

## UNVEILING THE UNTAPPED POTENTIAL: EXPLORING THE RESEARCH COMPETENCIES OF TEACHERS

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Teachers are the cornerstone of education, responsible for molding the brains of future generations. While their primary focus is frequently on teaching curriculum content and enabling learning experiences, educators are increasingly emphasizing the value of research competencies.

Aleksandrova and Sluchayna (2018) define research competence as the ability to perform independent research and present the findings. It includes a variety of skills and information that allow people to undertake meaningful and productive research. For teachers, these skills go beyond the traditional tasks of classroom instruction to include the ability to critically examine educational processes, contribute to the growth of pedagogical knowledge, and make evidence-based decisions.

In fact, the recent endorsement of the Department of Education's (DepEd) Basic Education Research Agenda emphasizes the need of teachers doing school-based action research. Given the importance of research in improving the current status and practices of education, teacher-researchers are expected to produce high-quality results. Perhaps teacher research focuses on both the quality of learners' instruction and their professional development.

On the other hand, teachers find it difficult to do research due to time constraints, insufficient knowledge, and a lack of enthusiasm. Although it is advantageous since it provides relevant intervention and solutions based on empirical evidence, an increasing number of teachers are unwilling to implement it.

To develop research competencies, it is critical to foster a culture of curiosity, questioning, and the pursuit of knowledge. Schools and educational institutions can help by creating an environment in which teachers feel empowered to try new ways, find solutions to educational issues, and engage in reflective practices.

Additionally, investing in professional development programs centered on research methodology and data analysis is an important option. Workshops, seminars, and training sessions can help teachers develop the tools and abilities they need to design and conduct relevant research. These chances should be targeted to educators' individual needs and interests, making them relevant to their daily practices.

Building teachers' research competencies is a complicated task that necessitates institutional support, professional development activities, and a commitment to cultivating an inquiry culture. As teachers become more skilled researchers, the entire educational system benefits from evidence-based approaches, continual improvement, and a shared commitment to providing high-quality education. Investing in the development of these competencies benefits both educators and the learners they serve in the long run.

#### *References:*

Aleksandrova, N. N., & Sluchayna, L. (2018). Formation of research competence of future economists in the process of mastering foreign languages. *Journal of Advanced Research in Law and Economics*, 2517-2529.