BUILDING CULTURE OF RESEARCH: ADDRESSING EDUCATIONAL CONCERNS THROUGH ACTION RESEARCHES

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The numerous and different educational issues and concerns which being encountered by most of the teachers or educators in general are perhaps the leading barricades why the country lag behind in terms of education. These educational problems already existed since time in memorial and surprisingly affect everybody involved in the educative realm. There have been reforms and transformations made such that of the various programs and policies to counteract these concerns. Some of these programs were found effective but there were also which did not work out.

The Department of Education (DepEd), being the prime agency which promotes and formulates policies, has been encouraging schools and teachers to conduct researches especially action research. The DepEd believes that through these researches, teachers may devise solutions and possible interventions which can be used or adopted to treat/solve the different problems they encounter on the day-to-day basis concerning teaching-learning processes.

According to the article written by Maksimovic (2012) entitled “Research Practitioner’s Role in Action Research”, the salient characteristics of action research is that it geared towards solving specific problems practitioners(teachers) experience in their daily encounter with their clienteles. He also asserted that action research may turn a crucial tool for the development and improvement of a particular educational practice, provided it is permitted and supported by the entire school system.
To strengthen the mandate of DepEd in conducting action researches and applied researches, the department released DepEd Order No.16, s.2017 also known as the “Research Management Guidelines.” This was released to provide direction in handling research initiatives in the school levels, school divisions, regional and national. Moreover, the policy guidelines also increase support mechanisms for conducting researches in terms of capacity building, building partnerships, and funding of the approved researches.

In the study conducted by Ulla et.al(2017) entitled “Philippine Classroom Teachers as Researchers: Teachers Perceptions, Motivations and Challenges”, significant findings revealed that teacher-respondents perceived that doing research is valuable to their teaching practice and student’s learning process. They also favored that conducting research boost critical self-reflection, allows them to investigate and explore real-life classroom scenarios and school issues/problems and their possible interventions, and improves and enhances their learnings and skills for facilitating learning. However, respondents also revealed some challenges that hinder them to conduct research in the school. Some of these challenges include: lack of the knowhow (knowledge and skills) in terms of research, heavy teaching load, and the lack of financial support from the school. Other authors also mentioned that the lack of research training would affect the interest, motivation and confidence of the teachers to do research activities.

In reality, conducting action research and other type of researches really require time, effort, and machinery (money) but when a teacher is willing to learn and have the eagerness to devise solutions/interventions with some educational problems, doing research is just a piece of cake.
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