

Current Status Of Educational Research Linked To Teacher Practice In Peru

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Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 4 June 2021

ABSTRACT: To achieve quality education worldwide, it is necessary for teachers to investigate in their educational context in order to understand and intervene in teaching-learning process. The present article aims to explain the current state of educational research linked to teaching practice. The study was carried out between January to April 2021, in department of La Libertad, its capital Trujillo being located in northern Peru. The applied methodology responds to the qualitative approach and cross-sectional phenomenological research design. Participants were 46 teachers from initial, primary and secondary educational levels of public schools. Information was collected through a semi-structured interview and analysis of information was processed through Atlas software. ti7 that allowed to organize and hierarchize the data in categories and codes, starting with four a priori categories and in the process three new categories emerged. Results have found a serious contradiction between positive conception of teaching staff about educational research as a contribution to education and the link between it in their teaching practice. Conclusions clarify the panorama of the teaching conception about research and the reasons why they have not been able to link it to their teaching practice.

Keywords: educational research, teaching practice, public education

INTRODUCTION

Educational research has great importance in education field, strong point is to describe, explain and predict facts and / or phenomena occur in educational context, applying scientific method to address problems in order to contribute towards a change for learner's benefit and educational system. Fernández and Johnson, (2015) argue teachers seek to improve their practice with action research. Cuevas and Mireles (2016); León (2016) and Burgo et al. (2019) refer that educational research is oriented to understand social aspects, teaching practices, educational policies and immediate problems require attention in school context. However, it is very clear educational research is not always immersed in teaching practice. Mojica (2020) points out school should involve practices of intellectual exercise, particularly research. Absence of teachers in scientific communities and low intellectual production evidences a departure from research practices of teacher. In Peru, the few educational investigations carried out by teachers of Regular Basic Education (RBE) are carried out in universities as a means of obtaining a university degree but after that, they do not carry out research of their own volition. CONCYTEC (2019) has indicated that at the end of that year, the country has 4266 registered researchers and that most of them dedicate their time to research and other professional activities, but reports show researchers are in universities, but not in schools. CONCYTEC also promotes research in educational institutions, with purpose of involving teachers and students from all over the country, in fairs such as "Peru with science" and simultaneously also the National School Fair of Science and Technology "Eureka! 2019", but only a few schools participate in these events.

Problem is clear, from schools do not emerge research teaching staff, even though they are aware of importance of educational research in educational quality in the country, teachers do not research, so much so that it is difficult complement research to teaching practice and this due to they have very marked forms , strategies, pedagogical and didactic processes that are applied in curricular areas in accordance with provisions of the Ministry of Education and it has not been necessary for them to generate new forms of teaching and learning that leave educational context already regulated. Montes and Mendoza (2018), found there is a lack of a link between research, teaching and local social environment. Carreño et al. (2019) propose actions of teachers should go beyond teaching of classes in classroom. These actions should also include other aspects such as understanding of theoretical for its application in

practice, research as a necessary resource to improve teaching work and interrelationship between teachers and academic community. Díaz et al. (2019) affirm a high rate of teachers maintains that they agree that research has a low impact on teaching. Perines (2017); Murillo et al (2017); Olivares (2019) and Pinto (2020), have found research competencies of faculty of the initial, primary and secondary level, are not sufficient to develop quality research and most of them share a kind of collective culture of research rejection. Ventura (2020) states great problem suffered by teachers of basic education, is centered on their little experience for scientific research, so they do not develop such practices and skills. Sánchez (2016) found attitude towards research is perceived as low, with little difference between men and women. Among the reasons they argue are methodological difficulties, lack of time, resources and access to research, noting that teaching is unrelated to educational research. However, Perines and Murillo (2017) disclosed there is a reasonably positive perception of teachers about educational research as well as its possibilities to improve education. Given this, León (2016) affirms educational practice presents complex and diverse realities and must also address changes through new ways of thinking and producing that reality and must be addressed through research works developed by themes respond to the problems found in the different learning environments. Thus, to improve quality of education, teachers must investigate, know their educational reality and problems they must attend to in order to generate changes to guarantee good professional performance for the well-being of learners and educational community. In this sense, the objective of this research is explaining current state of educational research linked to teaching practice.

METHODOLOGY

Research responds to a qualitative approach with phenomenological design which allowed to assess individual opinions of teachers in order to explain current situation of educational research linked in their teaching practice. This study was developed with participation of 46 teachers of regular basic education who work in public schools located in La Libertad department in Peru, with a professional university degree at the initial, primary and secondary education levels. Inclusion criteria are had to be teachers with more than 10 years of teaching experience, in the status of appointed or hired in public schools. Study period is cross-sectional given that the information was obtained during January to April 2021. Applied instrument was a semi-structured interview where 10 questions were raised in advance of interview schedule, oriented to four a priori categories: a) contributions of research in teacher's practice; b) educational research and its link with teaching practice; c) educational policies for research and d) knowledge of teachers in research. Three new categories were proposed: e) attitude and teaching staff quality that investigates; f) research culture and g) exclusive dedication to pedagogical work (Table 1). For processing of information, software for qualitative data analysis atlas.ti7 Version: 7.5.16 was used.

Table 1. Matrix of categories and their respective codes in order of frequency obtained from testimonies of faculty between January and April 2021.

Categories	Associated codes displayed in order of frequency
Contributions of research in teaching practice	<ul style="list-style-type: none"> - Research improves educational quality and generates new educational proposals - Helps to solve difficulties that present the students - Educational improvement plans and innovative projects to generate learning - Contributes in the performance of teachers and students - Strengthen pedagogical and managerial practice - Improves pedagogical work in daily work - Improves teacher training, performance in the classroom, school and community in the search for transformative change - Transforms educational practices and improve learning in students - Contributes to improving teaching educational practice - Research to improve teaching practice is a priority - It presents projects, ideas for improvement in practice and educational management - Identify weaknesses in teaching and learning - Allows to reach a level of professional development
Educational research and its link with teaching practice	<ul style="list-style-type: none"> - The theories obtained by research are applied in pedagogical practice - Educational policies propose to investigate in the classroom, but this is not done - Educational research is not replicated in the students by teachers - Research must get out of the real problems in school

	<ul style="list-style-type: none"> - Educational research is little disseminated to teachers - There is very little review of educational research by researchers
Educational policies for research	<ul style="list-style-type: none"> - The Ministry of Education is more interested in implementing the National Curriculum - The Ministry of Education should train teachers and promote research - Low or no funding sources for classroom research - Scarce economic budget and resources for research
Knowledge of research teaching staff	<ul style="list-style-type: none"> - Knowledge of scientific research is basic - The Ministry of Education does not promote trainings or workshops in research - Research courses are learned at university, but over time we forget - Little knowledge in scientific research methodology
Attitude and quality of the teaching staff researching	<ul style="list-style-type: none"> - Conformism to the application of the educational model imposed by the Ministry of Education - Poor motivation and incentive to do research in the classroom - Little faculty interest in research - Interest in developing their classes without giving scientific solutions to the problems of the students - Little commitment to doing scientific research in school - Lack of time and financial resources to devote to research - Indifference to educational research
Investigative culture	<ul style="list-style-type: none"> - Research product of theses to obtain bachelor's or postgraduate degree - Poor culture to investigate in the classroom - Low levels of scientific preparation - It requires dedication and exclusivity. - Doing scientific research in classrooms is not a peer-to-peer topic - Solutions based on experience - Poor culture to investigate in the classroom
Exclusive dedication to the pedagogical work	<ul style="list-style-type: none"> - Limited time to do educational research - Excessive educational labor overload - Exclusive dedication to the preparation of classes and pedagogical chores - Session planning and material preparation observe time

RESULTS AND DISCUSSION

The results with Atlas. ti7 software, suggest that opinions of the teaching staff regarding contributions of research in practice of teacher are very encouraging, they explain educational research contributes to improving pedagogical practice of teachers which allows to strengthen educational quality, they also affirm it is transformative because with research improvement plans and innovative educational projects are generated to face educational difficulties, socio-emotional problems affect students and other types involved in educational process. Likewise, they refer it must be a priority to carry out research in classroom because there are many problems require attention and solution to guarantee good educational results. These opinions are very favorable because the faculty confirms research contributes a lot in their professional performance, here are some testimonies that attest to this.

From point of view of teachers, educational research does contribute and improve their teaching practice and above all benefits students. With regard to opinion of teaching staff on link of educational research in their teaching practice, panorama is diverse. They refer that knowledge and theories obtained by research are applied in pedagogical practice, educational policies propose to do research within classroom however this is not carried out, teaching staff solves educational difficulties without need to do research because that requires a lot of time and that they know of research that teachers have carried out but their contributions and innovations are not replicated by others and other teachers to the students. Likewise, consider investigations are little diffused and that in addition to this educational research carried out by researchers is reviewed very little, they also consider it necessary for research to get out of real problems that arise within schools.

These opinions emphasize the little link of educational research with the very practice of faculty, despite being aware of contribution of research in their profession, they dissociate it from their daily activities, as if it were not necessary to improve their own performance and provide solutions to educational needs of their students. Opinions of teaching

staff of how they perceive orientation of Educational Policies for research in teaching practice is negative, they consider the Ministry of Education establishes policies giving greater interest to implementation of national curriculum in order for teaching staff to design and implement the educational spaces for the student population, as well as methodological strategies and use of teaching materials and resources are applied, but does not propose implementation of dedicated spaces for educational research, there are no sources of funding for research in classroom, as well as resources available to teachers, so Ministry of Education or local educational management units should promote research and train teaching staff in research.

Regard to opinions issued by faculty on knowledge they have in research ensure their knowledge is basic and how they perceive level of knowledge of their colleagues about scientific research, they replied are also basic or scarce, for the reason that they indicate that they do not receive training or workshops to expand that knowledge and what they know learned in the university and that they were where they carried out educational research, with purpose of obtaining their academic and / or master's degree, however over the years they forget how to do research therefore, it is not perceived within their educational institutions that their colleagues do research and that their colleagues who study master's degree and are doing their thesis, it is very difficult for them to do scientific research, because they are not used to it. This category emerged from interviews with faculty whose results are very discouraging, even more so when in previous questions they stated educational research contributes a lot to their teaching practice, the attitude and its qualities show the opposite, when asked what is the reason why the teacher does not investigate? they indicated researching requires a lot of time and they do not have it, they also do not have economic resources, they do not feel motivated, the interest in research is almost nil, they have been satisfied with applying in their work what the Ministry of Education establishes so they consider that it is no longer necessary to do so, therefore they show great indifference to research.

Another category emerged from the study is the research culture, teaching staff does not carry out research, they have no initiative, nor interest in doing so and many of them have responded educational research they have carried out has been in the university, this being a requirement for obtaining their degree or academic degree of master's degree, but at the end of their studies they have not done research again because the difficulties in classroom are addressed not with research but with solutions based on their knowledge and experience, likewise they manifest that their knowledge and scientific preparation is low.

The category finally emerged is exclusive dedication to pedagogical task. Most of teachers have emphasized have the time to do research, a whole day for development of the classes and the remaining time for planning of didactic units, learning sessions, elaboration of educational materials, review of tasks, elaboration pedagogical documents and others, already absorbs its day completely, also they refer that in the educational system overcharge labor to teaching staff with pedagogical documents.

As a discussion of results obtained, it has been found until now it has not been possible to link educational research with teaching practice as stated by Orler (2012), both activities are incompatible. This study has found great contradictions between what teaching staff thinks and their attitudes when linking educational research in their practice itself, their testimonies affirm the value and research contribution to strengthen their professional performance, attend and respond through solutions to educational needs, but this remains there, studies such as those of Perines and Murillo (2017) found similar findings where the teacher's perception of educational research is reasonably positive; this indicates that the teaching staff is aware of the importance of research however their actions are different.

Other studies by Cuevas and Mireles (2016) found educational research is not always immersed in teaching practice. Montes and Mendoza (2018) found there is a lack of a link between research, teaching and local social environment. Díaz et al. (2019) report teachers agree that research has low educational impact. These findings are opposed to theoretical contributions of Carreño et al. (2019) who explain actions of teachers must go beyond the teaching of classes. González and Fahara (2018) argue results obtained from an educational research must transcend specific problems of educational context and Sáez (2017) explains educational research generates new knowledge through solution of problems in educational field and Quintero et al. (2018) insist research has to arise from needs of school.

Meanwhile, teaching staff is aware educational research contributes to educational quality and this does not transcend their teaching practice is alarming for our global education. Other findings of this research have allowed to know teaching staff perceives educational policies for investigation in its practice are negative and insufficient, that it does

not have support of educational authorities to promote and do research in classroom. Montes (2018) alleges final goal of research of education and of educational policies is educational change.

In addition, testimonies of faculty indicate their levels of knowledge about educational research and methodology of scientific research is basic or almost nil, what they learned was in the university but over the years they have forgotten; with regard to their attitudes towards research are of indifference, they claim not to feel motivated and interested in doing research for the same reason that it demands a lot of time, these results are similar to those obtained by Perines (2017); Murillo, Perines and Lomba (2017); Olivares, (2019) and Pinto (2020) who found research skills of teachers are not enough to develop quality research and most of them share a kind of collective culture of rejection of research, among the reasons argue methodological difficulties, lack of time, resources and access to research, finally Sánchez (2016) also concludes attitude towards research is low, noting educational research is dissociated from teaching practice.

Thus, in their practice there is no research culture, they hardly carry out educational research, solutions to educational problems are addressed from experience itself. Jiménez and Duarte (2013) argue researcher must have an innate vocation, feel love of science as a change and solution factor of problems contributing to knowledge; Pérez et al. (2014) argue faculty should feel committed to society and be able to solve problems in their environment; so before contributions of these authors can be reflected there is still no commitment on the part of the teacher to be a researcher, there is an absence of love for science and therefore for search for problem solving.

Fontaines et al. (2019) report research of faculty shows leadership qualities, cognitive, pro-social and academic skills to undertake research tasks. And Montañez (2019) refers you must have time to seek information, be autonomous, have self-control, moral attitude and properly use techniques and methods of research, however in this study these attitudes have not emerged from the teachers' testimonies, but their dedication is exclusive to pedagogical task; that their knowledge, effort and time is destined to the development of their classes and pedagogic activities such as the programming of their didactic units, learning sessions, materials and other actions of their practice, therefore there is no time for research. Thus, these findings remain contradictory, as well explained by Colén and Castro (2017) in the relationship of theory and practice can present obstacles and may lead to questioning the usefulness of this; it is then that this broad study plus uncertainty, if it is known educational research contributes to change and improvement of educational practices why teaching staff does not investigate.

FINAL CONSIDERATIONS

Teaching staff recognizes educational research contributes to improving their professional practice, which provides solutions to problems of students and the school, but does not transcend beyond thought towards the practice itself. Teachers do not carry out research within the school, existing research is not reviewed to replicate them, research is not within their priorities or academic activities, therefore, it demonstrates a serious disassociation between educational research and its practice. Educational policies do not articulate teachers' work with educational research; training, advocacy, motivation, funding, and resources to do research is beyond their reach. Knowledge on how to do educational research is basic or almost nil, the lack of research practice and motivation make you lose interest therefore doing research is not within your possibilities. Attitude of teachers to investigate is negative despite recognizing and giving value to research, lack of interest, the conformism to follow guidelines of educational model has generated little will for research. Research culture is absent, it is not a topic of interest or that is commented on within the educational context, solutions to educational problems are resolved from own experience of teachers. Dedication of teaching staff is exclusive to pedagogical work, their time is destined only for their pedagogical activities which does not allow them to do research, from their point of view, this requires time and that is what they have less. It is recommended to authorities, managers and teaching staff that being educational research transformative and generating new knowledge in order to improve teaching-learning process, take appropriate measures to implement research-oriented actions within educational context.

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