

BIG DREAMS, SMALL SCREEN: HOW I MADE IT AS A RESEARCHER

by:

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My name is Persi, and I will never forget my first research congress in Grade 10. At the start, I didn't believe I could make it. Most of my classmates worked on their papers using laptops, while I only had my cellphone. Typing long pages on such a small screen was not easy. My eyes would hurt, my fingers would ache, and sometimes the app would crash. But I told myself, "If I really want to finish this, I should not complain – I just need to keep going."

I spent many late nights working on my research. It was tiring, but I learned to be patient. As my teacher reminded us, "Research is about asking questions and finding answers – it is about curiosity and discovery." Those words inspired me to move forward, even when I felt like giving up.

One of the hardest parts was relying only on mobile data to search for sources. Unlike my classmates who had laptops with steady internet, I had to be careful because my data load could be consumed quickly. There were times when I was in the middle of reading an article and suddenly the connection stopped because my load was gone. When that happened, I had to wait until I could buy another load or look for other ways to continue.

Another challenge was balancing my research with other schoolwork. There were quizzes, projects, and group activities that needed my attention. I remember nights when I wanted to rest, but instead, I typed paragraph after paragraph on my cellphone screen.

It was exhausting, but I told myself that perseverance meant doing the work even when it was difficult.

When the research congress finally came, I was nervous. I spoke nervously in front of the judges and my classmates. But as I explained my findings, I felt a sense of pride. All the hard work on my cellphone was worth it. To my surprise, I was recognized as the Best Promising Researcher. That moment proved to me that perseverance matters more than resources.

Later, I learned that experts also believe in the importance of starting research early. According to Arrieta and Marasigan (2021), research in junior high gives young learners early experience with inquiry, nurturing curiosity and analytical thinking at a formative age. The Department of Education (2020) also highlights that early exposure to research equips students with problem-solving and decision-making skills that prepare them for future challenges. Hearing this made me realize that what I went through was not just about finishing a project—it was about building life skills.

Looking back, I know that my journey was not easy, but it was worth it. Research taught me patience, courage, and determination. To other students like me, I say this: “Don’t let challenges stop you. Even if you don’t have the best tools, you can still succeed if you work hard and believe in yourself.”

References:

Arrieta, G. S., & Marasigan, A. C. (2021). REVITALIZING RESEARCH IN THE JUNIOR HIGH SCHOOL PROGRAM: INPUTS FOR CURRICULUM DEVELOPMENT AND FACULTY DEVELOPMENT PROGRAM. *ETERNAL (English Teaching Learning and Research Journal)*, 7(1), 35. <https://doi.org/10.24252/eternal.v7i1.2021.a3>

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