iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 9 **Issue:** XII **Month of publication:** December 2021

DOI: https://doi.org/10.22214/ijraset.2021.39191

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International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.429
Volume 9 Issue XII Dec 2021- Available at www.ijraset.com

Project PROBE (Providing Research- Based Opportunities for Better Education): Addressing Gaps through Research in Education

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Abstract: ***This research determined the effectiveness of Project PROBE (Providing Research-Based Opportunities for Better Education) in addressing gaps on teachers' research capabilities and utilization. Parameters were based on the School PPA Evaluation Tool from a total population of 25 teachers who were the recipients of the project. Through descriptive research design, findings from the evaluation of Project PROBE for the school year 2020 – 2021 were collected and interpreted using weighted mean and analysis of emerging themes. Data suggested that Project PROBE is highly evident as it obtained the overall mean score of 4.92 for Goals and Objectives; 4.99 for Relevance; 5.00 for Time Management; 4.96 for Student Participation; 4.92 for Internal and External Stakeholders Participation; 5.00 for Management of Resources; 4.95 for Effectiveness to Learning Outcomes Results; and 5.00 for Documentation/Accomplishment Report. Further, this is validated by the comments and suggestions provided by the respondents in the assessment of GFINHS PPA Evaluation Tool. Relatively, the outcome is consistent with a multitude of research that suggested that despite the pandemic, educators continuously seek resiliency and education reform. They acknowledged that research skills are critical to sustainable and lifelong learning. Hence, being teachers as researchers, they are innovators, curriculum drivers, agents of school transformation, and directors of their own professional growth. It can also be suggested that this study is vital for opening a better and greater avenue to recognize teachers' efforts and contributions to the field of research. It will also help in bolstering education environment that spearheads innovations and practices which are evidenced-based for a wider community of greater benefit. you can type your own text.***
Keywords: teacher-research, research capabilities, research utilization, education research

I. INTRODUCTION

It is agreed that the research capabilities of educators are crucial to a sustainable and lifelong learning perspective (Baustista, 2016). Academic research aims to generate new information, but for most teachers doing research, the goal is to enhance practice while being guided by theory. Involving research in their activities will improve their writing capability that may also empower and organize them. They will also provide a collaborative environment wherein it is engaging. It can also accept changes and development through different programs and training that the school could provide.

With the shift of the education process due to the pandemic, enhancing research skills is one way to find solutions and innovations that may help provide practices for the benefit of both the school and students. This will also ensure that research offers a significant impact on educational improvement by developing new mechanisms that are evidence-based.

This endeavor is also significant in creating new resources for educators, introducing new funding streams, and pioneering ways for teacher-researchers to collaborate. Instead of utilizing the same old teaching techniques that have succeeded in the past, they may need to devise new methods of instruction. Not only that, but educators could be encouraged to develop curricular ideas with out-out-of-the-box concepts yet still very beneficial for learning. Although the teacher-as-researcher movement has been around for a while, there are still reasons why the majority of instructors remain uninvolved and reluctant to participate in research due to its technical and critical nature. In this regard, Project PROBE is deemed beneficial for its goal is to help educators to overcome barriers to being education researchers and at the same time continuously promote and strengthen the culture of research in the institution. Further, it is hoped that this project may contribute to determining the capabilities of the teachers, the extent of their productivity, dissemination opportunities available for them, and the importance of research utilization. It can also be suggested that this study is vital for opening a better and greater avenue to recognize teachers' efforts and contributions to research. It will also help in bolstering the education environment that spearhead innovations and practices which are evidence-based for a wider community of more significant benefit.

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II. METHODS

This study aimed to determine the effectiveness Project PROBE (Providing Research- Based Opportunities for Better Education) in Guronasyon Foundation Incorporated National High School for school year 2020 - 2021. Parameters were based on survey questionnaire using GFINHS PPA Evaluation Tool which was answered using Google Form. Using the mixed method research design, recipients who were 25 teachers or the total population of researchers and process observers in the school, were tasked to determine the effectiveness and areas for improvement of PROJECT PROBE (Providing Research- Based Opportunities for Better Education). Specifically, the study sought to answer questions pertaining to the assessment of respondents on the effectiveness of Project PROBE based on GFINHD PPA Evaluation tool; and how do respondents perceive the effectiveness of Project PROBE based on GFINHS PPA Evaluation tool as stated on the comments and suggestions of respondents. Thus, it was gauged using 5-point likert scale depicting how evident the project is with ranges such as Highly Evident (HE); Mostly Evident (ME); Evident (E); Partially Evident (PE); and Not Evident (NE).

To solve the problems posed in the study, the researcher made use of weighted mean. The gathered data was tallied and processed using the MS Excel 365. Data was gathered analyzed, tabulated, and interpreted for the next plan of action in this endeavor.

III. RESULTS AND DISCUSSIONS

This part discussed the analysis, interpretation, and implications of the statistical results on the stated problems of the study.

A. Assessment of respondents on the effectiveness of Project PROBE based on GFINHS PPA Evaluation

The data depicting the assessment of respondents on the effectiveness of Project PROBE based on GFINHS PPA Evaluation tool gained a mean result of 4.97 with verbal interpretation of highly evident. It can also be viewed that the overall mean score of 4.92 for Goals and Objectives; 4.99 for Relevance; 5.00 for Time Management; 4.96 for Student Participation; 4.92 for Internal and External Stakeholders Participation; 5.00 for Management of Resources; 4.95 for Effectiveness to Learning Outcomes Results; and 5.00 for Documentation/Accomplishment Report. Data implied that Project PROBE had successfully contributed on the development of teachers when it comes to research. Further, implementation of it has been strategically plan and catered since it was able to necessary materials and documents as well as participation of internal and external stakeholders.

In line with this, Grima- Farrel (2017) stated that by conducting research together, teachers can develop a common objective and concern for research-based practices. Collaboration can lead to more concrete and genuine evaluation and discussion, which can lead to better research work. As a result, according to Zarah (2021), comprehending the importance of research may appear to be a no-brainer, but many people avoid it like the plague. However, whether a person is a member of a research institution or not, performing research is not only important—it is required.

B. Perceived effectiveness of Project PROBE based on GFINHS PPA Evaluation tool as stated on the comments and suggestions of respondents.

It can also be gleaned from the data collected that respondents are satisfied with how Project Probe turned out. Congratulatory message poured stating that the team behind the project did well and it was majority who mentioned that the project helped them along their research journey. Hence, other suggested that call for proposals and conferences should be given ahead of time, more trainings should be provided, and copy of research should be kept in file and be available for future references. Support from the principals and other schools' heads should be consistent. Doing research, which is a long-term activity is a tedious process.

This is consistent with Donovan (2018), who stated that in order for instructors to have a good attitude toward completing their research work, they need be given support (time, understanding, and resources). As stated by Mera Events (2020), conducting action research is a significant contribution to teachers' professional development. By discovering new teaching strategies through professional development for teachers, educators can return to the classroom and make changes to their teaching styles and curricula to better suit their students' needs.

IV. CONCLUSIONS

GFINHS, like many other schools in the Philippines, maybe feeling the pain of many. As a result, the researcher was encouraged to evaluate the effectiveness of Project PROBE (Providing Research-Based Opportunities for Better Education). It was planned to ascertain how the aforementioned project aided in the development of teachers' confidence and skills in the use of research. The researcher is confident that assessing variables gathered in the GFINHS PPA Evaluation Tool will provide insights on where to start again, what areas need to be reinforced more, linkages to be strengthened further, and policies on research works to be formulated to further clear gray areas on promoting research among educational institutions.

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Further, based on the findings of this study, the following conclusions are formulated.

A. Project Probe has obtained a highly evident result. Objectives were attained and trainings helped in learning about research concepts and practices. Project Implementer and PROBE Team were diligent on their tasks for they were able to give constant reminders on events and guidelines. Thus, conferences inspired other teachers to undergo research undertaking.

B. The program was successfully implemented. Hence, for further improvement process observers and respondents claimed that longer preparation time should be provided so interested- teachers will have ample of time to prepare. Also, handouts and video recordings must be given so other teachers can study the research process on time convenient for them.

V. ACKNOWLEDGMENT

This project would not have been possible without the support of many people. Many thanks to my Principal Dr. Victorino V. Butron who offered guidance and support.

Also, heartfelt gratitude to my department head, colleagues at GFINGS, my friends, and of course my family, my husband, Carlo and son, Aronn who endured this long process with me, always offering support and love.

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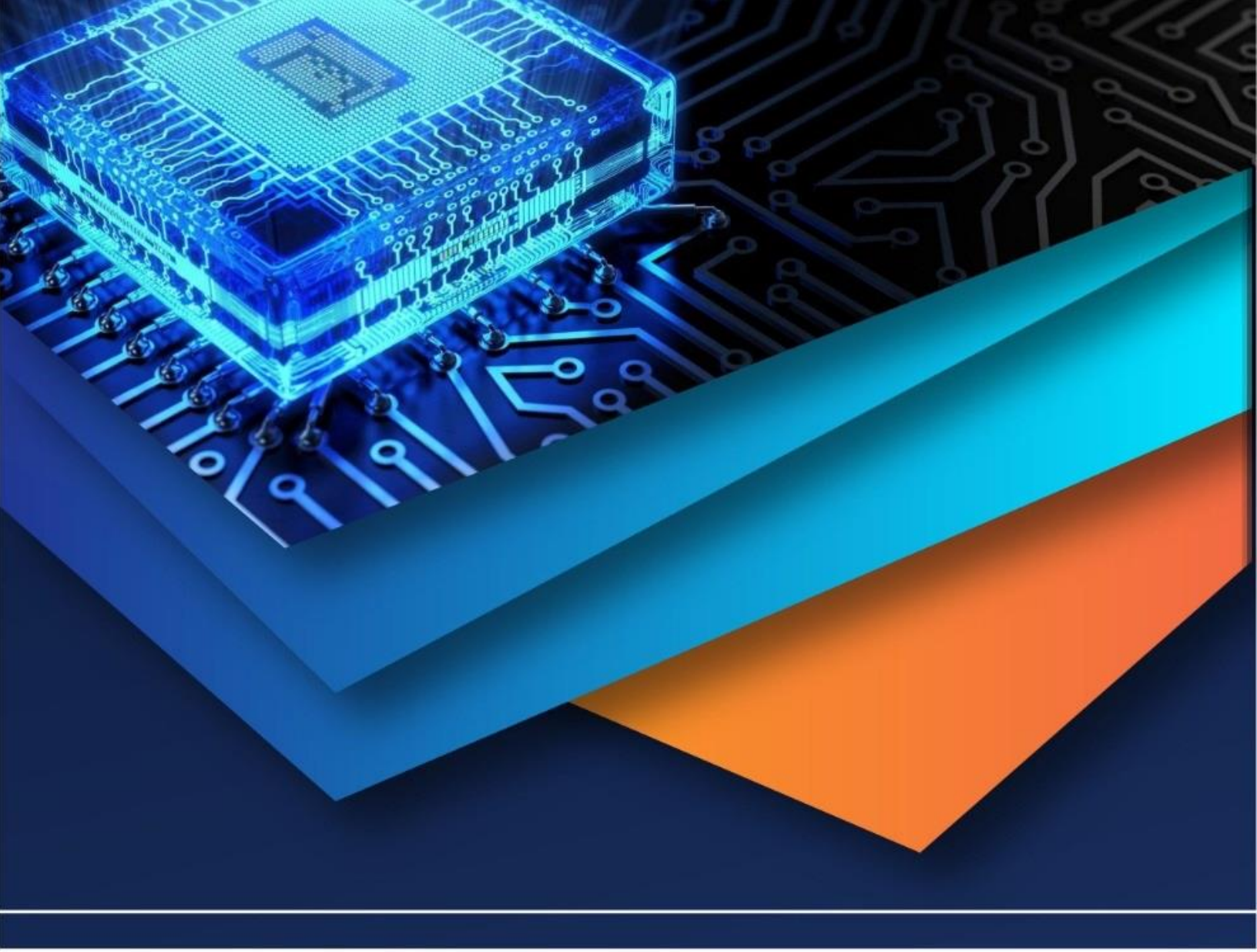
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