Most often, teachers do not feel to conduct research. And there are times that they do not mind it at all. Probably, they think that it is just a burden or they don’t capacity and ability to accomplish all the things that research is requiring. But then you know what? I do not believe on those pessimistic views. I am convinced all of us has the capacity and the ability to conduct research. However, we need to be motivated and empowered to start, to do and to finish a research. And with these I hand-over these Decalogue for you to start and finish your research work.

I. Hear, Oh Teacher-Researchers, Realize that Thy are endowed with All the Skill Thy Needed. - All teachers have the capabilities to conceptualize, to conduct and to finish a research activity. It is just an excuse that we don’t have the skill that is why we don’t like to do research. But let us realize that during our tertiary level, teacher education curriculum has prepared us holistically. It has fashioned us to become a facilitator, an educator, a counsellor and a researcher. And so, the excuse that we don’t have a skill is a total hoax. We just need to be motivated to get our laptop to start doing our own classroom based research.

II. Thou Shall Open Thy Eyes to See the Problem. Research begins with problems and from these, research questions were based. Therefore, it is the central point why we do research. Meaning, without problem, there will be no research. And so, there is no research gap. It is undeniable that all classrooms have problems. This could appear in your students’ academic performance, social behavior, attitude, learning practices and
alike. But this could be a source of your own research. You just need to document the processes you do and follow the scientific process of undertaking a research.

III. Thou Shall Read Literatures and Studies. Current literatures and studies fortify and enrich our research. From the solution, findings and result of experts your present research will be reinforced. These give a solid foundation on the objectives and claims of our own research work. And so, it is important for you to read current literatures and studies to solidify your own research.

IV. Thou Shall Not Commit Plagiarism. Plagiarism is a serious academic offense; thus, It is a literary theft that occurs when a writer duplicates another writer's language or ideas and then calls the work his or her own (Mifflin, 2005). It is neither mere copying of text that nor properly citing the author but a sign of professionalism by means of proper acknowledgement to the person it is attributed. As a practicing academician, we are prohibited to using words, which are not properly acknowledged. You can use MLA, Turabian, Chicago or frequently used, APA. But of course follow what is commonly used. This will be empowering ourselves from citation styles and will surely save us from plagiarism and imprisonment.

V. Thou Shall Use Appropriate Statistical Tool. A good research follows a right statistical tool. But of course, if you don’t know the proper statistics to use, you can ask a statistician. Rest assured, an appropriate statistical tool on the data, will bring you a better research output. And if you don’t know how to compute, IBM has the solution, it is the Statistical Package for Social Sciences (SPSS). This software lessens human interventions and human errors that might occur during research evaluation with appropriate statistical tool (Landau & Everitt, 2004).

VI. Thou Shall Present, Interpret and Analyze the Data Well. A good research has a good presentation, interpretation and analysis of the gathered data (Calderon & Gonzales, 1993). It is attained when procedures were religiously followed, well interpreted, and
reliably analyzed. This touches to the logical ability of the teacher in laying down the things he gathered. Thus, data should be reliable and valid, free from stain of manipulation.

VII. Thou Shall Foresee the Benefits of Thy Study. The beauty of research activity lies on the benefits that the study would cause. In particular, this would benefit the learners specially those who have been identified as suffering from certain difficulties. This is the very essence of research, to have a social effect and impact for those who will be benefited to it. Therefore, this will serve as motivation for teacher-researchers and with this desire, the process of investigation and procedure of gathering information would be better executed. At the end, the study’s findings will be more reliable and valid.

VIII Thou Shall Seek for the Advice of the Experts. Humility is the first step of wisdom. As a researcher, one must realize that even though he has the skill to come up with an exceptional study, he doesn’t know everything. There are portion of the research process that will be sufficed with the advices of the experts. They will provide you with necessary information on how to make your research a better one. This can be in a form of personal encounter or through their academic writing. Research is not just a one man play. It is a mutual labor of past experiences’ wisdom and intelligence of the present.

IX Thou Shall Not Covet others Work. There will be somebody who will be better than us. This is a fact that every teacher-researchers should recognize. In addition, the realization would bring you to proficiency and expertise. An instance of encountering a better research output must not be a source of professional jealousy but an encouragement to strive more for improvement. Like what the famous Chinese philosopher Lao Zu, “a thousand miles journey begins with a single step”. Henceforth, just continue to write for the welfare of the learners.

X Thou Shall Submit thy Work on Time. Beating the time for submission is a big challenge. Most often researchers are confronted with the complying on the time requirement.
However, it is not an excuse not to meet the time requirement even though, it requires sufficient time to finish all the necessary procedures in finishing it. As a researcher, proper time management should be observed.

These 10 commandments are primordial practices that teacher-researchers can considered in doing research. Nevertheless, these are points in crafting our own research to be worthwhile activity. Hear, Oh teacher-researchers!

References:

