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RESEARCH ATTITUDE AND COMPETENCE OF PUBLIC-SCHOOL TEACHERS: BASIS FOR UPSKILLING PROGRAM

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Abstract

Public-school teachers today exhibit a wide range of attitudes towards research, influenced by factors such as awareness, interest, and perceived challenges. Their research competence varies based on factors such as skills, training, and application in practice. This study identified the significant relationship between the profile of the teacher-respondents in the Division of Nueva Ecija and their research attitude and competence. The profile of the respondents was analyzed to ascertain their significant relationship with their research attitude and competence. Data were randomly collected from 275 respondents through a modified questionnaire. The study unveils that the public-school teachers today had a very competent attitude towards research, and that they possessed a very high level of research competency. Likewise, some profile characteristics of these teacher-respondents were found to be significantly correlated with their research attitude and competence. Results of the study paved the way for the development of a proposed Upskilling Program supportive and essential in developing the research culture among public-school teachers.

Keywords: public-school teachers, research attitude, research competence, upskilling program

INTRODUCTION

In fostering a culture of inquiry, innovation, and continuous improvement within the educational system, teachers' research attitudes and competencies play essential roles. Their ability to engage in research contributes significantly to school improvement, curriculum development, evidence-based instructional practices, and professional growth. Through research, teachers can systematically examine educational concerns, identify effective teaching strategies, and develop appropriate solutions to challenges encountered in their respective schools.

Research attitude refers to teachers' beliefs, perceptions, and dispositions toward engaging in research activities [1]. A positive research attitude encourages teachers to explore new instructional approaches, become receptive to educational innovations, and participate in activities that generate and apply knowledge. On the other hand, research competence refers to teachers' knowledge, skills, and abilities in conducting research effectively [2]. Teachers with adequate research competencies are better equipped to identify research problems, review related literature, select appropriate methodologies, analyze data, and communicate research findings. These competencies strengthen their capacity to evaluate educational practices and contribute to the advancement of professional knowledge.

Despite the recognized importance of research in the teaching profession, some teachers continue to experience difficulties in developing and conducting research. Limited exposure to research activities and insufficient understanding of research methodologies may hinder their active participation in research initiatives [3]. These challenges may also be attributed to inadequate financial support, heavy teaching responsibilities, and limited opportunities for research engagement [4]. Moreover, research productivity depends considerably on the time allocated to research-related activities [5]. Although teachers may demonstrate a certain level of research competence, they may still require further development in research methodologies, data analysis techniques, and the dissemination of research findings [6]. These circumstances emphasize the need for continuous professional development and institutional support to strengthen teachers' research capabilities.

Research attitude and research competence are interconnected dimensions that influence teachers' engagement in research activities. Teachers who demonstrate positive attitudes toward research may be more willing to acquire the necessary knowledge and skills to conduct studies. Similarly, teachers who possess adequate research competencies may develop greater confidence and appreciation for research as an essential component of professional practice. Understanding these dimensions is therefore important in determining the extent to which teachers are prepared to undertake research and contribute to evidence-based educational improvement.

Given the importance of research in enhancing teachers' professional performance, it is necessary to examine their existing research experiences, attitudes, and competencies. Identifying their strengths and areas for improvement may provide a basis for designing appropriate interventions, professional development activities, and institutional support mechanisms. Such initiatives may help address

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existing gaps and encourage teachers to become more active participants in educational research.

In this regard, the present study sought to determine the relationship between the profile, research attitude, and research competence of public-school teachers in Congressional District IV, Schools Division of Nueva Ecija. Specifically, it examined their highest educational attainment, current position or academic rank, length of service, participation in research training, and research involvement. It also assessed their research attitudes in terms of research orientation, reward influence, personal interest in research, research use, and research perception, as well as their research competencies in terms of writing skills, methodological skills, reviewing skills, reflecting skills, and content knowledge skills.

By understanding these characteristics and their relationships, educational leaders and policymakers may develop appropriate strategies to strengthen teachers' research engagement and professional development. Furthermore, the findings of this study were intended to serve as a foundation for developing a proposed upskilling program that would enhance teachers' research competencies, promote positive research attitudes, and foster a sustainable culture of inquiry and evidence-based practice in public schools.

Statement of the Problem

This study aimed to determine the relationship between the profile, research attitude, and research competence of public-school teachers in Congressional District IV, Schools Division of Nueva Ecija.

Specifically, it sought to answer the following questions:

1. How may the profile of the teacher-respondents be described in terms of:
1.1. highest educational attainment;
1.2. current position or academic rank;
1.3. length of service;
1.4. number of research trainings attended; and
1.5. number of research studies conducted?

2. What is the level of research attitude of public-school teachers in terms of:
2.1. research orientation;
2.2. reward influence;
2.3. personal interest in research;
2.4. research use; and
2.5. research perception?

3. What is the level of research competence of public-school teachers in terms of:
3.1. writing skills;
3.2. methodological skills;
3.3. reviewing skills;
3.4. reflecting skills; and
3.5. content knowledge skills?

4. Is there a significant relationship between the profile of the respondents and their research attitude?

5. Is there a significant relationship between the profile of the respondents and their research competence?

6. Based on the findings of the study, what upskilling program may be proposed to enhance the research attitude and competence of public-school teachers?

MATERIALS AND METHODS

Research Design

The study employed a mixed-method research design, specifically the exploratory sequential design. This design involved an initial qualitative phase followed by a quantitative phase to provide a more comprehensive understanding of the research problem. The qualitative component was intended to explore relevant experiences and perspectives concerning teachers' research engagement, while the quantitative component was used to describe the respondents' research attitudes and competencies and examine their relationships with selected profile variables.

The quantitative component utilized a descriptive-correlational approach to determine the levels of research attitude and research competence and establish whether significant relationships existed between the respondents' profiles and the two major research variables. This approach was appropriate for describing existing conditions and examining relationships among variables without manipulating them.

Respondents of the Study

The respondents consisted of 275 permanent public-school teachers from Congressional District IV, Schools Division of Nueva Ecija. They were selected through purposive sampling based on their qualifications and the characteristics relevant to the objectives of the study. Specifically, the respondents were permanent public-school teachers who could provide information regarding their research experiences, attitudes, and competencies.

Participation in the study was voluntary. The respondents were informed about the purpose of the research and were asked to provide their consent before participating in the data-gathering process.

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Research Instrument

The study utilized an adapted and modified questionnaire based on the Revised Attitudes Toward Research Scale (R-ATR) developed by Papanastasiou [7]. The instrument was contextualized to address the research attitude and research competence of public-school teachers. The questionnaire consisted of three parts. The first part gathered the respondents' profiles in terms of highest educational attainment, current position or academic rank, length of service, number of research trainings attended, and number of research studies conducted. The second part measured research attitude through five dimensions: research orientation, reward influence, personal interest in research, research use, and research perception, with five items for each dimension. The third part assessed research competence through writing skills, methodological skills, reviewing skills, reflecting skills, and content knowledge skills, also with five items for each dimension. To establish the validity of the instrument, it was presented to a licensed psychometrician and a panel of experts for evaluation. Its reliability was determined through field testing involving participants who were not included in the actual study. Cronbach's alpha was computed using SPSS version 20, and the resulting reliability coefficients were interpreted using the acceptability guidelines of George and Mallery [8].

Procedures

Before conducting the study, the researcher secured permission from the Schools Division Superintendent of the Schools Division of Nueva Ecija and the principals of the participating public schools. After obtaining the necessary approvals, the researcher coordinated with the school administrators regarding the administration and retrieval of the questionnaires. The purpose and procedures of the study were explained to the prospective respondents. An Informed Consent Agreement Form was provided to ensure that their participation was voluntary and that they understood their rights as research participants. The researcher administered the validated questionnaire to the selected respondents and provided sufficient time for them to complete the instrument. To allow careful and thoughtful responses, the questionnaires were retrieved the following day. Throughout the data-gathering process, the researcher observed ethical research standards by ensuring the privacy of the respondents, maintaining the confidentiality of the information collected, and protecting the anonymity of participating individuals and schools. The completed questionnaires were checked, organized, and prepared for statistical analysis.

Statistical Treatment

The data gathered were analyzed using appropriate descriptive and inferential statistical tools.

Frequency Count and Percentage. These were used to describe the respondents' profiles in terms of highest educational attainment, current position or academic rank, length of service, number of research trainings attended, and number of research studies conducted. Mean and Weighted Mean. These were employed to determine the levels of research attitude and research competence of the respondents across their respective dimensions. The computed results were interpreted using the established four-point Likert scale and corresponding verbal descriptions. Pearson Product-Moment Correlation Coefficient (Pearson r). This was utilized to determine the significant relationships between the respondents' profile variables and their research attitude and research competence. The statistical significance of the relationships was evaluated at the 0.05 level of significance. Qualitative Analysis. For the exploratory qualitative component, the gathered responses were examined and organized according to recurring ideas and patterns relevant to teachers' research experiences and development needs. The resulting insights were intended to complement the quantitative findings and provide additional considerations for the proposed upskilling program.

RESULTS

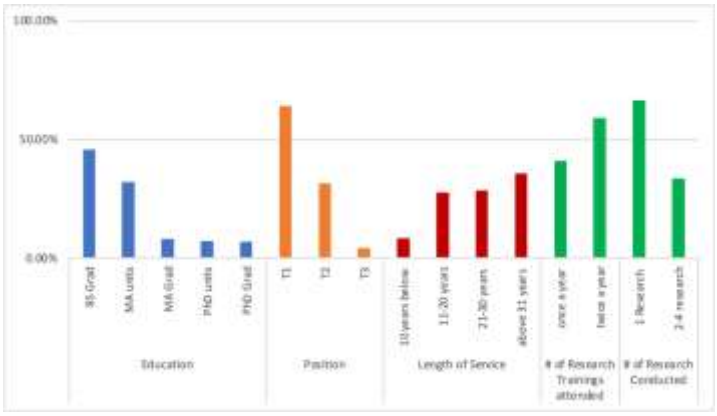
This section presents the analysis and interpretation of the data gathered from the respondents of the study.

1. The professional profiles of the Teacher-Respondents

Figure 1 presents the professional profile of the respondents in terms of highest educational attainment, current position or academic rank, length of service, number of research trainings attended, and number of research studies conducted.

Figure 1. Professional profiles of the teacher-respondents

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2. Research Attitudes of Public-school Teachers

Table 1. Research Attitudes of Public-school Teachers

RESEARCH ATTITUDES	Weighted Mean	Verbal Interpretation
Research orientation	3.91	Very Competent
Reward influence	3.97	Very Competent
Personal interest in research	3.94	Very Competent
Research use	3.93	Very Competent
Research anxiety	3.94	Very Competent
Total	**3.93**	**Very Competent**

Legend: 3.25.-4.00=Very Competent; 2.50-3.24=Competent; 1.75-.2.49=Moderately Competent;1.00-1.74=Incompetent

3. The Research Competence of Public-school Teachers

Table 2. the Research Competence of Public-school Teachers

RESEARCH COMPETENCE	Weighted Mean	Verbal Interpretation
Writing Skills	3.95	Very Competent
Methodological Skill	3.94	Very Competent
Reviewing Skills	3.95	Very Competent
Reflecting Skills	3.92	Very Competent
Content Knowledge Skills	3.98	Very Competent
Total	**3.94**	**Very Competent**

4. The Significant Relationship between the Profile of the Respondents and their Research Attitude

Table 3. Correlation between the Profile of the respondents and their Research Attitude

Correlation Between the Respondents' Professional Profile and Research Attitude

Research Attitude	Value	Professional Profile of the Respondents: Highest Educational Attainment	Academic Rank/ Current Position	Length of Service	Number of Research Trainings Attended	Number of Research Conducted
Research Orientation	r	0.055	−.170**	−0.071	0.019	−0.031
	p	0.363	0.005	0.243	0.748	0.604
Reward Influence	r	.125*	−0.018	0.065	−.149*	0.025
	p	0.038	0.760	0.280	0.013	0.710
Personal Interest in Research	r	−0.039	−0.045	−0.034	0.106	−0.045
	p	0.518	0.459	0.573	0.080	0.457
Research Use	r	0.061	−.199**	−0.085	−0.064	0.071
	p	0.316	0.001	0.162	0.289	0.239
Research Anxiety	r	0.075	0.057	0.036	0.001	−.122*
	p	0.216	0.344	0.557	0.985	0.043

Note. ** $p < .01$. * $p < .05$. Correlations are two-tailed.

5. The Significant Relationship between the Profile of the Respondents and their Research Competence

Table 4. Correlation between the Profile of the respondents and their Research Competence

Correlation Between the Profile of the Respondents and Their Research Competence

Research Competence	Value	Professional Profile of the Respondents: Highest Educational Attainment	Academic Rank/ Current Position	Length of Service	Number of Research Trainings Attended	Number of Research Conducted
Writing Skills	r	−0.029	0.003	−.140*	−0.099	0.006
	p	0.637	0.958	0.020	0.102	0.916
Methodological Skills	r	0.064	−0.083	−0.027	0.032	−0.019
	p	0.290	0.170	0.659	0.593	0.760
Reviewing Skills	r	−0.117	0.082	0.095	0.035	−0.004
	p	0.052	0.173	0.116	0.561	0.946
Reflecting Skills	r	.179**	−0.037	0.096	−0.071	−0.074
	p	0.003	0.537	0.114	0.243	0.222
Content Knowledge Skills	r	0.091	−0.068	−0.067	−0.022	0.093
	p	0.132	0.260	0.269	0.716	0.124

Note. ** $p < .01$. * $p < .05$. Correlations are two-tailed.

6. The Proposed Upskilling Program for Public-school Teachers

The proposal outlines an upskilling program designed to enhance the research competence of public-school teachers in the Philippines. The program aims to address the diverse professional characteristics and varying levels of research exposure among teachers, ultimately fostering a culture of research and evidence-based practice in schools. Drawing on research literature and best practices in professional development, the program encompasses a comprehensive set of activities and strategies tailored to the specific needs and contexts of public-school teachers. Key components include targeted training sessions, collaborative research opportunities, mentorship programs, and ongoing support mechanisms.

Discussion

Figure 1 presents the respondents' profiles in terms of highest educational attainment, current position or academic rank, length of service, number of research trainings attended, and number of research studies conducted.

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In terms of highest educational attainment, 126 out of the 275 respondents, constituting 45.8%, held bachelor's degrees, while 22 individuals, accounting for 8%, possessed master's degrees. Only 19 respondents, comprising 6.9%, had attained doctoral degrees. Additionally, 88 respondents, representing 32%, had earned master's units, whereas 20 individuals, totaling 7.3%, had accumulated units toward doctoral degrees.

Regarding their current positions or academic ranks, 176 out of 275 participants, making up 64%, held the Teacher I position, whereas 87 individuals, representing 31.6%, were assigned as Teacher II. Only 12 respondents, comprising 4.4%, occupied the Teacher III position.

As to length of service, 98 individuals, comprising 35.6%, had served for more than 30 years in the teaching profession. Furthermore, 78 respondents, accounting for 28.4%, had accumulated 21 to 30 years of teaching experience, while 76 individuals, representing 27.6%, had served for 11 to 20 years. Notably, only 23 respondents, constituting 8.4%, had less than 10 years of teaching experience.

Regarding research training attendance, 162 individuals, comprising 58.9%, had participated in research training twice during the previous academic school year, while 113 respondents, representing 41.1%, had attended research training once during the same period.

Finally, in terms of the number of research works conducted, 183 out of the 275 respondents, or 66.5%, had undertaken one research work during the previous academic school year, while 92 individuals, accounting for 33.5%, had conducted two to four research works during the same period.

Meanwhile, Table 1 displays the mean scores and interpretation of the research attitudes of the 275 teacher-respondents. The respondents obtained a grand mean of 3.93, indicating a very high level of research attitude based on the numerical results. The influence of rewards obtained the highest weighted mean of 3.97. In the context of educational research, self-determination theory highlights the importance of intrinsic and extrinsic factors in motivating individuals to engage in research activities [9]. Rewards for teachers may take various forms and serve different purposes. One form of recognition involves having a critic or evaluator who monitors, acknowledges, and recognizes the quality of teachers' research outputs [10]. Such recognition may come from school administrators, educational institutions, professional associations, or government agencies. Financial incentives, such as research grants, stipends, and bonuses, may also encourage teachers to undertake research projects and help cover expenses related to research activities [11].

Overall, rewards play an important role in encouraging teachers to engage in research and fostering a culture of inquiry and continuous improvement in education. By providing incentives and recognition for research endeavors, educational institutions can encourage teachers to participate in meaningful research activities that may benefit their professional development and instructional practices.

Meanwhile, research anxiety and personal interest in research followed closely, both obtaining a weighted mean of 3.94. These findings suggest that research anxiety and personal interest are relevant considerations in teachers' engagement in research activities. One indicator of research anxiety examined in this study concerned teachers' perceived ability to complete their research within the required timeframe. Institutional factors, including workload expectations and support services, may influence teachers' ability to complete academic and research-related tasks [12].

In addition, the personal interest in research of the teacher-respondents focused on developing their reputation as academic scholars through research. To achieve this, teachers may seek mentorship and support from experienced researchers who can guide them in addressing research challenges and advancing their professional development [13].

Regarding research use, the teacher-respondents obtained a weighted mean of 3.93. One indicator focused on the use and dissemination of research findings to encourage greater engagement among teachers. The use of online social networks and academic communities can facilitate the dissemination of research outputs and expand their reach among academic audiences [14]. Another indicator concerned extending research findings to the community. Sharing research results with the community can help address

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practical concerns and contribute to educational improvement [15].

Finally, research orientation received a weighted mean of 3.91. One indicator focused on the professional satisfaction teachers experienced through conducting research. Engagement in research and professional development may contribute to improved teaching practices and teachers' professional satisfaction [16]. Similarly, conceptualizations of teacher professional learning emphasize the importance of research-based practices in strengthening teachers' professional development and instructional effectiveness [17]. These perspectives highlight how research engagement may contribute to teaching improvement and professional fulfillment.

Furthermore, Table 2 presents the mean scores and descriptive interpretations of the research competence of the 275 teacher-respondents. The respondents obtained a grand mean of 3.94, interpreted as very competent. Content knowledge skills obtained the highest weighted mean of 3.98. Indicators under this dimension included the ability to gather and analyze data theoretically, discuss and interpret findings, explain the relevance of results to the research problem, summarize findings, recommend appropriate actions for stakeholders, identify possible applications of research results, and present findings through graphical representations or written discussions. These competencies provide practical foundations for formulating research questions, selecting appropriate data collection methods, and analyzing research data [18]. The respondents' assessments indicated confidence in their ability to perform tasks associated with research content knowledge.

Meanwhile, writing skills and reviewing skills both obtained a weighted mean of 3.95. These findings emphasize the importance of writing and reviewing competencies in conducting research. One writing-related indicator concerned the ability to identify and include relevant dependent and independent variables when designing research studies [19]. Another involved applying the SMART criteria—specific, measurable, attainable, realistic, and time-bound—in formulating research questions. These criteria help ensure that research questions are clearly defined, feasible, and aligned with the intended objectives [20].

Regarding methodological skills, the respondents obtained a weighted mean of 3.94, interpreted as very competent. The indicators included identifying the number of participants and other sources of data, explaining the data-gathering procedures and purpose of the study, describing data collection methods, determining the appropriateness of data analysis techniques, presenting research instruments, and explaining the procedures and tools used in the investigation. These tasks are consistent with essential research competencies involving the formulation of research questions, selection of research designs, identification of data collection methods, and analysis of research data [19].

Finally, reflecting skills obtained a weighted mean of 3.92, also interpreted as very competent. Indicators included basing research questions on the review of related literature, determining existing knowledge or gaps concerning a research topic, identifying possible solutions to research problems, ensuring that research questions reflected the central problem, and determining the scope and limitations of collected data. These competencies underscore the importance of grounding research questions in relevant literature and ensuring that inquiries address meaningful research problems [21].

In addition, Table 3 presents the relationship between the professional profiles of public-school teachers and their research attitudes. The professional profile variables included highest educational attainment, academic rank or current position, length of service, number of research trainings attended, and number of research studies conducted.

Research orientation demonstrated a statistically significant negative correlation with academic rank or current position at the 0.01 level. This finding indicates an inverse relationship between the respondents' position and their research orientation. One possible explanation is that teachers occupying higher positions may assume additional administrative and leadership responsibilities, which could affect the time available for research-related activities. Previous discussions of school leadership and teacher professional responsibilities have highlighted the possible demands associated with higher positions [22].

Meanwhile, reward influence demonstrated a significant positive correlation with highest

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educational attainment at the 0.05 level. This suggests that educational attainment was positively associated with the influence of rewards on research attitudes. Recognition and incentives for teachers who assume leadership roles and participate in research may help promote collaboration and innovation within schools [23]. However, reward influence also demonstrated a significant negative correlation with the number of research trainings attended. This finding suggests that teachers who had attended more research trainings tended to report a lower influence of rewards on their research attitudes. One possible explanation is that research experience and professional learning may strengthen intrinsic sources of motivation. Professional development and engagement in research may contribute to teachers' personal fulfillment, intellectual stimulation, and professional growth [24].

Personal interest in research did not demonstrate statistically significant correlations with any of the profile variables. This indicates that the respondents' personal interest in research was not significantly associated with their educational attainment, academic rank, length of service, number of research trainings attended, or number of research studies conducted.

Research use demonstrated a statistically significant negative correlation with academic rank or current position at the 0.01 level. This finding suggests an inverse association between the respondents' positions and their reported research use. Similar to the result for research orientation, additional administrative responsibilities may be considered a possible explanation, although this interpretation would require further investigation.

Lastly, research anxiety demonstrated a statistically significant negative correlation with the number of research studies conducted at the 0.05 level. This finding suggests that teachers who had conducted more research studies tended to report lower research anxiety. Actual research experience may provide opportunities to become more familiar with research procedures and address uncertainties associated with conducting research.

These findings provide insights into the relationships between teachers' professional profiles and their research attitudes. They may serve as bases for developing professional development initiatives that provide research opportunities, mentorship, and institutional support, particularly for teachers whose professional responsibilities may affect their engagement in research.

Table 4 presents the relationship between the professional profiles of public-school teachers and their research competence. The results revealed varying degrees of association across the research competence dimensions.

Writing skills demonstrated a slight negative correlation with length of service ($r = -0.140$), with a p-value of 0.020, indicating a statistically significant relationship. This suggests that longer length of service was associated with lower reported writing skills. One possible implication is that teachers may benefit from continuing professional development opportunities that strengthen research writing and familiarize them with current academic writing practices. Professional development literature emphasizes the importance of continuous learning and support in maintaining and improving teachers' professional competencies [25].

Reflecting skills demonstrated a significant positive correlation with highest educational attainment ($r = 0.179$), with a p-value of 0.003. This indicates that higher educational attainment was positively associated with reported reflecting skills. One possible explanation is that advanced academic experiences may provide opportunities for teachers to engage in critical reflection, examine their assumptions, and evaluate their professional practices. Critical reflection encourages practitioners to question and assess their beliefs and practices as a means of improving their work [26].

On the other hand, methodological skills, reviewing skills, and content knowledge skills did not demonstrate statistically significant relationships with the professional profile variables. The corresponding p-values were all greater than the 0.05 significance level. This indicates that the measured profile variables were not significantly associated with these three dimensions of research competence in the present study.

Overall, the findings suggest that selected dimensions of research competence were significantly associated with particular professional profile variables. The relationship between length of service and writing skills highlights the potential value of continuing

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research writing development for experienced teachers. Similarly, the association between educational attainment and reflecting skills underscores the importance of opportunities that encourage critical reflection and research engagement.

The proposed upskilling program is designed to enhance the research competence of public-school teachers in the Philippines. It aims to address the teachers' professional characteristics and varying levels of research exposure while fostering a culture of research and evidence-based practice in schools. The program includes targeted training sessions, collaborative research opportunities, mentorship programs, and continuing support mechanisms.

The major components of the program include research fundamentals, literature review and critical appraisal, data analysis and interpretation, collaborative research projects, action research initiatives, research mentorship, peer-support networks, professional development workshops, online research resources, and program evaluation. These activities are intended to provide teachers with opportunities to strengthen their knowledge and skills throughout the research process.

The program also proposes pre- and post-training assessments to determine changes in participants' knowledge and skills. Participant feedback and reflection may likewise be collected through surveys, focus group discussions, or interviews to identify areas for improvement and guide subsequent program implementation.

By implementing the proposed activities, public-school teachers may be provided with the necessary competencies and institutional support to engage more effectively in research. The program seeks to strengthen research engagement, improve the quality of teaching practices, and contribute to educational innovation and improvement.

CONCLUSION

Public-school teachers in the Philippines, specifically in Congressional District IV, Division of Nueva Ecija, exhibit diverse professional characteristics in terms of their highest educational attainment, academic rank or current position, length of service in the profession, the number of attended research trainings, and the amount of research work conducted.

The teacher-respondents assessed in this study have demonstrated a high level of competency in both their research attitude and research competence, particularly in the areas of research rewards and content knowledge skills. Moreover, the professional characteristics of the teacher-respondents, as identified in this study, showed varying relationships with their research attitude and research competence. Concerning their academic rank or current position, it was observed that the higher their rank, the less exposure they had to research, and the fewer opportunities they had or the less inclined they were to apply research in their practice. This finding reinforces the notion that administrative responsibilities limit active engagement with research. Interestingly, although it was believed that the research exposure of these teacher-respondents would lessen their research anxiety regardless of their profile, the results showed otherwise.

The length of service rendered by these teacher-respondents and their writing skills suggested a realistic connection. Respondents were believed to have experienced a decrease in their research competence in terms of their writing skills due to the length of service they have provided, leading to complacency. Additionally, the reflective skills of these teacher-respondents confirmed that valuing research entails critically and actively questioning and challenging their assumptions, beliefs, and practices to improve their research work.

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