EMBRACING THE RESEARCH CULTURE IN EDUCATIONAL PURSUITS

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The words above are only some of the technical terms found in conducting a research. What exactly is Research? It is a scientific study that delves into a problem, identifies the research gap, follows a methodology and design, constructs a set of questions that embodies the problem, reviews previously published studies and articles that give foundation to the explanation, gathers and analyzes data through the responses of the subjects/ respondents, and finally comes up with solutions significant to the community and the researchers. Research writing was not a trend before, though the K to 12 curriculum has now enabled us to be a part of the academic undertakings. It does not only end with the role of the teachers to conduct research to solve the problems that arise in the educational system or even inside the classroom. Nowadays, the students are moreover engaged in writing a research report.

The importance of writing a research is to embrace the notions of validity and reliability of information before concluding it to be a fact. Since it follows a step-by-step process, researchers must be aware of the structure of their paper and the aims to be achieved after generalizing the study. Research is taught integrative to the subjects of Sciences and English. For instance, an investigatory project is a form of research writing. Junior and Senior high school students are now provided research subjects such as Practical Research 1 (Qualitative) and Practical Research 2 (Quantitative). These courses are regarded of essence and a stepping-stone to tertiary education.
The approach of an organization to research integrity is an essential aspect of research culture—the formal and informal ethics, norms, procedures and policies that researchers adopt in their environment. The value of the role of research integrity is increasingly being recognized by organizations. It is not just the usual research writing or interviewing the participants. In our today’s time, the rights of the subjects/ people who are part of the undertaking must be prioritized at all times. For example, a researcher must not coerce an individual to answer survey-questionnaires. Another thing is that both a teacher and student-researcher must secure a legal permission to any authority (school principal, division superintendent, research teacher/ adviser) before conducting the data gathering procedure.

Embracing the research culture happens when it is intentional – seeing and observing the problems existing in the educational setting and recognizing them as potential feasible gaps. It will be of highly value if the existing problems in the school are solved by those who are inside. Another instance is that a teacher (in any degree of position) may deliberately study about the students who have problems with tardiness and eventually develop outcomes that can help the participants to deal with their delinquency. Researchers must act visibly like living perspectives of the school and the community. Let us consider the COVID-19 pandemic. There are several topics that can be classified under qualitative and quantitative research.

If you are planning to conduct a qualitative study relative with today’s societal phenomenon, you can opt to explore and understand the coping mechanisms of students in dealing with modular modality of instruction and see if you can design an output that can further support them in their independent learning strategies.

On the other hand, if you are aiming to write a quantitative study, you can do a correlational research on students’ capacity in studying online versus the non-pandemic face-to-face education. Your findings may help develop other pedagogical alternatives to reach students who have arduous situations.
In addition, you can combine both methodologies resulting in mixed-methods research where the designs are concurrent, sequential explanatory, or sequential exploratory. According to Creswell (2014), the own personal training and experiences of researchers also affect their approach choice. The quantitative design will most likely be chosen by a person skilled in technical, science writing, statistics, and computer statistical programs and familiar with quantitative journals in the library.

On the other hand, the qualitative approach may be gravitated upon by people who enjoy writing in a literary way or performing personal interviews or making up-close observations. The researcher of mixed methods is a person familiar with both quantitative and qualitative analysis. This individual also has the time and energy for both quantitative and qualitative data collection and has outlets for studies with mixed approaches, which appear to be broad in scope.

We will all agree that this endeavor is not a piece of cake. It takes time, energy, money, and effort to accomplish one study. It may be done individually or by group, but it will still not be easy. Research leads us all to be more careful with presenting our findings to the panel or to the beneficiaries.

In light with the participation in such pursuit, research writing develops our skills in reading comprehension, analysis, cross-validation, writing and summarizing, and patience. It also establishes our will to collaborate our ideas so that we will have a more structured contribution to the school and community.

Take note that every day, we are dealing with so many problems in the environment and some solutions must also undergo in-depth reinvention to meet the catapults of the predicament. Whenever you do a research, as a teacher or a student, clearly state your general and specific purposes and keep in mind that you can construct hypotheses or assumptions as educational guesses. Your findings will validate if such predictive guesses will come true as facts or not.
Lastly, to ensure that research culture is embraced, encourage the people around you, your colleagues or your classmates, to be a part of the team or to venture their own study. This way, we can be confident that all problems have corresponding solutions.

References: