FOSTERING A CULTURE OF RESEARCH AMONG EDUCATORS: CHALLENGES AND OPPORTUNITIES

by:
Kristine Joice D. Sucgang
Teacher III, Renato L. Cayetano Memorial School

Improving teachers' research abilities is critical to their professional growth and allows them to monitor and coach students' research. Because research improves teachers' professional development and gives them a competitive advantage for advancement to higher positions, it creates a plethora of chances and openings for both students and instructors. In a similar vein, children improve their critical thinking skills, learn to discriminate between false and genuine information, and, most importantly, develop patience and endurance. They learn that research is a long-term process, and that completing the cycle will allow them to not only get rewards but also meet their own requirements.

Schools and higher education institutions all around the world place a premium on research as a critical component of success. This is because research includes the transfer of teaching abilities, which results in benefits for education and community outreach. Lagrio, Fabonan, and San Jose (2022) recommend that educators and school administrators undertake more in-depth study on the research paper, methodology, and main literature evaluation, covering basic ideas and data distribution, because they frequently lack technical skills. Principals and teachers require assistance in interpreting qualitative data, as well as additional training and seminars on research methodology, a lower teaching load, and enough school funds. In addition to being incredibly busy, they have to process demanding and time-consuming research proposals. Due to their personal lives and educational commitments, principals and teachers often face challenges when conducting research.

Given the importance of the aforementioned educational research, various barriers limit researchers' efficacy and competency. Teachers, in particular, require additional time and training, data analysis support, and adequate resources, knowledge, and abilities (Suyo-Vega et al., 2020). They were created specifically for research objectives. Similarly, there are design and methodological concerns across the country that are mostly related to statistical experience and aptitude (Basilio and Bueno, 2019). Under the new results-based performance management system's Key Performance Indicators (RPMS) framework, this is likewise one of the most essential areas of activity for teachers. Furthermore, joint research gives teachers and school administrators tremendous opportunity to mentor and convey transferable skills to their colleagues.

Furthermore, San Miguel (2019) revealed that, as more Asian-Pacific countries, including the Philippines, create a strong research culture, one of the main challenges confronting educators and schools today is the difficulty of acquiring the principles of writing studies. The Department of Education (DepEd), the nation's chief education officer, must develop a compelling and transparent framework for managing research in order to improve the interaction between research and education, particularly in the field of school reform. This research must be addressed in public schools because, in addition to doing research, educators and administrators must be able to collect information, processes, activities, and resources.

Establishing a research culture among educators is critical for continuous improvement in teaching and learning. Most difficulties include a lack of finances, time restrictions, and insufficient training; nonetheless, the advantages of educational research far exceed these drawbacks. Educators may be enabled to innovate in their fields by receiving professional development, institutional support, and an inquisitive mentality. Thus, excellent cultural research in education improves teaching practices and student results, helping to create a dynamic and

flexible educational system. However, long-term success will need purposeful work, dedication, shared principles, and a clear vision.

References:

Lagrio, R., Fabonan, J., SanJose, L., (2022). Research competence and productivity among school heads and teachers: Basis for district research capacity building. Psychology and Education: A Multidisciplinary Journal, 3(8), 711-715. https://doi.org/10.5281/zenodo.6994889

Suyo-Vega, J., Meneses-La-Riva, M., & Fernandez-Bedoya, V. (2020). Research competencies and their relationship with the scientific production of University Teachers in Peru. International Journal for Educational and Vocational Studies, 2(5). https://doi.org/10.29103/ijevs.v2i5.2483

Leonard & Wibawa, (2020). A training model based on collaborative research to develop teachers' research competence. International Journal of Innovation, Creativity and Change, 12(10).

Basilio & Bueno (2019). Research skills and attitudes of master teachers in a division towards capability training. Universal Researchers. https://doi.org/10.17758/erpub3.uh0119421

San Miguel, V.G. (2019, February 04). Research in primary education. Retrieved from https://www.depedmalaybalay.net/articles/research-in-basic-education.html.