



## Perspective



# The Impact of the Excellence in Teacher Education Act on the Cultivation of a Research-Oriented Culture: A Brief Review Report of the Republic Act No. 7784 in the Philippines

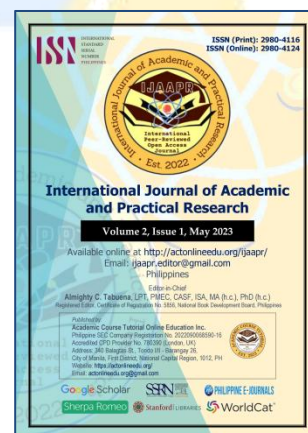
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## Abstract

This article discusses the impact of the Excellence in Teacher Education Act (Republic Act No. 7784) on research productivity and its significance in advancing educational practices and policies in the Philippines. The act promotes a research culture by integrating research components into teacher education programs and establishing standards for research competencies. It aims to enhance the competencies of teachers and teacher educators by developing research skills through training programs and workshops. Collaboration and knowledge sharing are encouraged among teacher education institutions, facilitating the exchange of research findings and best practices. The act emphasizes evidence-based decision-making and the formulation of research-backed policies. The establishment of research centers and networks further promotes collaborative research efforts and creates platforms for disseminating research outputs. The act's provisions focus on faculty development, program assessment, curriculum development, integration of research into the curriculum, dissemination of research findings, and support for educators in conducting research. Policymakers can use the act as a guide to understand the legislative framework, evaluate existing measures, identify gaps, and make informed decisions to enhance research integration and productivity in teacher education programs.

## Keywords

Excellence in Teacher Education Act, impact, research-oriented culture, research productivity, teacher education

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## INTRODUCTION

### Background of the Study

Republic Act No. 7784, also known as the Excellence in Teacher Education Act, promotes the cultivation of a research-oriented culture within teacher education institutions in the Philippines. While the act does not explicitly outline specific measures for research productivity, it indirectly supports the development of a research-oriented culture through various provisions. This act focuses primarily on the enhancement and improvement of teacher education programs in the Philippines. It aims to promote excellence in teacher education institutions and programs by setting quality standards, strengthening faculty development, and establishing mechanisms for program assessment and accreditation. Through faculty development programs and the establishment of standards and mechanisms for program assessment, the act encourages teacher education institutions to cultivate a research-oriented culture and promote continuous improvement in their programs (Bautista & Daep, 2018; Panti & Corpuz, 2016; Torres, 2015; Tumlos & Grageda, 2019).

### Significance of the Study

The act recognizes the importance of continuous improvement and quality enhancement in teacher education programs. It emphasizes the need for teacher education institutions to establish mechanisms for program assessment and accreditation, ensuring that the programs align with national standards and best practices. By encouraging ongoing assessment and evaluation, the act fosters a culture of critical inquiry and reflection, which can contribute to the development of research skills among teachers and faculty members (Antonio & Mendoza, 2018; Santos & Mendoza, 2019; Talisayon & De Vera, 2017; Tumlos & Mababa, 2016).

Additionally, the act highlights the significance of faculty development in improving teacher education. It mandates that teacher education institutions provide opportunities for faculty members to enhance their knowledge, skills, and competencies through training, research, and advanced studies. By supporting faculty development, the act encourages educators to engage in research activities and stay updated with current trends and practices in education.

Furthermore, the act establishes the National Teacher Education Council, which is responsible for formulating policies, guidelines, and standards for teacher education programs. The council plays a vital role in promoting research and innovation in teacher education by providing a platform for collaboration, sharing of best practices, and dissemination of research findings. This collaborative environment can help foster a research-oriented culture among teacher education institutions.

### Impact of Teacher Education on the Cultivation of a Research-Oriented Culture

Teacher education plays a crucial role in developing and promoting a research-oriented culture within educational institutions. Effective teacher education programs incorporate research-based practices and methodologies, which enable teachers to engage in evidence-based decision-making, continuous professional development, and scholarly inquiry. By equipping teachers with research skills and knowledge, they become better prepared to critically analyze educational issues, implement innovative teaching strategies, and contribute to the advancement of educational practices through research (Cochran-Smith & Lytle, 2009; Cochran-Smith, M., & Zeichner, 2005; Darling-Hammond & Bransford, 2005; Hattie, 2009; Zeichner & Noffke, 2001).

Research-oriented cultures in teacher education programs encourage educators to engage in various research activities, such as action research, classroom-based research, and collaborative research projects. These activities help teachers identify challenges and find practical solutions, evaluate the effectiveness of teaching methods, and explore new approaches to enhance student learning outcomes. Moreover, a research-oriented culture fosters a spirit of inquiry, curiosity, and continuous improvement among educators, leading to a more dynamic and responsive educational system.

### Theoretical Frameworks

Republic Act No. 7784 (Excellence in Teacher Education Act), Section 5, states that "the professional development of teachers shall be founded on a culture of research and shall focus on innovation and creativity in education. Teacher training institutions shall actively engage in research and development activities and shall ensure that their programs and curricula keep pace with emerging trends in pedagogy and education."

In a policy brief from the Philippine Institute for Development Studies (PIDS), authors Llanto and Ulep emphasize the importance of research in improving teacher education: "There is a need for the education industry to create a culture of research and development (R&D) to identify and select effective teaching methods and craft an evidence-based policy environment for education in the country" (Llanto & Ulep, 2015).

The Commission on Higher Education (CHED) also recognizes the importance of research in teacher education. In its policy statement on teacher education, CHED emphasizes that "the teacher education curriculum must be anchored on a research culture that will develop research competencies as a way of life for all teachers and students in teacher education institutions" (THED Memorandum Order No. 30, s. 2004).



## Statement of the Purpose

Reviewing the Excellence in Teacher Education Act (Republic Act No. 7784) in terms of the cultivation of a research-oriented culture serves several purposes. By examining the act's provisions related to research and its impact on teacher education, one can better understand the significance of research in the development of educators and the improvement of teacher education programs.

## METHODS

### Understanding the Legislative Framework

Reviewing the act helps in gaining a comprehensive understanding of the legislative framework governing teacher education in the Philippines. It provides insight into the specific provisions and policies that promote a research-oriented culture within teacher education institutions.

### Assessing the Emphasis on Research

Examining the act helps in assessing the level of emphasis placed on research within the teacher education system. This includes understanding the importance given to research in faculty development, program assessment, and curriculum development.

### Identifying Mechanisms for Research Promotion

The review helps identify the mechanisms established by the act to promote research among teachers and faculty members. This includes provisions related to faculty development programs, research funding opportunities, and collaboration with external research organizations.

### Analyzing the Impact on Teacher Education Programs

By evaluating the act's provisions, one can analyze its potential impact on teacher education programs and their ability to foster a research-oriented culture. This includes considering the extent to which research is integrated into the curriculum, how research findings are disseminated, and the support provided to educators in conducting research.

### Informing Research-Based Policy Decisions

Reviewing the act aids in making informed policy decisions regarding the cultivation of a research-oriented culture in teacher education. It provides a foundation for identifying areas that may require further attention or improvement to enhance research productivity and its integration into teacher education programs.

## RESULTS AND DISCUSSION

### The Impact of the Excellence in Teacher Education Act on Research Productivity and Its Significance in Advancing Educational Practices and Policies

#### *Promotion of Research Culture*

The Excellence in Teacher Education Act emphasizes the importance of research and development in teacher education programs. By integrating research components into the curriculum and establishing standards for research competencies, the act encourages the development of a research culture among teachers, educators, and students. This emphasis on research can lead to an increase in research productivity as teachers and teacher education institutions recognize the value of conducting research to inform teaching practices and contribute to educational knowledge.

#### *Capacity Building and Research Skills Development*

One of the objectives of the Excellence in Teacher Education Act is to enhance the competencies of teachers and teacher educators. This includes developing research skills and competencies among educators. Through training programs, workshops, and resources provided under the act, teachers and teacher education institutions are equipped with the necessary skills to conduct research effectively. The development of research skills can empower educators to engage in research activities, leading to improved research productivity in the education sector.

#### *Collaboration and Knowledge Sharing*

The act encourages collaboration among teacher education institutions and the establishment of a National Coordinating Council for Teacher Education (NCCTE). This collaboration facilitates the sharing of research findings, best practices, and innovative teaching approaches among educators and institutions. The exchange of ideas and knowledge-sharing can inspire and motivate educators to engage in research and contribute to research productivity. The act's provisions for establishing research centers and networks further promote collaborative research efforts and create platforms for disseminating research outputs.

#### *Policy Formulation and Evidence-Based Decision Making*

The Excellence in Teacher Education Act highlights the importance of evidence-based decision making in education. By integrating research into teacher education programs, educators are equipped with the skills to



critically analyze and utilize research findings to inform educational policies and practices. Research productivity plays a crucial role in generating evidence that supports informed decision making. The act's emphasis on research can lead to a greater demand for research-backed policies, which, in turn, can drive research productivity to address the educational needs and challenges in the country.

The Excellence in Teacher Education Act (Republic Act No. 7784) has the potential to positively impact research productivity in the education sector. By promoting a research culture, developing research skills, fostering collaboration, and emphasizing evidence-based decision making, the act creates an enabling environment for educators and institutions to engage in research activities. This increased research productivity can contribute to the advancement of educational practices, policies, and the overall quality of teacher education in the Philippines.

## **A Brief Review Report on the Impact of the Excellence in Teacher Education Act on the Cultivation of a Research-Oriented Culture**

### *Understanding the Legislative Framework*

Republic Act No. 7784, also known as the Excellence in Teacher Education Act, is an important piece of legislation in the Philippines that aims to enhance the quality of teacher education in the country. Enacted in 1994, this act provides a comprehensive framework for governing teacher education and promotes a research-oriented culture within teacher education institutions. In this review, the researchers examined the key provisions and policies of the act and discussed how they contribute to the overall improvement of teacher education in the Philippines.

One of the significant aspects of the Excellence in Teacher Education Act is its emphasis on the establishment of research centers in teacher education institutions. Section 3 of the act mandates the creation of research centers in state colleges and universities offering teacher education programs. These research centers are intended to facilitate research activities, promote innovation, and generate knowledge that can be applied to improve teaching and learning processes. By encouraging research in teacher education, the act recognizes the importance of evidence-based practices and the continuous development of teaching methodologies.

The act also highlights the importance of continuing professional development for teachers. Section 4 establishes the Teacher Education Council (TEC), which is responsible for formulating policies and guidelines for the professional development of teachers. The TEC is tasked with developing programs and strategies to upgrade the skills and competencies of teachers,

ensuring that they are equipped with the necessary knowledge and pedagogical techniques to provide quality education. This provision acknowledges that teacher education is a lifelong process and underscores the need for teachers to continually enhance their knowledge and skills.

Another significant provision of the act is the creation of a Teacher Education Scholarship Program. Section 7 outlines the establishment of a scholarship program to support deserving students who wish to pursue a career in teaching. This initiative aims to attract talented individuals to the teaching profession by providing financial assistance and incentives. By offering scholarships, the act seeks to address the shortage of qualified and competent teachers in the country, particularly in underserved areas. This provision recognizes the importance of investing in teacher education and ensuring that highly qualified individuals are encouraged to enter the profession.

Furthermore, the Excellence in Teacher Education Act emphasizes the alignment of teacher education programs with international standards and best practices. Section 5 requires teacher education institutions to establish linkages and partnerships with reputable international institutions to enhance the quality and relevance of their programs. This provision encourages collaboration and the exchange of knowledge between local and international educational institutions, enabling the integration of global perspectives into teacher education. By incorporating international standards and practices, the act seeks to improve the competitiveness of Filipino teachers and prepare them to meet the demands of a rapidly changing global educational landscape.

The Excellence in Teacher Education Act (Republic Act No. 7784) plays a crucial role in shaping the legislative framework governing teacher education in the Philippines. Through its provisions and policies, the act promotes a research-oriented culture, emphasizes continuing professional development, supports scholarship programs, and encourages international collaboration. By addressing key aspects of teacher education, this legislation aims to enhance the quality of teaching and ultimately improve the overall educational system in the Philippines.

### *Assessing the Emphasis on Research*

Republic Act No. 7784, also known as the Excellence in Teacher Education Act, promotes a research-oriented culture within the teacher education system in the Philippines. The act recognizes the importance of research in various aspects of teacher education, including faculty development, program assessment, and curriculum development. By emphasizing research, the act aims to enhance the quality of teacher education and improve the overall effectiveness of the educational system.





Regarding faculty development, the act encourages teacher education institutions to establish research centers (Section 3). These research centers serve as hubs for conducting research activities related to teaching and learning. They provide opportunities for faculty members to engage in research, contribute to the knowledge base in education, and enhance their own professional development. The act recognizes that research plays a vital role in fostering innovation, improving instructional practices, and staying abreast of the latest developments in the field of education. In terms of program assessment, Republic Act No. 7784 highlights the importance of research in evaluating the effectiveness of teacher education programs. Section 4 establishes the Teacher Education Council (TEC), which is responsible for formulating policies and guidelines for the professional development of teachers. The TEC plays a crucial role in ensuring that teacher education programs undergo regular assessment and evaluation. Research serves as a key tool for gathering data, analyzing program outcomes, and identifying areas for improvement. Through research, teacher education institutions can identify best practices, address gaps in their programs, and continuously enhance the quality of teacher education.

Furthermore, the act recognizes the significance of research in curriculum development. Section 4 of the act assigns the TEC the responsibility of formulating policies and guidelines for the preparation and evaluation of teacher education curricula. Research plays a critical role in informing curriculum development by providing evidence-based insights into effective teaching and learning approaches. It enables teacher education institutions to align their curricula with the evolving needs of students and the demands of the educational landscape. Research helps in identifying emerging trends, incorporating innovative pedagogies, and ensuring that the curriculum remains relevant and responsive to the changing educational context.

### *Identifying Mechanisms for Research Promotion*

Republic Act No. 7784, the Excellence in Teacher Education Act, establishes mechanisms to promote research among teachers and faculty members in the Philippines. The act recognizes the importance of research in enhancing the quality of teacher education and encourages various provisions to support research initiatives. Faculty Development Programs. The act may include provisions that encourage or mandate faculty development programs to enhance the research skills and competencies of teachers and faculty members. These programs may provide opportunities for teachers to engage in research, attend research-related workshops or seminars, and collaborate with experienced researchers. Such initiatives aim to build a research-oriented culture among faculty members and enable them to conduct high-quality research relevant to teacher education.

Research Funding Opportunities. Republic Act No. 7784 may outline provisions for funding opportunities dedicated to supporting research projects in teacher education. This can include establishing research grants or scholarships specifically designed for teachers and faculty members to conduct research. These funding opportunities provide financial support for research activities, including data collection, analysis, publication, and dissemination. By offering research grants, the act encourages teachers and faculty members to undertake research projects that contribute to the improvement of teacher education practices.

Collaboration with External Research Organizations. The act may encourage or facilitate collaborations between teacher education institutions and external research organizations. These collaborations enable teachers and faculty members to engage in research partnerships, access resources, and exchange knowledge with external experts. By fostering collaboration, the act promotes the sharing of research findings, best practices, and innovative approaches in teacher education.

### *Analyzing the Impact on Teacher Education Programs*

The provisions of the Excellence in Teacher Education Act (Republic Act No. 7784) have the potential to significantly impact teacher education programs and foster a research-oriented culture in the Philippines. Analyzing these provisions allows for an examination of the integration of research into the curriculum, the dissemination of research findings, and the support provided to educators in conducting research.

Integration of Research into the Curriculum. The act may outline provisions that emphasize the integration of research into the teacher education curriculum. This integration can occur at various levels, such as incorporating research methods and practices into core courses, offering dedicated research courses or modules, and providing opportunities for hands-on research experiences. By integrating research into the curriculum, teacher education programs can equip aspiring educators with the necessary knowledge and skills to engage in evidence-based practices and contribute to the knowledge base of the field.

Dissemination of Research Findings. Republic Act No. 7784 may emphasize the importance of disseminating research findings to a broader audience. The act may encourage teacher education institutions to establish mechanisms for sharing research outcomes, such as organizing research conferences, publishing research journals or bulletins, and promoting research presentations or symposiums. Disseminating research findings allows educators to contribute to the existing knowledge in the field, share best practices, and encourage evidence-based decision-making in education.



Support for Educators in Conducting Research. The act may provide support systems for educators to engage in research activities. This can include establishing research centers or units within teacher education institutions, providing resources such as research facilities, equipment, and databases, and offering professional development opportunities focused on research skills and methodologies. By providing adequate support, the act encourages educators to undertake research projects, collaborate with peers, and contribute to the continuous improvement of teacher education practices.

### *Informing Research-Based Policy Decisions*

The Excellence in Teacher Education Act (Republic Act No. 7784) plays a significant role in facilitating informed policy decisions aimed at cultivating a research-oriented culture in teacher education in the Philippines. By reviewing the provisions of this act, policymakers can gain valuable insights and establish a foundation for identifying areas that require attention or improvement to enhance research productivity and its integration into teacher education programs.

Firstly, the act serves as a guide for policymakers to understand the existing legislative framework governing teacher education. It provides a comprehensive overview of the provisions and policies related to research within the teacher education system. By studying these provisions, policymakers can gain a clear understanding of the current emphasis on research and the support mechanisms in place to promote it.

Secondly, the act enables policymakers to assess the effectiveness of existing measures and policies aimed at fostering a research-oriented culture. By evaluating the implementation and impact of provisions such as faculty development programs, research funding opportunities, and collaboration with external research organizations, policymakers can determine the strengths and weaknesses of these initiatives. This assessment aids in identifying areas that require further attention or improvement to enhance research productivity and create a conducive environment for research in teacher education.

Furthermore, the act provides a basis for policymakers to identify gaps or areas that may require additional focus or support. By comparing the provisions of the act with desired goals and international best practices, policymakers can pinpoint specific areas where the integration of research into teacher education programs can be strengthened. This identification of areas for improvement allows policymakers to develop targeted strategies and policies to enhance research integration and productivity among teachers and faculty members.

The Excellence in Teacher Education Act (Republic Act No. 7784) serves as a valuable resource for policymakers to make informed decisions regarding the cultivation of a research-oriented culture in teacher education. It provides a foundation for understanding the existing legislative framework, assessing the effectiveness of current initiatives, and identifying areas that require further attention or improvement. By leveraging the insights from this act, policymakers can develop evidence-based policies that enhance research productivity and its integration into teacher education programs, ultimately contributing to the overall improvement of the education system in the Philippines.

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

The Excellence in Teacher Education Act (Republic Act No. 7784) has a significant impact on research productivity and its significance in advancing educational practices and policies in the Philippines. The act promotes a research-oriented culture by integrating research components into the curriculum and establishing standards for research competencies. It emphasizes capacity building and research skills development among teachers and teacher educators through training programs and workshops. Collaboration and knowledge sharing are encouraged through the establishment of research centers, networks, and the National Coordinating Council for Teacher Education (NCCTE). The act also highlights the importance of evidence-based decision-making by equipping educators with the skills to analyze and utilize research findings in educational policies and practices.

The act provides mechanisms for promoting research, enhancing research skills, and fostering collaboration among educators and institutions. By emphasizing research, the act contributes to the advancement of educational practices and policies and the overall quality of teacher education. It establishes a foundation for identifying areas that require attention or improvement to enhance research productivity and its integration into teacher education programs. By leveraging the provisions of the act, policymakers can make informed decisions and develop evidence-based policies that drive research productivity and support the improvement of the education system in the Philippines.

### Recommendations

The discussions could be enhanced by incorporating specific examples of research initiatives, collaborations, or success stories resulting from the Excellence in Teacher Education Act. These examples would provide tangible evidence of the act's impact on research productivity and its significance in advancing educational practices and policies.



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Additionally, including recent updates or developments related to the act would ensure the information remains current and relevant. It would also be valuable to address potential challenges or limitations that may arise in implementing the act or fostering a research-oriented culture. This balanced perspective would demonstrate a comprehensive understanding of the topic. Lastly, providing recommendations for further improvement in promoting research productivity and integrating research into teacher education programs would offer valuable insights for policymakers, educators, and institutions to enhance the effectiveness of the act in the future.

## IMPLICATIONS

### *Recognizing the Importance of Research*

The Excellence in Teacher Education Act emphasizes the significance of research in teacher education programs, acknowledging its role in advancing educational practices and policies. This highlights the need for educators and institutions to prioritize research as a means to inform teaching practices, improve instructional methodologies, and contribute to the overall knowledge base in education.

### *Fostering a Research-Oriented Culture*

The act promotes the development of a research culture among teachers, educators, and students by integrating research components into the curriculum and establishing standards for research competencies. This encourages teachers and teacher education institutions to recognize the value of conducting research and cultivates an environment that values and supports research activities.

### *Enhancing Research Skills and Competencies*

The act focuses on enhancing the research skills and competencies of teachers and teacher educators through training programs, workshops, and resources.

This capacity-building aspect equips educators with the necessary skills to conduct research effectively, leading to improved research productivity and the ability to engage in evidence-based practices.

### *Facilitating Collaboration and Knowledge Sharing*

The act encourages collaboration among teacher education institutions and establishes mechanisms for sharing research findings, best practices, and innovative teaching approaches. This collaboration facilitates the exchange of ideas and knowledge-sharing among educators, motivating them to engage in research and contribute to research productivity.

### *Promoting Evidence-Based Decision-Making*

By integrating research into teacher education programs, the act equips educators with the skills to critically analyze and utilize research findings to inform educational policies and practices. This emphasis on evidence-based decision-making creates a demand for research-backed policies, driving research productivity to address the educational needs and challenges in the country.

### *Providing a Legislative Framework for Improvement*

The act establishes a legislative framework that guides policymakers in understanding the existing provisions and policies related to research in teacher education. It serves as a basis for assessing the effectiveness of current measures and identifying areas that require attention or improvement. Policymakers can leverage this framework to develop evidence-based policies and strategies to enhance research productivity and integration in teacher education programs.

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<b>Ethics Statement</b>	The author/s hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. The author/s take full responsibility for the content of the paper in case of dispute.
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