TRENDS IN WRITING RESEARCH: EXPLORING TEACHERS' WRITING PRACTICES AND ITS IMPLICATIONS TO POLICY IMPROVEMENT

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Abstract

Teachers must be researchers and are inspired to think critically and solve problems analytically when they conduct research. Thus, a culture of research has a pivotal role in the quality of education services. Research is the mainstream in delivering evidence-based instruction; teachers must have the grit to understand and integrate research into their practices. The study used a descriptive qualitative research design utilizing focus group discussion with an open-ended questionnaire to acquire the in-depth experiences of the teacher-researchers. Purposive sampling was used in the study, and ten teacher-researchers participated in one of the secondary schools in the Philippines. Based on the findings, five themes emerged: research and intervention, improved teaching practices, professional development and growth, addressing classroom challenges, and continuous policy development. Writing research has developed into a trend in education that covers every challenge that calls for self-evaluation and assistance in teaching and learning. Writing research improved the practices and results which are evidence-based, leading to a more tangible, methodical process. Research can be seen as a tool to enhance and learn about the many approaches to teaching and learning. Therefore, teachers must be driven to improve their writing research practices and satisfy their desire to become more effective and successful teachers in delivering quality services through research. Research makes significant contributions to learning and realizations of strategies and practices that can be used to accelerate teaching and learning with this trend in research writing, this will enhance instructions using evidence-based approaches.

Keywords: Classroom-based instruction, Policy improvement, Professional development, Research, Teaching practices

1. Introduction

Teachers must be researchers and are inspired to think critically and solve problems analytically when they conduct research. Research is the mainstream in delivering evidence-based instruction; teachers must have the grit to understand and integrate research into their practices. Thus, embracing the culture of research should be incorporated into teachers' addressing the trends and challenges in delivering quality services in education. Writing research has been linked to teachers who want to improve their classroom interventions and instructional strategies. This approach will result in a more methodical process for evaluating the intervention, plans, programs, and teaching abilities offer in the school.

Furthermore, the culture of engagement of teachers to produce research and evidence-based study makes its way in improving the teaching practices and enhancing the learning of the students in the ever- changing educational landscape. The Basic Education Research Agenda, or Department of Education Order No. 16 (2016), strengthens the ability of teachers to contribute to educational reform and development through educational research. As change is inevitable and affects the way of delivering quality services in education, teachers must have the initiative to embrace the culture of research. Its impact has been

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significant changes in the point of view on the power of research to serve the students and attain the addressed goals in the curriculum.

Creating a culture of research in the educational field has the potential to provide positive results and eventually increase students' achievement standards [2]. Writing research reveals the underlying patterns in education and the ways that classroom environments influence the efficacy of teaching methods and instructions. This will give teachers a stronger foundation on which to build and advance their practice during the teaching process. Including a culture of research into lessons is a better way to broaden students' horizons and increase their prospects for relearning and upskilling. Furthermore, research serve as an avenue of change on how education is delivered through a more evidence-based practice.

In recent years, there has been a movement in research writing to do primary research by identifying and assessing learning-related aspects and instructional approaches. In addition, action studies that sought to determine the impact of the researchers' innovations and interventions were conducted after the learning phase and evolution of writing. Because action has been made through the development or design of novel materials through teaching and learning, writing practices and results are evidence-based, leading to a more tangible, methodical process. Research can be seen as a tool to enhance and learn about the many approaches to teaching and learning. Thus, a culture of research has a pivotal role in the quality of education services. The study of [20] notions that a literature review and the research conceptualization were two areas where they ran into difficulties when constructing their action research. Teachers experience challenges in writing research. Moreover, [11] research must be done to foster the ability of critical thinking to support students in learning. As to the study of [3], plan, do, check, and act were the outcomes of the competency-based production process for high-quality teachers. Teachers should embrace the culture of research as we move forward, and their engagement is evidence that every lesson they teach and service they provide pave the road for better services in education. To have more evidence-based approaches in teaching and

learning and to have better outcomes on the various interventions that are delivered to students, research.

Through the writing of research studies, the researcher has gained a better understanding of the rationale behind and significance of writing research in educational systems, as well as how it can enhance and retrain instructors' capacities to deliver high-quality educational services. This study aims to determine the following research objectives: (1) to explore the teachers' experiences in writing research and (2) to identify how these experiences become an avenue in enhancing and improving the teaching and learning process through research.

2. Methodology

The study used a descriptive qualitative research design employing focus group discussion (FGD). As notion by [15], the method of qualitative research is used to comprehend people's views, conversations, actions, and beliefs. Focus Group Discussion (FGD) was done with an open-ended question to attain the objective of the study. Focus Group Discussions are in-depth interviews conducted in a group whose sessions have characteristics based on the idea, substance, and methods of interviewing [12]. Prior to starting the focus group discussions, the researcher gave an overview of the objectives of the study and sought the participants' consent by discussing the contents of the "Informed Consent Form." The FGD lasted for almost two hours.

Ten teacher-researchers participated the study in one of the secondary schools in the Philippines. Purposive sampling was used in the study to choose the participants. Purposive sampling is used as a means of more accurately aligning the sample to the objectives and targets of the research [8]. The participants were teacher-researchers in one of the secondary public schools in the Philippines who experienced writing research for two consecutive years and presented it in a research colloquium/conference. The participants were four males and six females, mostly aged 30-35. Four teachers have been teaching for five years, and six teachers have been teaching for ten or more years. The study's participants are teacher-researchers with backgrounds in both basic and action research writing. This will lead

to a thorough comprehension of the phenomenon of writing research and the identification of writing study trends that will aid in the design of policy.

Experts validated the questionnaire to examine its validity. Ethical issues have been taken into account to ensure that the responses and identities remain private and confidential and are only used for the purpose of the study.

3. Results and Discussion

Based on the responses of the participants, five themes were emerged: *Research and Intervention, Improved Teaching Practices, Professional Development and Growth, Addressing Classroom Challenges and Contributions to Education Policy*

3.1 Research and Intervention

The research offers insight into how to deploy intervention best, mainly when dealing with problems that are distinct to at-risk students. Each teacher's ability to innovate and be creative in giving varying instructions that handle diversity has grown more excellent as a result of investigations. This was strengthened in the study of [9]. Teachers must possess the determination to acquire new skills and respond to emerging trends if they are to continue to be advocates of transformation and education for future generations. Teachers 1 and 2 discussed how using interventions allowed them to develop fresh ideas for approaches and practices. As mentioned by T1 *"Writing studies or research will help you create interventions and concepts that will support your teaching"*. Thus, T2 added that *"through research, coaching and mentoring should be evident to guide and develop our research capabilities such writing and developing policy in the school context"*. The use of mentoring is a potential strategy for assisting teachers in implementing interventions [7]. Thus, teachers used coaching and mentoring as their support system and guide to develop these patterns of conduct. Writing research can contextualized and individualized learning materials and teaching processes that take a broad and intense commitment. Teacher 5 affirmed this *"through research, it*

will be continuous process of learning and upskilling one's capabilities and this will be an avenue of learning new ideas and novel practices that can contribute to a more innovative and produce interventions". Teachers can alter and enhance their approaches by engaging in this practice or research. As empirical data support research interventions, this means that treatments have a greater probability of achieving the desired results due to the fact that they are based on solid facts. Teachers should have the willpower to constantly learn new things in order to progress as the sole source of competency and expertise [4]. A variety of settings can benefit from the use of research as an intervention to address challenges, improve findings, and promote progress. Teachers using research as an intervention implies putting evidence-based findings to use to guide decision-making as well as executing strategies that have been demonstrated to be effective.

3.2 Improved Teaching practices

Researchers who create evidence-based teaching strategies, such as teachers, also use this as the key to enhance the way that instruction is delivered. Because of the study, intervention, remediation, and enrichment programs are used to improve each student's performance. A teacher has a thorough awareness of the practice of teaching when research is integrated. As reiterated in the study of [1], training for teachers is crucial because it can have a significant impact on how students conduct the activities they engage in. Teachers 1 and 2 reiterated that the breadth of knowledge grows even further when they include research into their instruction and can cultivate a drive for learning so that there can be more development and flexibility in how students are taught. As shared by T1, *"research developed a more evidence-based practice that contributes in improving the teaching practices"*. Thus, providing learning opportunities such as seminars, workshops, and writing shops can be a great help in enhancing teachers' competencies in writing research. Added by T2, *"improving one's skills and knowledge takes time and a systematic way and through research,*

teachers can improved their novel ways of delivering instructions". Research expertise on the professionalism of teachers can be improved through digital literacy [19]. Writing research

expands each teacher's expertise and helps them learn how to become better teachers. Through writing, students investigate notions and come up with new ones. To learn about changes in the educational system and the causes of instructors' writing, teachers become researchers. As mentioned by T3 "teachers are lifelong learners that every day is an opportunity of learning and this will serve as a guide of elevating their teaching skills and practices and embracing the culture of research." This implies that teachers are lifelong learners who incorporate new knowledge and skills into their daily actions and opens an opportunity of new practices that can adapt in their teaching.

In other words, the actions and aspects of daily life provide evidence that teachers may learn from various viewpoints. This was strengthened in the study of [7], which shows that in order to become proficient in evidence-based practice (EBP) in the setting, teachers can benefit from research-learning projects (RLPs). Research has shown that if immersion is accomplished in every circumstance, there is more of a bridge in every gap in teaching and learning, and more witnesses can be offered to the practice activities. Every problem and concern that practitioners encounter in improving their skills is resolved through conducting research. Consequently, [13] notions that teachers seemed to be the most knowledgeable and to use strategies for prevention more frequently, but they also seemed to know less and use tailored behavioral intervention techniques. Research makes significant contributions to knowledge and understanding of tactics and methods that can be used to advance teaching and learning quickly. By using evidence-based procedures, the emerging trends in research writing make it easier to overcome any obstacle.

3.3 Professional Development and Growth

Research encourages learning for oneself.

Every teacher has a desire to grow and strives for improvement in their work and learning through writing research. When there is a chance to dedicate oneself to writing research to better oneself, teachers act as researchers. As T4 mentioned that *"through research, professional growth and development was affected and improved the knowledge and his ability to use it for career advancement by becoming a more skilled producer and integrator of evidence-based procedures through research."* Teachers must conduct their research, which encourages students to think critically and solve problems analytically. Teachers must have the tenacity to comprehend and apply research to their practices because it is the norm when giving evidence-based instruction. As [16] stated, research and innovations can be utilized as a credential for promotion. Teachers should become researchers, as T5 also suggested *"as individual nurturing the skills and capabilities of the students, teachers must upskill, retool and improve one's practice and research can lead a way toward improvement".* This implies that teachers must stay up with the broad advancements and developments in education. Every teacher becomes more creative and open to accepting and embracing the movement toward a transformative world of learning and providing high-quality services in education through the use of research-based approaches. Continuous training programs with research integration must be provided to the teachers [21]. With the various writing workshops, conferences, and training available, teachers are more committed to writing and disseminating the body of knowledge through publications.

Writing research has become a trend in the educational field that addresses every difficulty that requires self-evaluation and help. So, to improve oneself, one must be motivated to advance their practices and research and meet their urge to become more productive and successful teachers. With the study of [10], writing research offers professional development that enables teachers to encourage students to write in both digital and social contexts. In the society in which we now reside, everyone is recognized as having equal rights to education. Writing

research included the acquisition of new knowledge, the use of technology in writing instruction, attitudes toward using technology in writing, and chances to exercise leadership responsibilities [5]. Professional Development (PD) is one of the crucial components of helping teachers improve their effectiveness and responsiveness to the changing landscape of education because teaching is a lifetime process and can addressed the different classroom challenges.

3.4 Addressing Classroom Challenges

Teachers can continue to develop their teaching methods and stay up with developments in their field by keeping up with the most recent research findings. By providing teachers with ideas and insights based on solid data, research is essential in addressing issues in the classroom and improving teaching and learning. The process of discovery and learning is aided by research. As shared by T6, *"research addressing the problems and difficulties in classroom-based instruction can be done through research".* As to [16], writing abilities, student motivation, and student engagement are vital motivators that help teachers build their research skills. Performing research paves the path for offering intervention and enrichment activities that will support the student's development. Research aids in resolving the difficulties in classroom-based instruction with the methods above. Even though teachers see themselves as subject-matter experts, they have limitations when it comes to imparting knowledge to students during the teaching-learning process [18]. Moreover, T7 mentioned *"that projects, tasks, and encouraging students to delve deeper into their interests are all effective ways to incorporate research into the classroom."* In addition to enhancing the educational experience, encouraging a culture of research gives students lifelong skills that are priceless. As to the study of [1], teachers became more autonomous and supportive as a result of the intervention. Furthermore, T10 shared, teachers can find creative ways to engage students, encourage active learning, and accommodate various learning styles by researching educational research. Conducting research, exploration, and discovery makes it a way to become an efficient teacher in

delivering instructions and research helps teacher to learn about and comprehend teaching practices into a more innovative way of delivering instructions.

3.5 Contributions to Education Policy

Teachers are more conscious of the need to add to the body of knowledge they may share to raise the standard of educational services as a result of various inquiries and discoveries. As a result, this study can serve as a model for policy changes that will increase teachers' interest in conducting research. A culture of research among teachers of primary education can be successfully developed with the support of policies based on tangible, factual concepts [2]. As T8 and T9 shared that findings, developments, and solutions resulting from research can be advantageous to society. Thus, effective policymaking based on open innovation must maximize the benefits of transparency and encourage the investment required to turn open efforts into new technologies in delivering instructions [6].

The following emergent themes from the study will serve as the foundation for developing the school's research culture: research and intervention, enhanced teaching practices, professional development and growth, addressing classroom challenges, and contributions to education policy through it. There will be further information supporting the best practices in the school that incorporate research. Today, competencies need to be nurtured and improved when imparting knowledge. One of the priorities to be improved is the teachers' ability to use technology, adapt to the ever-changing educational landscape, and embrace the culture of research to deliver instruction, as well as their growth mindset as an integration catalyst and organization leader. This will help us transform the teaching and learning competencies in the integration of research in education and widespread in embracing the research culture.

Conclusions and Recommendations

As teachers become researchers, a great approach to learning new things and developing teaching practices into an evidence-based practitioner is through

research. Through research, each teacher gains a greater understanding of the need to be innovative and creative and develop instructional methods that can support both learning and teaching in the dynamic educational environment. As a result, teachers now routinely do research to deliver high-quality services in education and find solutions to problems. Considering that a teacher is a lifelong learner and strives for success, trends in writing research are relevant to all teachers. Based on the findings of this study, teachers should be more knowledgeable about research so that they may use it in their area of specialization. A working example of how developing one's professional and personal growth and development can be facilitated by preparation and knowledge, conducting and organizing research symposiums and conferences to discuss findings, disseminate them around the group, and educating each member individually. Through this, learning will be adjusted and evaluated with research. While conducting research is an independent process, an individual can perform better if their input is acknowledged and valued more. Giving teachers incentives, training opportunities, and publication opportunities will significantly aid their recognition of their studies and embrace an institution's research culture. Teachers must allow students to learn about research principles and do research in the classroom while taking ethical considerations into account. This increases teacher motivation to publish studies and their capacity to develop innovative and research-based approaches.

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