

WHY RESEARCH FEELS LIKE HOME: THREE KEY REASONS

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In Senior High School, research plays the fundamental role of influencing pedagogical approaches and student performance. Teachers are increasingly being inspired to engage themselves in research activities and innovative practices to mitigate the challenges experienced in the classroom and to improve their approaches to teaching. As pointed out by Fuad et al. (2021) research is not limited to mere academic obligation; it is a tool for continued improvement and innovation in education. The three main reasons why research has that home feel are its familiarity, adaptability, and the sense of belonging it calls forth in teachers.

Familiarity. For teachers, the research endeavor coincides so closely with their usual cycle of preparation, teaching, reflecting, and improving-so it becomes a natural part of their professional life. Just as a home is one's haven for reflection and growth, research becomes a refuge for teachers through which they can re-examine their practices, identify areas where they may need improvement, and make effective changes. It is a cyclical process that brings about a level of comfort and security about it, much like when returning home after a long day of work. According to Clark et al. (2024), action research provides teachers with an excellent capacity for critical thinking that leads to a nourishing and engaging environment for growth.

Adaptability. Like a house can be prepared according to the requirements of the people living in it, research in teaching can be tailored to the needs of students, schools, or communities. Teachers must remember that they can contextualize their research to specific challenges, such as increasing student engagement or developing effective

teaching strategies for a diversified pool of learners, and tailor solutions that feel specific and relevant to their unique teaching contexts. Mertler (2021) has contributed to the literature by highlighting how action research powerfully enables evidence-based decision-making on the part of teachers so that teaching still is relevant and effective in dynamic settings.

Sense of Belonging. Home is not just a physical entity, but an emotional association and affiliation. Similarly, involvement in research breeds a community of teachers who share ideas and work together and support each other as they strive to be the best they can be. This sociability transforms research from individualistic work to collaborative work. Research would be a journey of sharing problems and celebrating accomplishments. Clark et al. (2023) argue that the evidence base-professional learning communities foster shared responsibility and culture for ongoing development, thereby emphasizing that to teachers, research is something familiar.

What research provides as a base for any teacher is the familiarization, adaptability, and sense of belonging. The space it gives the teaching profession is an area where one finds oneself capable of thinking, meeting new people in the profession, and getting to know others professionally. By embedding research into the core fabric of teaching practice, teachers build their practices while creating a culture of innovation and collaboration that Senior High School needs. An analogue of assisting the homeowners, research nourishes the teaching profession and cements it as a fundamental base of effective and meaningful education.

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