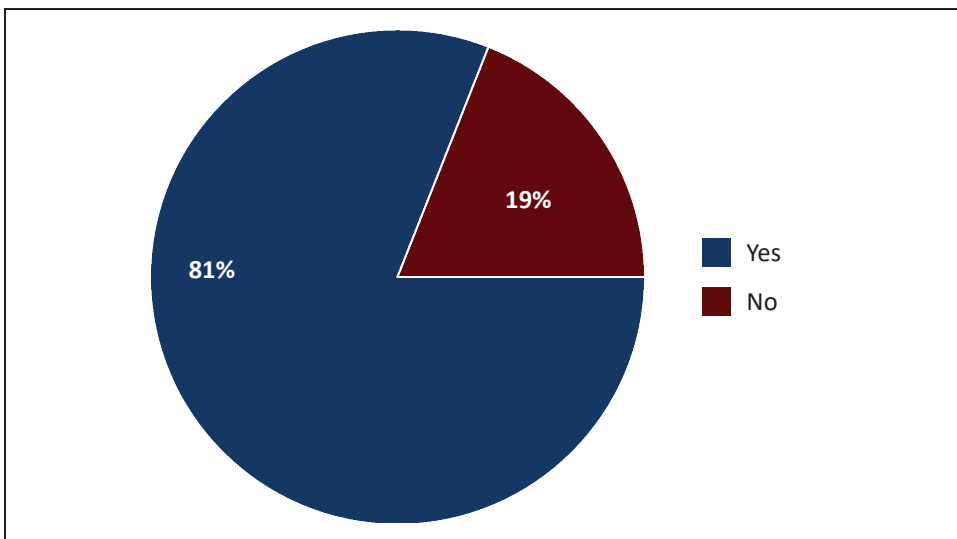


Figure 14 indicates whether respondents expect any improvements in their salary or salary grade. Among those surveyed, 81% answered yes, while 19% answered no. Haryono and Udin (2020) investigate the impact of training and job promotion on work motivation and their implications for employee job performance. Conducted within the South Lampung Regency National Education Office, the study involved 215 respondents and utilized a quantitative survey method. Data analysis was performed using a structural equation model (SEM) with Amos 24. The findings reveal that both training and job promotion positively and significantly influence work motivation. Furthermore, training, promotion, and work motivation collectively enhance job performance. However, the study notes that work motivation does not significantly mediate the relationship between training and job promotion on job performance. Notably, job promotion exerted a more substantial direct effect on improving employee performance compared to training. The results suggest that to enhance job performance effectively, organizations should prioritize job promotions while also providing employees with regular training opportunities. By combining both strategies, work motivation can be elevated, leading to improved employee job performance.

Figure 15

Do you believe that the skills acquired from this training could lead to a salary increase in the future?

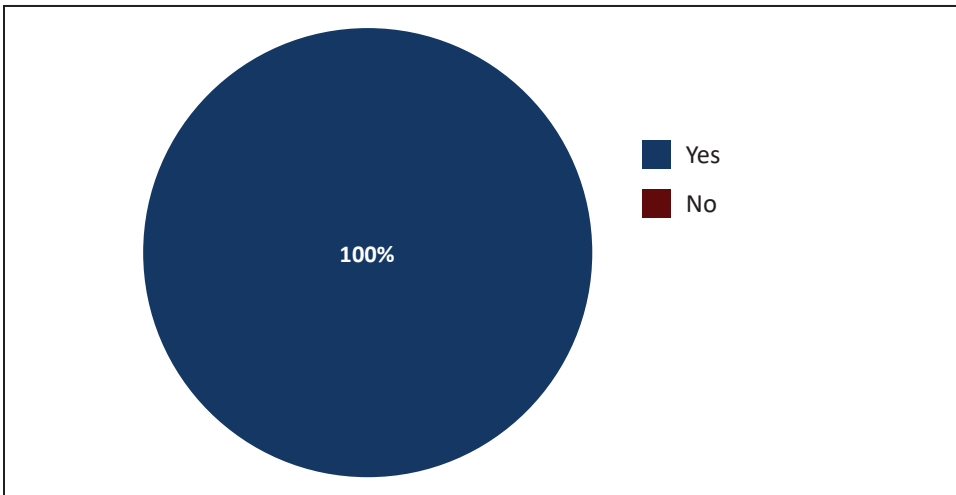


Figure 15 illustrates whether respondents believe that the skills gained from DEFLL's training could result in a future salary increase. All respondents, 100%, answered yes, with none indicating otherwise. affected in the long term. Pfeifer, Janssen, Yang, and Backes-Gellner (2017) investigate the impact of employer-sponsored formal training on employee suggestions for productivity enhancements and on promotions among male blue-collar workers. This study utilizes over 20 years of personnel data from four

entry cohorts within a German company, addressing challenges such as unobserved heterogeneity and the duration of potential training effects. The findings indicate that employees are more inclined to offer suggestions and receive promotions following formal training. However, the increase in suggestions appears to be temporary. In contrast, the likelihood of promotions is highest immediately after training and shows sustained effects over the long term.

Publication Awareness

Figure 16

How has the training impacted your awareness of the publication process?

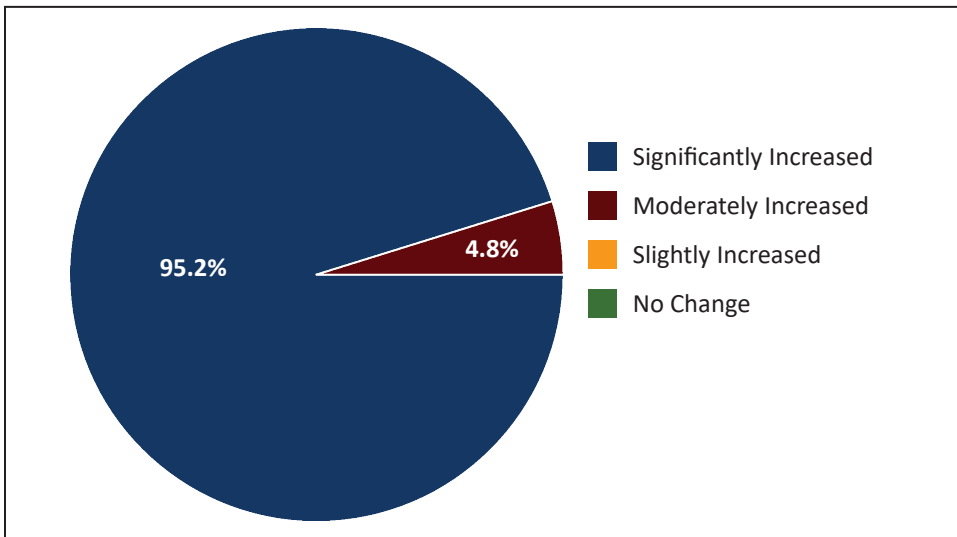


Figure 16 demonstrates the impact of the training on respondents' awareness of the publication process. A significant 95.2% reported that their awareness increased significantly, while 4.8% noted a moderate increase. No respondents indicated a slight increase or no change in their awareness of the publication process. Mayyas and Alzoubi (2022) examine the challenges that graduate students encounter when writing manuscripts, with a primary focus on insufficient writing experience and training. This study aims to assess students' awareness and understanding of the fundamental principles of manuscript writing and research integrity, as well as to evaluate the effectiveness of workshops designed to enhance their knowledge of the manuscript writing process. A cross-sectional survey was conducted among graduate students in Jordan to gather information on their awareness and understanding of the steps involved in manuscript writing and research integrity. A one-day workshop addressing these topics was organized, and a total of 285 students participated in the survey. The majority of respondents were female master's students. While 83.8% of participants recognized the general structure

of a manuscript, many lacked familiarity with the essential concepts needed to compose various sections. Only 22.5% were aware of the criteria for authorship. Additionally, the findings indicated a significant lack of knowledge regarding different forms of scientific misconduct. The study identified barriers to effective manuscript writing, including insufficient focus on research methodology courses, a scarcity of professional workshops, and a lack of constructive mentorship. The workshop proved beneficial in introducing key concepts related to manuscript writing. Overall, the study highlighted a significant gap in knowledge among graduate students regarding manuscript writing and scientific misconduct, underscoring the importance of professional workshops in improving their understanding.

Figure 17

Are you now more familiar with the tools and resources available for publication?

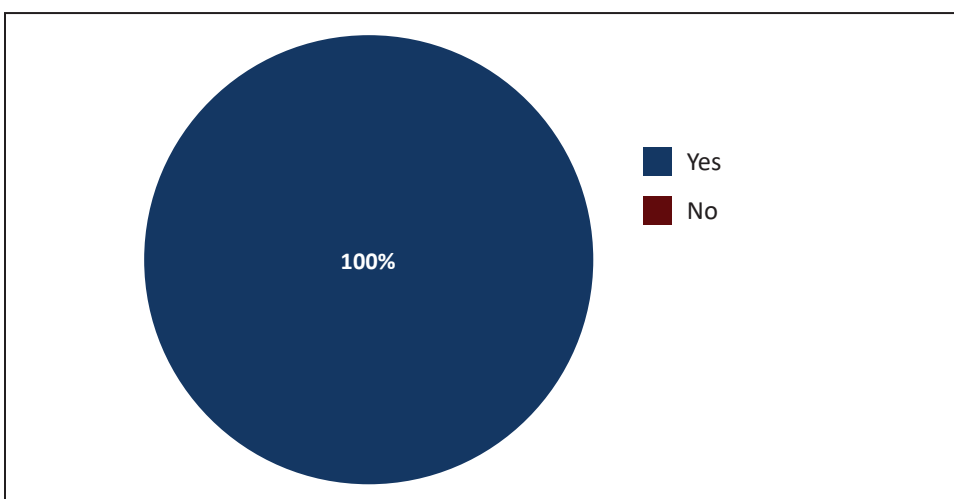


Figure 17 illustrates the respondents' familiarity with the tools and resources available for publication. All respondents, 100%, agreed, with no one expressing disagreement. Data collection is a crucial phase in research, allowing researchers to address their research questions. This process involves gathering information to gain insights into the research topic. Different types of data necessitate various collection methods. However, researchers often face difficulties in choosing the most suitable data collection approach based on the specific data involved. This article serves as a comprehensive guide to data collection methods, outlining the data collection process and detailing the primary types of data. It also explains potential methodologies for data gathering according to these categories and discusses the advantages and disadvantages of each method. Lastly, the article highlights the key challenges associated with data collection (Taherdoost, 2022).

Overall Impact

Figure 18

Overall, how would you rate the impact of this training on your confidence in publication writing?

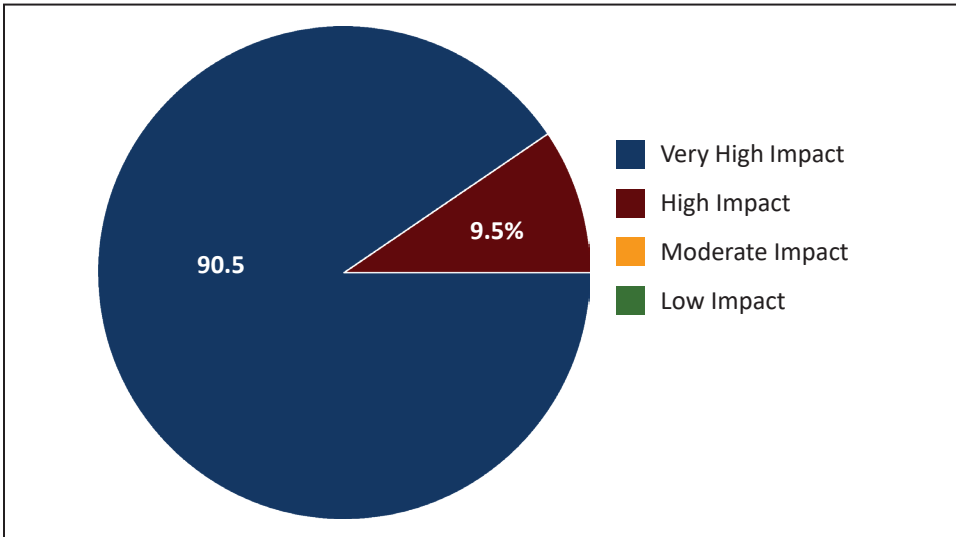


Figure 18 displays how respondents rated the impact of DEFLL's training on their confidence in publication writing. A significant 90.5% indicated that it had a very high impact on their confidence, while 9.5% reported a high impact. No respondents stated that it had a moderate or low impact.

Figure 19

Would you recommend this training to peers in your field?

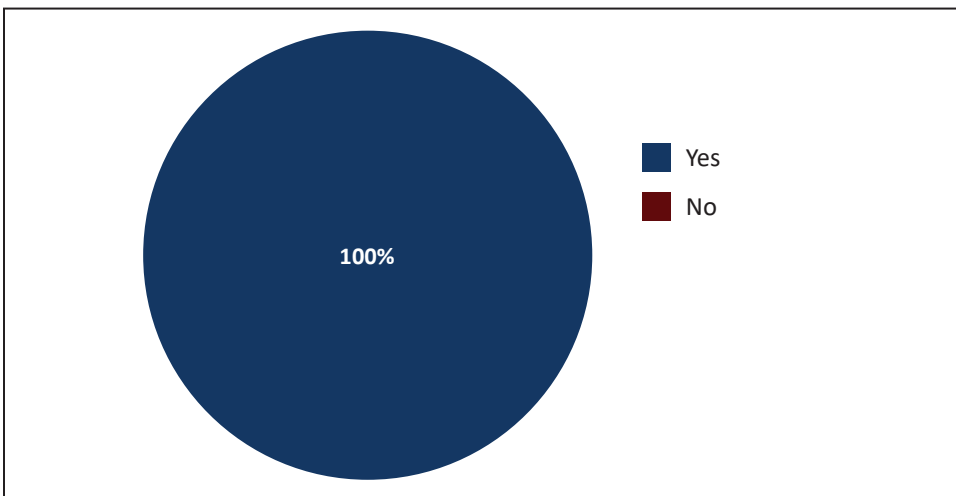


Figure 19 illustrates the respondents' agreement regarding recommending DEFLL's training to their peers. All respondents, 100%, indicated yes, with no one responding no.

Additional Feedback

What additional topics or skills related to publication writing would you like to see covered in future training sessions?

Participants expressed a keen interest in enhancing their knowledge of writing techniques and the publication process, particularly regarding special education in public schools. There was a strong desire to focus on preparing research for submission to Scopus-indexed journals and international publications. Many expressed a need to deepen their understanding of data interpretation and visualization in future sessions. Overall, participants were eager to explore strategies that would increase their chances of being accepted in reputable international journals.

CONCLUSION

In conclusion, this study has effectively demonstrated the significant positive impact of extensive training in research writing, editing, proofreading, and publication layout tools on the respondents' skills and career opportunities. The overwhelming majority of participants reported substantial improvements in their research writing abilities, with notable significant advancements. This confidence extended to their familiarity with the editing and proofreading process, they felt very confident in the support they received from editors.

Moreover, the training not only enhanced the participants' familiarity with the publication process but also positively influenced their career growth prospects. The majority of the respondents anticipate improvements in their salary or salary grade because of the skills acquired, with all agreeing that these skills could lead to future salary increases. The program has proven to be particularly beneficial for those looking to advance in their academic careers, as it equips them with essential tools for professional development.

Respondents expressed a strong commitment to applying their new skills in their academic and professional endeavors and showed enthusiasm for continuing their engagement with such training. The training was not only viewed as a resource for personal growth but also to enrich the educational experience of their students, fostering a deeper understanding of research and thesis writing.

Overall, the findings underscore the value of structured training programs in enhancing research capabilities and promoting career advancement, highlighting a collective optimism among participants regarding their prospects in academia and beyond.

RECOMMENDATION

Based on the findings of this study, several recommendations are proposed to enhance the effectiveness of research writing training programs that incorporate editing and proofreading techniques:

The teachers should be encouraged to leverage the skills acquired in the training by committing to ongoing learning in research writing, editing, and proofreading. They may regularly seek out new resources, workshops, and training opportunities to refine these skills further through the department's chat support. The trainees may also advocate for the continuation of training programs within their respective unit institution. It is highly encouraged for their administration to invest in similar professional development opportunities for faculty to keep enhancing the academic capabilities of the teaching staff. It is also highly recommended to expand this program to DEPED regional offices since this can be an essential component for higher ranks and wider reach of trainees. Through these recommendations, teacher-participants can maximize the benefits of the training, not only enhancing their professional development but also positively impacting their students and colleagues in the academic community.

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ABOUT THE AUTHOR

DR. SHERRILYN B. QUINTOS is a remarkably skilled and proficient English and Foreign language professional, devoted to fostering operative academic and professional communication and language proficiency. With a profound consideration of the arbitrariness and unpredictable nature of language and a passion for teaching, Dr. Quintos has made a significant impact on language education and language research in the academic community.

Dr. Quintos' scholastic upbringing fortified her knowledge and skills as a language educator. She holds a baccalaureate degree in Secondary Education major in English from Centro Escolar University- Manila. Later on, she continued her studies at Bataan Peninsula State University and earned a degree of Master of Arts in Education. After a while, she pursued her graduate studies and earned her Doctorate in Education Management last 2015 and last 2023 she obtained her second Doctorate degree, Doctor of Philosophy major in English Language and Literature at La Consolacion University Philippines.

Throughout her career, Dr. Quintos has worked in diverse educational settings and facilitated language learning through innovation and research. She started as an instructor at Bataan Polytechnic College (presently known as, Bataan Peninsula State University) in 2001 until she became Associate Professor V in 2022, and promoted to Professor III in 2024. Furthermore, through her educational and professional background and responsiveness to the needs of Bataan Peninsula State University, Dr. Quintos has been given pertinent designations. She was the former Head of the Strategy Management Office, until she was designated as the current Director of Data Management and Analytics Office. Aside from these, she is also the Graduate School Secretary, and the Program Head of the MAEd- Educational Management.

Beyond her role as an English teacher, Dr. Quintos is a compassionate advocate for linguistic diversity and cultural exchange. She specializes in Foreign Language Teaching and has accomplished pertinent training courses in Hangeul (Korean), Nihongo (Japanese), and French languages for Filipino learners. Aside from attending related training courses, she has also published numerous instructional supplements relevant to foreign language teaching, and foreign language learning challenges as she trusts in the transformative power of language learning in bridging gaps and fostering empathy among individuals.

In addition to the long list of her career involvement, Dr. Quintos is also a recognized AACUP Accreditor and has served and evaluated numerous Universities and Colleges throughout Luzon, Visayas, and Mindanao ensuring that the high standard of education is met diligently and are accessible to almost all Filipinos.

Overall her pledge to excellence and courage to go beyond her limits sets Dr. Quintos apart from her colleagues. She is an empowered professional who promotes effective communication skills through her expertise, passion, and innovative methods. She does and always will positively impact the language education community.