Slide 1

Enhancing Research Competitiveness

Michelle Mae J. Olvido, PhD
Cebu Normal University

Philippine Association for Teachers and Educators
13th Midyear Convention | 15-16 June 2023 | Microsoft Live

Slide 2

Presentation Outline

01 The Role of Research in Teacher Education

02 The Challenges to Research Competitiveness

03 The Strategies to Strengthen Research Culture

04 The Need for Safe Spaces in the Academe

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Slide 3

What is the role of **research** *in teacher education?*

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Slide 4

01 Role of Research in Teacher Education

✓ Enable education stakeholders to make informed decisions
✓ Help enhance the achievement of student learning outcomes
✓ Support the continuous professional development of educators
✓ Contribute to the growth of education as a field and discipline

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01 Role of Research in Teacher Education

Research *helps inform* **policy**
and improve **practice**.

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01 Role of Research in Teacher Education

*Policymakers like immediate answers
but education research moves at a snail's pace:*
It sometimes takes decades before a longitudinal survey yields policy-relevant insights into the burning questions we have right now. Education research also does not always focus on the questions that are most relevant to policymakers and practitioners… Sometimes policymakers and practitioners forget that data are not the plural of anecdote, and often they are simply too busy to look for research-based answers. On top of that, education systems often lack adequate infrastructure and mechanisms to support them in using research in their daily decisions.

(Organisation for Economic Co-operation and Development, 2023)

Educational Research and Innovation
Who Cares about Using Education Research in Policy and Practice?

STRENGTHENING RESEARCH ENGAGEMENT

OECD

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01 Role of Research in Teacher Education

The price of this disconnect between education policy, research, and practice has been high: Over the last few decades, education in most OECD countries have lost productivity, with teacher salaries having risen but outcomes have not improved.

Getting this right is important. **Our schools and universities of today are our economy and society tomorrow.** Only bold, innovative, and evidence-based education policy and practice will help develop better and more equitable economic outcomes, greater social participation, and stronger democracies.

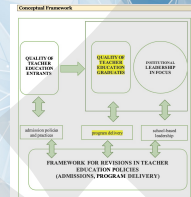*(Organization for Economic Co-operation and Development, 2022.)*

Educational Research and Innovation
Who Cares about Using Education Research in Policy and Practice?
STRENGTHENING RESEARCH ENGAGEMENT
OECD

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Slide 8

An Exploration of the Quality of Graduates of Teacher Education Institutions

The main objective of the study is to evaluate the **quality of graduates** of Teacher Education Institutions (TEIs) through the performance of the TEI graduates in the **Licensure Examination for Teachers** and the **teaching performance** of the beginning teachers in their **first three years of teaching.**

Conceptual Framework

FRAMEWORK FOR REVISIONS IN TEACHER EDUCATION POLICIES (ADMISSIONS, PROGRAM DELIVERY)

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An Exploration of the Quality of Graduates of Teacher Education Institutions

- ✓ Nationwide Survey Study
- ✓ Beginning teachers from DepEd
- ✓ Inclusion: Hired within the last three school years (SY 2018-19, 2019-20, and 2020-21) and graduated in the last 5 years (2016 to 2020)
- ✓ Descriptive and inferential statistics were utilized to answer the questions of the study (ANOVA, correlation analysis)
- ✓ Research ethics clearance was given by CNU REC (Code No.: 1019 / 2021-10)

Table 2
Distribution of Respondents by Region

Origin	No. of Respondents	No. of Included Respondents	%
Region I - Ilocos Region	168	45	26.79
Region II - Cagayan Valley	64	38	59.38
Region III - Central Luzon	469	203	43.28
Region IV-A - CALABARZON	667	158	23.69
Region IV-B - MIMAROPA	101	22	21.78
Region V - Bicol Region	687	296	43.09
Region VI - Western Visayas	922	320	34.71
Region VII - Central Visayas	300	121	40.33
Region VIII - Eastern Visayas	646	255	39.47
Region IX - Zamboanga Peninsula	394	138	35.03
Region X - Northern Mindanao	745	291	39.06
Region XI - Davao Region	834	399	47.84
Region XII - SOCCSKSARGEN	240	109	45.42
Region XIII - CARAGA Administrative Region	220	115	52.27
Cordillera Administrative Region	46	13	28.55
National Capital Region	521	157	30.13
TOTAL	7,022	2,680	38.17%

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Performance of the Teacher Education Institutions graduates in the LET

- Overall, the beginning teachers' performance shows an increasing trend implying that there must have been improvements in teacher training delivery leading to a closer alignment to what the licensure examinations measure to be evidence of teacher quality.

Table 5
Overall LET Performance of Teacher Graduates from 2017-2019

Examination	Mean (SD) and Description		
	2017	2018	2019
LET- Elementary	78.91 (2.59) Satisfactory	79.20 (2.85) Satisfactory	82.00 (3.67) Satisfactory
LET- Secondary	81.06 (3.54) Satisfactory	81.85 (3.76) Satisfactory	81.49 (4.52) Satisfactory
Overall	80.32 (3.40) Satisfactory	80.98 (3.70) Satisfactory	81.70 (4.21) Satisfactory

*Legend: 75-83.33 (Satisfactory), 83.33-91.66 (Very Satisfactory), 91.67-100 (Outstanding).

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Teaching Performance of the TEI Graduates

- Consistently rated Very Satisfactory with an increasing average rating. This can be interpreted as the improving quality of beginning teachers employed in the public school system or a better orientation of the beginning teachers of what is deemed to be teacher quality in the assessment instrument.
- As input to the reframing of teacher education in the country, an area of inquiry could be the consistency of what is deemed as teacher quality from training to licensing down to performance.

Table 6
Performance of Beginning Teachers in the RPMS Evaluation in 2018-2021

Year	n	Values	Description	95% CI
2019	871	4.07 (0.58)	Very Satisfactory	[4.03, 4.11]
2020	1286	4.17 (0.55)	Very Satisfactory	[4.14, 4.20]
2021	2654	4.22 (0.59)	Very Satisfactory	[4.20, 4.25]
On Average	2680	4.17 (0.57)	Very Satisfactory	[4.15, 4.19]

Note: Values are presented in Mean (Standard Deviation); CI means Confidence Interval; 4.50 - 5.00, Outstanding, 3.50 - 4.49 Very Satisfactory, 2.50 - 3.49, Satisfactory, 1.50 - 2.49, Unsatisfactory, and Below 1.49, Poor.

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Factors affecting Teaching Performance

- A significant relationship exists between the dependent variable and predictors. In this case, the teaching performance represented by the beginning teachers' RPMS ratings is affected by the identified factors of the model.
- Upon further analysis, **socioeconomic status, grade level taught, and teacher training performance** are significant predictors of the teaching performance of beginning teachers in the Department of Education.

Table 8
Model Summary

R	R2	Adjusted R2	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change (P-value)
0.183a	0.034	0.029	0.56096	0.034	7.727	12	2667	0.000 *

*Note: * Significant at 0.05; a. Predictors: (Constant), Type of Teacher Education Institution, Grade Level Taught, Overall Rating in Licensure Examination, GPA, Socio-economic status, Teaching Experience in DepEd, Length of Service in DepEd, DepEd Region, Age, Sex, DepEd School Category, Education Bachelor's Degree; b. Dependent Variable: Average RPMS Scores*

Table 9
Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	P-value
Regression	29.176	12	2.431	7.727	0.000 *
Residual	839.236	2667	0.315		
Total	868.412	2679			

*Note: * Significant at 0.05; a. Dependent Variable: Average RPMS Scores; b. Predictors: (Constant), Type of Teacher Education Institution, Grade Level Taught, Overall Rating in Licensure Examination, Age, Socio-economic status, Teaching Experience in DepEd, Length of Service in DepEd, DepEd Region, Age, Sex, DepEd School Category, Education Bachelor's Degree*

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Relationship between LET Performance and Teaching Performance

- The Licensure Examination for Teachers (LET) is an effective measure of gauging the competencies of prospective teachers for effective teaching.

- The results support the findings of Acosta and Acosta (2016) wherein teacher licensure is a significant factor in the implementation of basic education reform in the Philippine education system and is a good predictor of teachers' performance.

Table 11
The Correlation Analysis between the Beginning Teachers' Scores in the LET and RPMS

Variables	R-value	P-value	Interpretation
LET and RPMS	0.084	.000	Significant

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An Exploration of the Quality of Graduates of Teacher Education Institutions

- Since the licensure examination is an overall assessment of teachers' readiness for the field of teaching, there is a need for institutions with a dismal performance in the licensure exam to revisit, review, assess curricular outcomes, institute curricular mapping, and alignment of competencies, enhance program delivery by qualified faculty, and implement sound assessment measures.

- As ways forward, a similar study can be done for teachers who have served in the Department of Education for more than three years to ascertain if the findings would be the same or otherwise.

- In addition, other measures of teacher quality can be investigated to shed light on the dimensions of teacher quality in the country.

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An Exploration of the Quality of Graduates of Teacher Education Institutions

Conclusion

The performance of graduates in the licensure examination for teachers affects performance in the first three years of teaching. The dimensions of teacher quality in the country are anchored on the alignment of the outcomes and competencies in the written and tested curricula, effective program delivery, and qualified faculty which contribute to the high probability of passing the licensure examination for teachers that ultimately results in better teaching performance of beginning teachers.

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An Exploration of the Quality of Graduates of Teacher Education Institutions

The Cebu Normal University Research Team

Researchers:

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01 Role of Research in Teacher Education

*Abraham Lincoln is often credited with the observation that **"the best way to predict the future is to create it."** Computer scientist Alan Kay famously articulated a small adaptation of this pithy statement in posing that **"the best way to predict the future is to invent it."** We would suggest a modest variation on this theme by noting that perhaps the **best way to predict the future is to influence the conversation about what it could or should be.***

(Corley, K. G., & Gioia, D.A., 2011)

BUILDING THEORY ABOUT THEORY BUILDING: WHAT CONSTITUTES A THEORETICAL CONTRIBUTION?

KEVIN G. CORLEY
Arizona State University

DENNIS A. GIOIA
The Pennsylvania State University

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01 Role of Research in Teacher Education

***Research** doesn't just help inform **policy** but it empowers **people** and it doesn't just improve **practice** but enables the building of **partnerships**.*

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*What are the **challenges** of building research competitiveness?*

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02 Challenges to Research Competitiveness

- ✓ Limited funding and access to resources for research in teacher education
- ✓ Limited research skills and capacity of teachers to do research
- ✓ Lack of research culture and awareness
- ✓ Limited institutional support and collaboration

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02 Challenges to Research Competitiveness

*The challenge is the lack of adequate **resources** and the limitations or the lack of **policies** that should facilitate the inclusion of research in the teacher education institution's **culture**.*

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The Gestation-Expansion-Maturation Theory in Developing Research Culture

Research culture is an investment, which consists of observable and measurable inputs and outputs that interact in internal and external dynamics that are developmental and systemic in nature which leads to standardized and contextualized practices in a teacher education institution. It is evidence-based, dynamic, and distinct to the academic institution.

(Olvido, 2020)

Figure 2. The Configuration of Research Culture

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The Gestation-Expansion-Maturation Theory in Developing Research Culture

*The **development of a research culture** undergoes the phases of gestation, expansion, and maturation which are achieved through the presence of people, resources, and research activities that appear or function differently at each stage. Gestation is a period of laying down the foundations of a research culture focused on capability-building with outcomes manifesting as research production. Expansion, on the other hand, is the stage of development wherein collaborations inside and outside the institution are fostered with a highlight on the research dissemination activities.*

(Olvido, 2022)

Figure 5. The Gestation-Expansion-Maturation Theory in Developing Research Culture

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The Gestation-Expansion-Maturation Theory in Developing Research Culture

Lastly, maturation is described as a stage of leadership that reveals itself through the institution's ability to demonstrate expertise and pioneer development. At every stage, the measure of development is how widely research is accepted as a norm in the institution which makes itself evident through the impact of its knowledge-generation activities which add to the clarification of the institution's identity through its research niche. Retrogression in the levels is possible if identified factors are not nurtured and sustained.

(Olvido, 2022)

Figure 6. The Phenomenon of Developing a Research Culture

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The Gestation-Expansion-Maturation Theory in Developing Research Culture

GESTATION-EXPANSION-MATURATION THEORY IN DEVELOPING RESEARCH CULTURE

Stage	Milestone	Key Action Point
Gestation	Capacity-Building	Enabling Faculty / Allocating Budget
	Production	Conducting Research / Writing Manuscripts
	Acknowledgment	Establishing Systems / Fulfilling Duty
	Benchmarking	Identifying Standards / Meeting Fundamentals
Expansion	Collaboration	Building Teams / Attaining Grants
	Dissemination	Presenting Papers / Publishing Articles
	Emphasis	Permeating Functions / Shifting Paradigm
	Partnership	Determining Niche / Fostering Affiliations
Maturation	Institution	Spearheading Projects / Generating Resources
	Creation	Influencing Policies / Introducing Technology
	Prioritization	Acclimatizing Environment / Internalizing Role
	Leadership	Demonstrating expertise / Pioneering development

Figure 6. The Phenomenon of Developing a Research Culture

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02 Challenges to Research Competitiveness

Three challenges facing academic research during the Covid-19 crisis

Research from a team at Henley Business School highlights the funding, time, and location constraints on academic research during the pandemic.

(Baker et al., 2020)

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02 Challenges to Research Competitiveness

*The challenge is the lack of adequate **investment** and the limitations of the **processes** that facilitate the inclusion of research in the teacher education institution's **norm**, that is, **building a culture of research**.*

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*What are the **strategies** that can help build a culture of research?*

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03 Strategies to Strengthen Research Culture

✓ Invest in human and non-human resources and closely monitor outputs
✓ Create systems that consider the individual, the institution, and the community
✓ Consider the impact you wish to make and the identity you wish to build

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03 Strategies to Strengthen Research Culture

***Research** doesn't just help inform **policy** but it empowers **people** and it doesn't just improve **practice** but enables the building of **partnerships**.*

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03 Strategies to Strengthen Research Culture

Strengthening research culture requires strong policies, skilled people, effective practices, and resource-generating partnerships.

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Cebu Normal University:
The Journey to Becoming a Research University

Vision
A leading multidisciplinary research university of education committed to build a strong nation

Strategic Direction on
Enhancing Research, Development, and Innovation
Establishment of Research Institutes
Research-Based Purposive Faculty and Staff Development
Cutting Edge Research Papers
Journal Incentivization Program
Citation Index
Generating Patents, Inventions, Copyrights
Establishment of Research Ethics Committee

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Establishment of Research Institutes

Research Institute for Ageing and Health (RIAH)

Research Institute for Computing Math and Physics (RICMP)

Institute for Research in Innovative Instructional Delivery (IRIID)

Research Institute for Tropical Biology and Pharmacological Biotechnology (RITBPB)

Research Institute for Public Governance (RIPG)

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Establishment of Research Institutes

✓ **Research Publications**
   81 research published in Clarivate Analytics and Scopus Journals (2017-2020)
   18 research publications in FY 2022

✓ **Research Grants**
   2017- 2020 - Php 24,600,000.00 (Implemented and ongoing)
   2019 - 2021 - Php 14,356, 622.61 (Approved but not implemented)

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Establishment of Research Institutes

Research Institute for Ageing and Health (RIAH)

FUTURE PROOFING CENTRAL VISAYAS AGAINST PANDEMICS: A ROADMAP STUDY

PART I: THE STUDY DESIGN
PART II: THE SITUATIONAL ANALYSIS
PART III: THE OPERATIONAL PLANS

Recommendation:
For the RDC Full Council to direct the RDC sectoral committees to consider the strategies and operational plans in *Future-Proofing Central Visayas Against Pandemics: A Roadmap Study* as inputs in the preparation of their assigned chapters in the Regional Development Plan, 2023-2028.

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Research-Based Purposive Faculty and Staff Development

✓ Orientation on Turnitin Plagiarism Testing Online App
✓ Strategic Planning for the University Research Institutes
✓ Training-Workshop on Data Mining and Exploratory Analysis
✓ Conceptualization and Development of a Good Research Question and Research Problem
✓ Analysis and Interpretation Using Simulated Data
✓ How to Write a Publishable Paper
✓ Qualitative Data Analysis Training Workshop using NVIVO Software
✓ Quantitative Modelling
✓ Qualitative Data Analysis Training Workshop using VAN Manen Approach
✓ Training Workshop on Latex |
✓ Training on Data Analytics Using Tableau
✓ Training on Combinatorial and Statistical Applications of Generalized Bell Numbers and their Hankel

✓ Transform Lecture Series and Training on Lambert W Function: Riemann Surfaces|
✓ Theory Development by Complex Adaptive System
✓ SIR Modeling
✓ Network Analysis using Gephi
✓ Enhancing Action Research Capabilities: Continuous Improvement of Professional Practices
✓ Conducting and Writing Literature Reviews and Systematic Analyses in the New Normal
✓ Lecture Series and Training on Quantitative Ecology and Epidemiology
   ✓ basic models in ecology:
   ✓ exponential and logistic growth
   ✓ multispecies interaction
   ✓ basics of mathematical epidemiology: compartmental modeling and data analytics

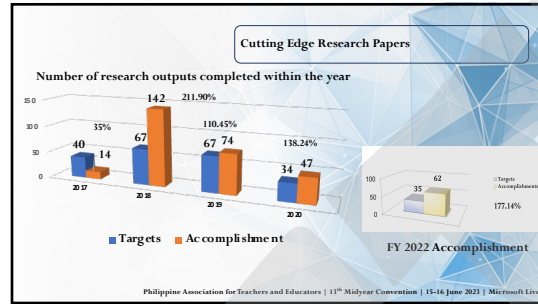Philippine Association for Teachers and Educators | 13th Midyear Convention | 15-16 June 2023 | Microsoft Live

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Research-Based Purposive Faculty and Staff Development

✓ **Novice, Intermediate, and Expert Researcher Trainings**
   ✓ Collaborative research across levels of expertise
   ✓ Facilitated by the Center for Research and Development

✓ **Training of Non-Teaching Staff on Research**
   ✓ Studies on budget utilization have been conducted and used in planning activities
   ✓ Offer scholarships to the regular non-teaching staff to pursue graduate studies

✓ **Close Monitoring of Outputs with External Mentors**
   ✓ Required submission of outputs every training
   ✓ Outputs are forwarded for review and funding (Call for Papers)

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Cutting Edge Research Papers

Number of research outputs completed within the year

Year	Targets	Accomplishment	%
2017	40	14	35%
2018	67	142	211.90%
2019	67	74	110.45%
2020	34	47	138.24%

■ Targets ■ Accomplishment

FY 2022 Accomplishment — 35 / 62 — 177.14%

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Cutting Edge Research Papers

Dir. Elena O. Diola Research Collaboration Award given during the 2nd Annual Central Visayas Health Research

Cebu Normal University was recognized and awarded the **Fr. Theodore Murnane Research Commitment Award** by the Central Visayas Consortium for Health Research and Development

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Cutting Edge Research Papers

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Cutting Edge Research Papers

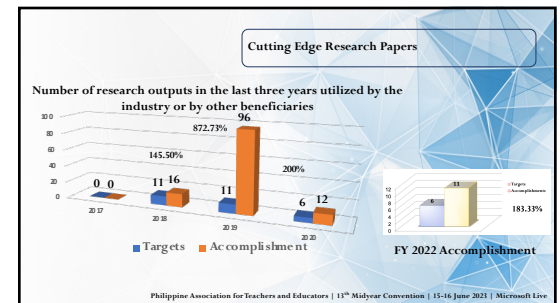**MOA with CCENRO for CEBU CITY URBAN BIODIVERSITY MGT PLAN (CCUBMP)**

Ornamental plant diversity, richness and composition in Urban parks: studies in Metro Cebu, Philippines
Flores, Fernandez, Orozco, Endino, Picardal, Garces

Floral Distribution and Diversity of Alien and Native Plants in Cebu Memorial Park, Cebu City, Philippines
Garces, Bayron, Espanol, Marfa, Picardal

Floristic Inventory and Distribution of Trees along urban national streets and roads in Cebu City, Philippines
Jumonong, Barliso, Lempio, Ricaborda, Garces, Picardal

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Cutting Edge Research Papers

Number of research outputs in the last three years utilized by the industry or by other beneficiaries

Year	Targets	Accomplishment	%
2017	0	0	
2018	11	16	145.50%
2019	11	96	872.73%
2020	6	12	200%

■ Targets ■ Accomplishment

FY 2022 Accomplishment — 6 / 11 — 183.33%

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Cutting Edge Research Papers

Culture-Based Cooperation Strategies Implication to Preservice Education Curriculum
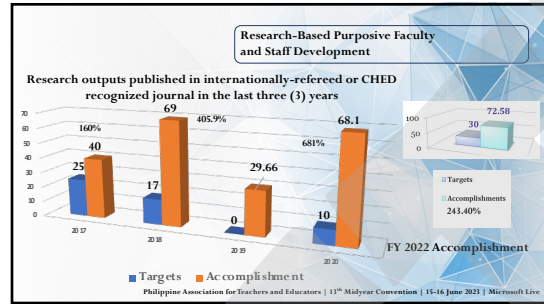Pacana, Dapat, Diones, Inocian, Lasala

used in the extension project titled, ALAYUN USWAG, (Culture and Arts Revival) cultural promotion and preservation and development of the cultural resources of the local community in Barangay Nangka, Balamban, Cebu.

Financial Literacy of Professional and Preservice Teachers in the Philippines
Montalbo, Pogoy, Pepito, Villarante

(1) used in the approved and funded of the extension project, "Superwoman: Empowering Housewives in Society".
(2) the utility model, A Bio-degradable Seedling Bag from Indigenous Material; and
(3) **barangay resolution adopting the technology, "A Bio-degradable Seedling Bag from Indigenous Material"**, to the community of Barangay Nangka, Balamban, Cebu.

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Research-Based Purposive Faculty and Staff Development

Research outputs published in internationally-refereed or CHED recognized journal in the last three (3) years

FY 2022 Accomplishment

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Journal Incentivization Program

Indexing

This Journal has been indexed in the **ASEAN citation index** and **Google Scholar**

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Citation Index

No.	Name	No. of Citations (2022 only)	Total No. of Citations as of Dec. 12, 2022	H -Index
1	Helen Boholano	127	534	8
2	Roberto B. Corcino	84	682	15
3	Daisy Palompon	83	184	6
4	Filomena Dayagbil	78	165	6
5	Michelle Mae J. Olvido	70	80	4
6	Laurence L. Garcia	65	110	4
7	Cristina B. Corcino	40	291	10
8	Joje Mar P. Sanchez	36	64	5
9	Angeline M. Pogoy	25	104	5
	Reynaldo B. Inocian	25	177	8
10	Edward Kiunisala	18	112	5
	Marchee T. Picardal	18	34	3
	Amelia M. Bonotan	18	33	3

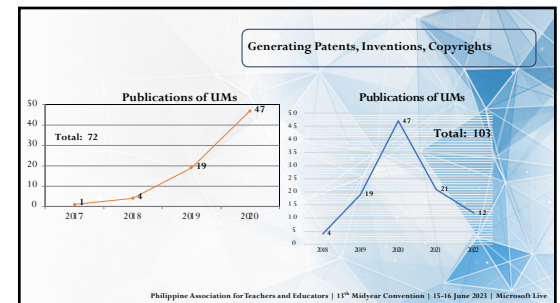Philippine Association for Teachers and Educators | 13th Midyear Convention | 15-16 June 2023 | Microsoft Live

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Citation Index

College	Number of Citations (2022 Only)	Number of Citations (As of 2022)
CAS	227	1815
CTE	483	1424
CN	165	361
ILS	54	144
TOTAL	929	3744

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Generating Patents, Inventions, Copyrights

Publications of UMs — Total: 72

Publications of UMs — Total: 103

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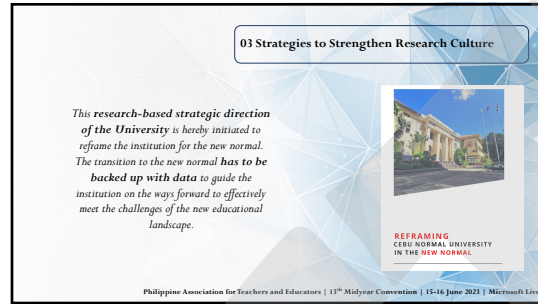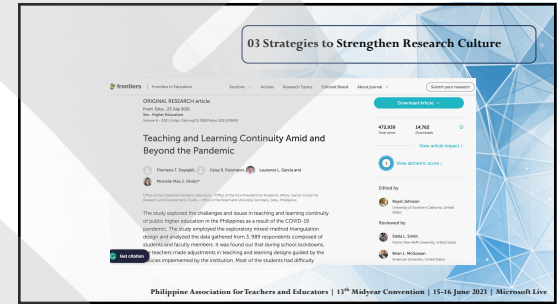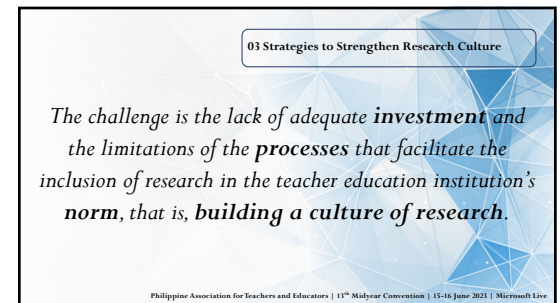
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03 Strategies to Strengthen Research Culture

*A starting point to strengthening our research culture
is to assess our institutions and ask ourselves:*

*Where do we **invest?***
*What **processes** have to be in place?*
*What **norm** should we build?*

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*How are these things significant
to me as an "ordinary" teacher?*

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04 The Need for Safe Spaces in the Academe

A starting point could be to ask ourselves:

*Where do you need to **invest?***
*What **processes** do you need to put in place?*
*What **norm** should you build?*

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04 The Need for Safe Spaces in the Academe

A starting point could be to ask ourselves:

*Where do you need to **invest?***
*What **processes** do you need to put in place?*
*What **norm** should you build?*

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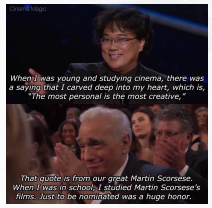**04 The Need for Safe Spaces in the Academe**

A starting point could be to ask ourselves:

Where do I need to grow as a person and a professional?
*What habits can I learn and unlearn to
be a better version of myself?*
How does this better version of myself look like?

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04 The Need for Safe Spaces in the Academe

Cinema Magic

When I was young and studying cinema, there was a saying that I carved deep into my heart, which is, "The most personal is the most creative."

That quote from our great Martin Scorsese. When I was in school, I studied Martin Scorsese's films. Just to be nominated was a huge honor.

*Our research work has to be
personal because the work we put
out there is a piece of who we are as
persons and as professionals.*

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04 The Need for Safe Spaces in the Academe

Put in the work. Disseminate your work. Build on the work.

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04 The Need for Safe Spaces in the Academe

Are our schools, colleges, and universities safe spaces for teachers and educators to build their research competitiveness?

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04 The Need for Safe Spaces in the Academe

"Evidence-Based Practices and Innovations in Education through Research and Integration for Sustainability".

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04 The Need for Safe Spaces in the Academe

4 Basic Conditions for Sustainability

✓ Living within the Earth's physical and biological limits

✓ Maintaining a vital, prosperous economy

✓ Supporting social stability, equity, and development

✓ Making individual opportunity, fulfillment, and happiness possible

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