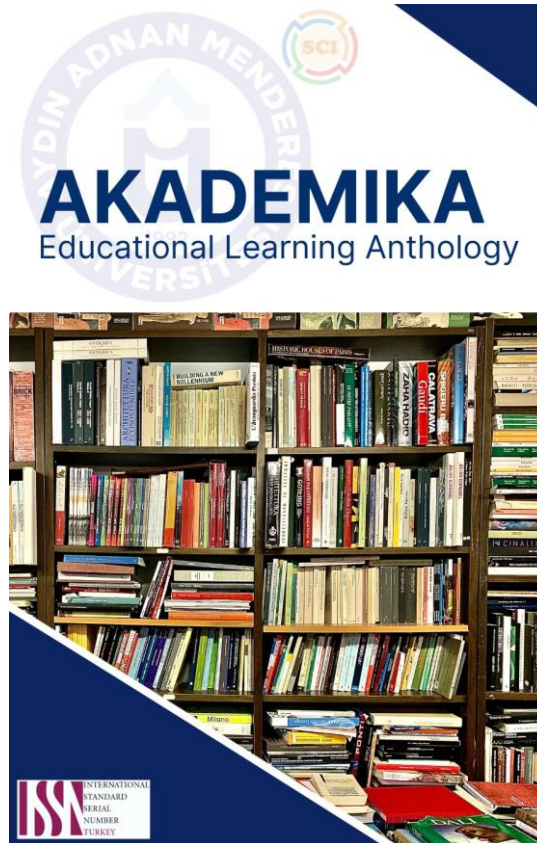


WHY SOME TEACHERS HATE RESEARCH?: A REALITY CHECK



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Why Some Teachers Hate Research?: A Reality Check

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I had been the research coordinator of both the school and district level and the Vice President of the Division Management Research Committee (DivRMC) as a whole for years. Holding such coordinatorship had been challenging because we must possess technical competence in writing a research paper both action and applied researches. We must have ample knowledge with the technical know-how of research salient parts since our primary job is to provide technical assistance to our colleagues. It is expected, as to the mandate of DepEd, that teachers shall submit researches as part of their assessment and evaluation as deemed reflected in their IPCRF.

I thought, giving technical assistance to the teachers in crafting and drafting their researches could be considered the most challenging part. I just realized that the most difficult stage as research coordinator is the collection of their research papers and outputs during the set deadlines because only very few submit. And worse, no one really submits their papers. It seemed to note that the constant reminders given really do not work for some of them. The moment I walk on the corridor, it seems they hide and try to avoid me. I have been wondering why they really behave that way when it comes to research.

I tried my best to talk to some of them and asked why they behave that way when it comes to research submission. I discovered some of the reasons. They have exclaimed so many clamors that affect their passion on writing a research. They are as follows:

Research demands time. Most of them affirmed that they do not want to engage in research because it demands most their times that affect some of their functions such instructional, professional and even personal.

Research requires technical competence. A research paper asks for technical writing skills. To write a research is about having the knowledge on its parts, elaboration and critical foundation on analysis, formulating theories and establishing truth based on facts and intensifying the respect for intellectual legitimacy. These concepts led some of them to over think things and hinder them to write a paper because some of them have limited background on the techniques in writing a research.

Research demands effort. Research is an intellectual endeavor and thus, needs intensive effort. Because of the series and various functions of the teachers that are equally important (classroom adviser, chairperson, department heads, coordinatorship, reports, meetings, etc), they become exhausted and opted to take their rest and choose to use their energy with their families and friends. Further, because of the deadlines of reports to submitted, their attention is diverted that put again vigor into high demand.

Research needs motivation. One must have the drive when doing a research. Most of the teachers lack motivation because some say they do not need it yet because they are not yet on the stage for promotion. To some experienced and seasoned teachers, they are no longer inspired to do it because they do not see the sense of submitting since they are about to retire. To some, they just really don't like to write because they just don't want it. To some, it's alright not to do it since they can still cope with other components of IPCRF.

The prerequisite of Research is reading. Reading has been the powerful preparation before conducting any research. Because of the deadlines, on the spot reports and other related tasks, they have no time for reading. They shared that instead of reading, they would rather choose to finish their tasks to meet the deadlines.

Those mentioned reasons of some teachers on writing research, if not addressed and treated carefully, will hamper the essence and value of culture of research. Teaching requires research since it involves inquiry, investigation, examination, experimentation, demonstration and critical thinking.

The very challenge now is to set the mindsets of the teachers on the value of research. The beliefs, ideas, and principles on the burdens of research must be converted into positive perspectives. For them to achieve such

vision, one must develop his/her capacity, motivation and attitude.

Capacity. It refers to quality of doing things with excellence. Teachers must develop their ability to write research by improving the habit of reading, attending research conferences, participating research capacity building, empowering their technical writing skills and pursuing to higher education. If the teachers will be equipped with sufficient knowledge they need, then, preparing any academic writing will be easy for them, and do research and submit it on time.

Motivation. It is the ability of sustaining the interest and passion for research. Even if the teachers are equipped by the knowledge and skills on research if they don't have motivation of doing it, they become vain and useless. Maintaining one's passion for doing research is a challenge, but, if a teacher thinks of the positive and lifelong influence he/she can share, he/she will strive for more learning and thrive for transformative education.

Attitude. It is the mechanism of an individual of maintaining one's character that is reflected to his/her behavior. This becomes a tool for influencing people. For teacher-researchers, even they have enough knowledge and skills but they there is a problem on their attitude, any academic ventures, will not succeed.

If a teacher has positive attitude, the unrealized skills will be discovered and the dying motivation will be reactivated. Attitude says it all. Teachers must develop positive attitude to empower other teachers believe in themselves that they can make research for the sake of their learners.

With regard to the question, "Why teachers hate research?" I think it's not that they hate research much, but it's just that they were not able to discover and explore yet the positive impact that research can bring them and to the learners as a whole.

In conclusion, writing a research a paper may be arduous and time-consuming, but if you develop your capacity, motivation and attitude, you can embrace the value or worth of research in the teaching and learning spectrum. It takes an intestinal fortitude to love research. But as long as you keep the idea that teaching is the noblest profession among all, then, producing quality and scholarly paper is possible. We are with high esteemed spirits that someday, they will make their research not because it is just a requirement for IPCRF and promotion but because they love to do it.

We are educators. We are researchers. We are change makers.

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