BUILDING CULTURE OF RESEARCH AS MEANS OF SAVING THE FUTURE

by:
Cris V. Regala
Teacher I, Bayan-Bayanan Elementary School

The countless educational problems encountered by every stakeholder of the educative realm are foremost the leading hindrances in attaining the Vision and Mission laid down by the Department of Education (DepEd). The 21st Century is marked by significant changes in the trend of educational system that was brought by globalization and industrialization. There have been reforms and transformations made in the country’s educational system to increase the achievement rate of the learners. Some of the reforms were deemed effective, but there were also which did not worked out. But with the Department of Education (DepEd) adopting the policy mandate “No Child Left Behind” every teacher is expected to perform their utmost effort in helping the Filipino children achieve functional literacy to survive the complex demand of the society.

The DepEd, being the steward of the basic education institutions, has the primary responsibility of devising and designing programs, projects and policies which address the numerous educational problems and issues. One of its policy mandates is the active engagement of the teachers, be it in administration or instruction, in continuing professional development through conducting researches. The DepEd believes that building a culture of research we can save the lives of the next generation, they maybe only 20% of us today but they are 100% of our future, so better invest with them.

According to the words of Field (2011) conducting research can help teachers to understand what works and why, what the short and long term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identity problems, inform improvement and so forth. Field also
stated that research methodologies give teachers the tools to analyse and make informed decisions about their classroom practices.

The type of research commonly being conducted by teachers, especially those who are in the classroom, is the action research. This type of research is classroom-based and experimental in its nature because teachers need a research which can provide them possible interventions to improve teaching-learning process. Conducting action research steers educators utilize data to guide improvement efforts and provide more scientific way of proposing ideas and theories. Action research provides teachers more acceptable patterns of dealing with classroom problems instead of relying on the principles that teachers have used in the past. Other benefit being derived from implementing action research is that it addresses both the quality of learners’ education and the professional growth of teachers.

Indeed, the DepEd supports the initiatives of every teacher to conduct researches as stipulated in DepEd Order No.43, s.2015 entitled “Revised Guidelines for the Basic Education Research Fund (BERF)”, wherein teacher-researcher will be given financial assistance in his conduct of research. Other Schools Division Office also considers the effort of its researchers who didn’t qualify for BERF to give financial assistance in the conduct of their research through Special Education Fund (SEF).

Research may be complicated in its nature and may require certain skill to perform, but once learned and practiced, the benefit it brings to the world of teaching and learning cannot be equaled by anything. Together let us build culture of research and save the future.
References:

DepEd Order No.43, s.2015 entitled “Revised Guidelines for the Basic Education Research Fund (BERF)”