

Chapter 10

Educators' Attitude and Barriers Toward Educational Research: A Basis for Research Policies and Guideline

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ABSTRACT

This chapter is undertaken in a Philippine research context that has been described as mired in wicked problems. In the age of the Anthropocene and faced with increasing pressure to become research productive, this chapter contends that the state of research in a Philippine context is highly-complex. Using a cross sectional design, a questionnaire on educators' attitudes toward educational research was used to determine its underlying dimensions and correlate them with educators' demographic characteristics. A total of 286 volunteered respondents from selected universities/colleges in selected regions in the Philippines participated in the study. T-test, Anova, Pearson correlation, Factor Analysis, and Structural Equation Model was used for data analysis. Findings of the study determined that research training is very important to improve educators' research skill and have better understanding of research output. Prioritizing it requires time, effort and resources to learn and make use of research. It is also important to consider that the school administrators' moral support and mentoring have a great factor in educators' motivation to conduct quality research. Decreasing or eliminating the barriers to research requires strengthening their positive attitude towards research.

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INTRODUCTION

The language of research is the growing focal point of interest of educators (Dusi, Girelli, Tacconi, & Sità, 2011). This is a great paradigm shift from simply a teacher teaching in a classroom to a teacher involved into research (Butt, 2013). Durmus (2006) stated that a teacher doing research could develop the teacher and teaching or/and generate knowledge, but “teacher as a researcher” predominates teachers’ lack of understanding and use of research outcomes. When teachers come to think of research you may hear the words, “difficult”, “no time”, “no resources”, “family first”, and “no skills”. These words are very popular to faculty members who are not into research and would rather do household chores, go somewhere else than to sit down and gather related literature. This phenomenon, this researcher speculates, is not only the problem of one institution but a widespread dilemma for the Philippine State. Correspondingly, the recorded number of researchers nationwide is dismal (National Health Research Registry, 2016). This reveals a situation that provides opportunities for some but an unfortunate predicament to many.

The challenge of Association of Southeast Asian Network (ASEAN) 2015 integration necessitates most of the Colleges or Universities in the Philippine regions to insure quality learning in higher education. In preparation for this, collaboration in research is one of the primary factors where Colleges or Universities could keep abreast with the internationalization of educational standards (Geronimo, 2014). Consequently, Philippine universities and colleges are pressured to improve their research capabilities in response to ASEAN environmental influences. Thus, educators’ engagement in academic research and research publication must be enhanced and strengthened.

Research Context in the Philippines: A State of Wicked Problems

The Philippines is still in its infancy in terms of educational research practice and publications. Correspondingly, Castañeda mentioned in his statement that, the “Commission on higher education (CHED) always has money for research but, despite this, research is not yet a strong suit of even the top universities in the country” (Geronimo, 2014). It can be argued that the research context in the Philippines is languishing in dire straits. Ocampo already identified how the Philippines seems to be perennially embroiled in wicked problems (Ocampo, 2012). In the field of education, the inventory undertaken by Bernardo identified that only two Higher Education Institutions (HEIs) out of the total 223, fall into the category of “doctoral/ research university” while the rest were considered teaching HEIs (Bernardo, 2003). This stark statistical information alone points to a wicked problem: 99.9% of

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