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Research capabilities of secondary school teachers in Candon City: Basis for enhancement program

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Abstract

The purpose of this study is to assess the research capabilities of the Secondary School Teachers of Candon City. Descriptive correlational research method was used. An adapted questionnaire was used for the179 teachers. Data were analyzed through frequency count, percentages, weighted mean and simple correlation. Findings indicated that the respondents are young, females, bachelor's degree holders, working 10 years and below, attended 5 and below seminars/training, with 30 and below average workload and 1-2 preparations. Respondents' level of research capability along with self-efficacy and motivation is moderate. Age is significantly related to teachers' research capabilities along with self-efficacy and motivation. Sixteen indicators are considered weaknesses and 1 is a strength. Hence, the researchers recommend that teachers should pursue graduate school courses and attend research-related seminars/training/conferences to improve their knowledge and skills in research. Further, the administrators may use other strategies to motivate teachers to conduct research and may establish linkage/partnership with other agencies/higher education institutions to provide programs that may help strengthen the research skills of teachers.

Keywords: research capability, enhancement program, motivation, efficacy, secondary school teachers

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1. Introduction

One of the mandates and functions of any educational institution is to conduct research which is very vital in coming up with new ideas and better ways of improving the standard of education. Aside from the primary function of the teacher which is to teach, he is also duty-bound to do research. One of the duties and obligations of a Master Teacher in the Department of Education is to conduct action research which aims to continuously modify instruction. Most Master Teachers are already experienced and certified educators. The majority has been teaching for several years, consistently using experience in the classroom to strengthen teaching practice. Master teachers are expected to use research-based teaching methods to design, plan, and deliver effective lessons. This could be helpful in understanding students' needs thus they could use the most current and effective teaching strategies.

The work of every teacher will ensure that every student is succeeding. The role focuses on improving literacy and numeracy through action research and developing high-yield strategies for improvement with a strong evidence base. Teachers of the DepEd are now required to conduct action research that can help them understand what is happening in the classroom and identify changes that improve teaching and learning. Action research can help answer questions about the effectiveness of specific instructional strategies, the performance of specific students, and classroom management techniques. It can help teachers understand what is happening in the classroom and identify changes that improve teaching and learning. This also helps answer questions about the effectiveness of specific students, and classroom management techniques.

Research is motivated by a need to know about, or a curiosity about, how things are, and what things do or may do. This initially requires no trained skills, just a capacity to wonder, as was stated by Einstein, who claimed that his redeeming feature, in terms of research, was not cleverness or giftedness, but that he was 'only very, very curious.' Research embarks on a voyage of discovery launched by curiosity or need. The knowledge and skills of teachers should lead them to ask research questions of increasing sophistication, specificity, depth, and breadth which set them on a journey toward making the unknown known. Conceptualizing and facilitating this journey is a task for all educators, especially master teachers.

Salom (2013), research is potent and essential in transforming society. Faculty members should be research-conscious. This consciousness is important in producing innovations and improving the quality of life. The main purpose of conducting research is to serve men and to attain a higher quality of life (Basilio & Bueno, 2019). The study of Chin (2007) in China accentuated the importance of investing in research wherein students will turn to be part of the quality workforce in the country with the increasing number of innovations. Chin emphasized that investing in research will boost the economy of China. In the Philippines, research initiatives are given attention by the government most especially in the educational sector. The Department of Education (DepEd) embedded in their year-end assessment rating among teachers to conduct Action Research entailing the management guidelines and procedures that can elevate the quality of teaching practice and pedagogies to have meaningful learning experiences (Dep Ed Order no. 16, s.2017).

The Commission of Higher Education (CHED) conducted a survey in order to find out the status of research capability among college instructors in selected areas in Luzon, Philippines. It was revealed that research was given poor priority and limited funding among other activities in Higher Educational Institutions (HEIs). In the study of Wong (2019), the findings revealed that 92.95% of the faculty members in the country joined research and development activities for two decades but only 22.81% were involved in the conduct of research. Further, the results exemplified that the faculty members will just join trainings and seminars for attendance and

certificate purposes but not necessarily for the passion of making research articles. This is the reality that needs to be investigated and should be addressed – the research capability of the faculty members in the HEIs. It is the common notion of every faculty member to have doubts about researching because it is a tedious process by its nature.

The capability of conducting research underscores the meaning of its construct. Research capability is the ability to answer a problem following the scientific processes of planning, gathering data, and interpreting it with the appropriate statistical tool or qualitative analysis (Salom et al., 2013; Ismael et al., 2012). The research capability among the faculty members may develop over time as it is a skill that needs constant practice (Manongsong et al., 2018). This can be further developed when participating actively in numerous research capacity-building activities and seminar writing shops. The faculty members of the Cebu Technological University – Moalboal Campus are interested in honing their skills in conducting research. The interest should also parallel with the capability of doing it. With this, the researchers are determined to know the capability of the faculty members of this institution to make sound decisions on what initiative should be undertaken. Further, this paper intends to make sustainable management plans that can augment the blurry spot of planning to conduct research.

Educational research often seems removed from the realities of the classroom. For many classroom educators, formal experimental research, including the use of a control group, seems to contradict the mandate to improve learning for all students. Even quasi-experimental research with no control group seems difficult to implement, given the variety of learners and diverse learning needs present in every classroom. Action research gives teachers the benefits of research in the classroom. Every time they change a lesson plan or try a new approach with their students, they are engaged in trying to figure out what works. Even though they may not acknowledge it as formal research, they are still investigating, implementing, reflecting, and refining their approach.

Qualitative research acknowledges the complexity of classroom learning. Action research provides qualitative data a teacher can use to adjust curriculum content, delivery, and instructional practices to improve student learning. Action research helps implement informed change. The term “action research” was coined by Kurt Lewin in 1944 to describe a process of investigation and inquiry that occurs as action is taken to solve a problem. Today researchers use the term to describe a practice of reflective inquiry undertaken with the goal of improving understanding and practice. The term “action” refers to the change trying to be implemented and “research” refers to an improved understanding of the learning environment. Action research also helps one to take charge of his personal and professional development. As he reflects on his own actions and observes other master teachers, he will identify the skills and strategies he would like to add to his own professional toolbox. As his research potential solutions are exposed to new ideas, he will identify the skills, management, and instructional training needed to make the changes he wants to see. (Cox,1955).

The Department of Education (2015) began institutionalizing research through DO No. 13, s. 2015, which established a systematic development policy process and promoted an evidence-based policy formulation backed by research. Through DO No. 43, s. 2015 and DO No. 4, s. 2016, financial support to researchers was provided and the guidelines on the use of the Basic Education Research Fund were set, respectively (DepEd, 2015, 2016). In the same year, another policy (DO No. 39, s. 2016) JWEEP 2(5):01-11 3 was issued that laid down the research agenda so that research of teachers would be aligned to priorities (DepEd, 2016). Lastly, an issuance was released (DO No. 16, s. 2017) to give guidance on the management of research affairs at all levels (DepEd, 2017). Thus, DepEd has been trying to push teachers to engage in research. However, public school teachers need to develop and enhance the research capabilities that would enable them to produce research outputs. But they cannot do it by themselves and the agency and its partners shall work together to enable teachers to acquire and develop knowledge, skills, values, positive attitudes, which can add value to every researcher. It is then they can fully embrace the policies. On this premise, a study was carried out to assess the research capability of teachers and determine its correlates and determinants. It would also identify prospects for the professional development of teachers. For these, the results of this assessment can be made base with the development of an

intervention.

Despite of the expectation from teachers to embrace the culture of research, some do not adhere on this objective since they do not have the expertise, capability, and knowledge in research. Alim (2011) teachers were capable of conducting research through various pieces of training, experiences, and skills acquired connected to the research. On the other hand, Abarro and Mariño (2016) revealed that public secondary and elementary school teachers had an average level of research capabilities in writing different parts of a research proposal and publishable research paper article and a low level in using the APA bibliography format. The research capabilities of public secondary school teachers in writing a research proposal were influenced by their position and is not affected by age, sex, civil status, highest educational attainment, and research training or seminars attended.

It is a lamentable observation that most of the secondary teachers in the City of Candon have not embrace the conduct of research as evidenced by the few researches that were conducted for the past years. Even if it is a part of their annual performance especially the Master teachers some still ignore the contribution of research to their performance evaluation. This may due to the lack of time, the many teaching loads and also the designations given to them. According to the interview conducted by the researcher, they still lack the necessary skills specially along computation, analysis and interpretation of data. These among others are some of the hindrances to the teachers in conducting research. Thus, these motivated the researcher to conduct this study. The results of this study will help teachers identify their research methodology skills which in turn will improve their research culture. This will also help them realize the Vision and Mission of Dep Ed Candon. Findings will serve as bases for the researcher to plan an enhancement program that will capacitate them in terms of their research difficulties. This will also comply with the extension function of the College.

Objectives of the Study - This study aimed to determine the research capabilities of Candon City Secondary Teachers School Year 2022-2023. Specifically, it sought to determine the following:

- Profile of the respondents in terms of sex, age, highest educational attainment, number of years in teaching, research seminars/conferences attended and average number or workload;
- Level of perceptions of teachers on challenges in doing research in relation to teaching and challenges that they face in doing research;
- Research level capability along research efficacy and research motivation
- Relationship between the profile and level of research level capability
- Strengths and weaknesses on the level of research capabilities of the respondents along the dimensions being considered
- Propose an enhancement program to be conducted.

2. Methodology

Research Design - The researcher used the descriptive correlational method of research. Descriptive correlational research design is a type of quantitative research design that aims to answer the question "How are things related?" It involves gathering data through surveys or observational methods to examine the relationships between variables. Surveys are efficient for collecting information about individuals' experiences, beliefs, and attitudes, while observation involves observing video recordings or using the experience sampling method to gather real-time data on participants' experiences. This design type does not involve manipulating the primary area of interest under investigation.

Population and Locale of the Study - The population of this study included all the 251 secondary teachers in the Division of Candon City School Year 2022-2023 However, there were only 179 teachers who were able and willing to answer the questionnaire.

Research Instrument - The main tool for gathering needed data was a questionnaire in checklist form. The perceptions on challenges in doing research and challenges in doing research was adopted from the work of Ulla (2017). Meanwhile the items on research motivation were adopted from the work of De Guzman (2016). The questionnaires were used by Dela Cruz (2022) in her study research entitled "Research capabilities of Teachers in the Second District of Ilocos Sur: Basis for Enhancement Program.

Data Gathering Procedure - Upon approval of the research proposal, the researcher went to the division Superintendent of Candon City and request permission to float the questionnaires to all the teachers of the five secondary schools. When permission was granted, the researcher went to the different schools informed and asked consent from the Principals. Questionnaires were distributed to the teachers when permission was granted. The researcher went personally to the teachers to retrieve for two times and the other questionnaires were retrieved by the Principal and gave them to the researchers.

Data Categorization - The following data categorization was utilized in the different problems raised in this study. Under Level of Research Capability along self- efficacy: Rating scale of 5 ranging 4.21-5.00 is Very Highly Efficacious (VHE), 4 ranging 3.41-4.20 is Highly efficacious (HE), 3 ranging 2.61-4.20 is Moderately Efficacious (ME), Rating scale of 2 ranging 1.80-2.60 is Fairly Efficacious, and 1 ranging 1.00-1.80 is poor. Under level of research capability along with motivation, a rating scale of 5, ranging 4.21-5.00 is Very Highly Motivated (VHM), while 4, ranging 3.41-4.21 is Highly Motivated (HM), 3, ranging 2.61-4.20 is Moderately Motivated (MM), 2, ranging 1.81-2.60 is Fairly Motivated (FM, and 1, ranging 1.00-1.80 is Poorly Motivated (PM). Moreover, for strengths and weaknesses a mean with 3.40 and below is considered weaknesses while 3.41 and above is strengths.

Treatment of Data - The data gathered were treated using the following tools: Frequency count and percentage were used in identifying the profile of the respondents and the level of perceptions of teachers on challenges in doing research in relation to teaching and challenges that they face in doing research. Weighted mean was utilized for the research level capability along research efficacy and research motivation and also the strengths and weaknesses on the level of research capabilities of the respondents along the dimensions being considered. The relationship between the profile and level of research level capability was determined through simple linear correlation.

Ethical Consideration - Prior to the distribution of questionnaires, the researchers informed the respondents about the nature of the study and its objectives. Their consent was humbly requested through a letter assuring that their identities and the data to be gathered from them will be kept confidential and intended for the study alone. When permission was granted, the questionnaires were given to them personally and retrieved from them after two weeks. The research instrument used in the study was adopted from the work of Dela Cruz (2022) Research Capabilities of teachers in the Second District of Ilocos Sur: Basis for Enhancement Program. Thus, the study does not need to be validated.

3. Results and discussions

Table 1
Profile of the Respondents

Variables	f	%
Age		
25 and below	31	17.32
26-35	58	32.40
36-45	58	32.40
46-55	28	15.64
56 and above	4	2.24
Total	179	100
Sex		
Female	128	71.5
Male	51	28.49
Total	179	100

Highest Educational Attainment		
Bachelor's Degree	114	63.69
Bachelor's Degree with MA units	24	13.41
Master's Degree	28	15.64
Masters' Degree with Doctoral units	7	3.91
Doctorate Degree	6	3.35
Total	100	100
Number of years in Teaching		
10 and below	127	70.95
11-20	31	17.32
21-30	18	10.06
31-40	2	1.11
41 and above	1	0.56
Total	179	100
Seminars/Training attended		
5 and below	150	84.92
6-10	20	11.17
11-15	5	2.79
16 – 20	1	0.56
21 and above	1	0.56
Total	179	100
Average Workload		
30 and below	171	95.53
31-35	3	1.68
36-40	5	2.79
Total	179	100
Number of preparations		
1-2	132	73.74
3-4	40	22.35
5-6	7	3.91
Total	179	100

Result of the Profile of the Respondents - Most of the respondents belong to the age bracket 26-35 years old followed by 36-45 years old and the least belong to the age bracket 56 and above. This finding could mean that these teachers are still at a young age hence they still many have years to be in their teaching profession. This finding is similar to the finding of De Guzman and De la Cruz that teachers are still at a young age and thus they are very capable of doing research. Female respondents dominated the male with 128 or 71.51% compared to 51 or 28.49%. This finding implies that the teaching profession is more attractive to females than the males. Most likely, students who are engaged in research and have more concentration in working various disciplines are females.

There are more teacher respondents who graduated with Bachelor's degrees 114 or 63.69% followed by those who have Master's degrees (28 or 15.64%) and 6 or 3.35% are Doctorate. Some of these teachers are not yet motivated to continue with their postgraduate studies since teaching in the secondary level does not require teachers to be Masters' degree holders. Most of the respondents have 10 and below years in service followed by 11- 20 years and the least have 31-40 years length of service. Their being young in the service is manifested also with their highest educational qualification of being a Bachelor's degree holder only. They short stay in this profession shows that they have more opportunities to strengthen their knowledge and skills in conducting research. This agrees with the findings of De Castro et. al. (2020) when they found out that their respondents belong to young age and have the greater stamina to do their tasks as educators and have more potential to undertake research activities. In terms of related training or seminars attended 152 or 84.92% of the respondents have attended 5 and below and 20 or 11.17% have 6-10 related seminars or training attended. Results only show that these teachers have few attendances in terms research related seminars and trainings. This is similar to the findings of De La Cruz (2022) and Villocino, et. al. (2019). As stated by Watkins, et. al (2006) at the basic education level research endeavor is not yet a norm thus it is not essential for teachers to attend research-related seminars and training. Most of the respondents have 30 and below-average workloads and the others have 31-35 average workloads. This finding is below the forty hours per week as mandated by the Civil Service hence the remaining hours are intended for additional assignments and other teaching-related activities. The respondent's

number of preparations is 1-2 and the highest range is 5-6. This could mean that these teachers are masters already of the assigned subjects.

Table 2
Respondents' Perceptions of Doing Research

Indicators	AGREE		DISAGREE	
	f	%	f	%
A. Challenges in doing Research in Relation to Teaching				
1. Doing research is valuable to the teaching and learning process for me as a teacher.	178	99.44	1	0.56
2. Doing research is valuable to the teaching and learning process for my students.	179	100	0	0
3. Doing research will positively impact my students' learning.	172	6.09	7	3.91
4. Doing a research project will positively impact my teaching.	178	99.44	1	0.56
5. I view myself as a teacher-researcher.	143	9.89	36	20.11
6. Doing research will develop and enhance my skills professionally.	176	98.32	3	1.68
7. Doing research encourages critical reflection.	172	96.09	7	3.91
8. Doing research engages teachers in a more systematic examination of instruction or teaching practice.	173	96.65	6	3.35
9. Doing research enables teachers to examine and explore classroom and school problems and their solutions.	170	94.97	9	5.03
10. Doing research helps teachers to acquire new knowledge for classroom teaching.	177	8.88	2	1.12
B. Challenges that teachers faced in doing research				
1. I do not have enough knowledge of how to do action research or any kind of research.	73	40.78	106	59.22
2. I find doing research time-consuming.	119	66.48	60	33.52
3. I am so busy with my own teaching practice and personal life to do research.	126	0.39	53	29.61
4. I do not have much support from the school to do research.	65	36.31	114	63.69
5. I have no interest to do research at all.	56	1.28	123	68.72
6. I am not motivated to do research.	77	3.02	102	56.98
7. I have a low proficiency in English which hinders me to do research.	59	2.96	12	67.04
8. I do not see the importance of doing research in my professional life.	26	4.53	153	85.47
9. The library has insufficient reference materials (journals, research books, research reports, etc.).	99	.31	80	44.69
10. There is a shortage of training and seminar on research activities.	95	53.07	84	46.93
11. There is an insufficient budget in the school to undertake research activities.	107	59.78	72	40.22
12. There is a lack of recognition of conducted research activities.	59	32.96	120	67.04
13. Heavy teaching load affects the practice of research.	137	76.54	42	23.46
14. There is a lack of clear role teachers in the school to conduct research.	75	41.90	104	58.10
15. Teachers 'involvement in action research/research papers should be one criterion of promotion.	107	59.78	72	40.22

Table 2 shows the perceptions of the respondents on the different challenges in conducting research. "Doing research is valuable to the teaching and learning process for my students "was viewed by one hundred percent of the teachers. This means that these teachers found the importance of research in the teaching-learning process. The respondents viewed the item "I view myself as a teacher-researcher by only 143 or 79.89%. Generally, the findings show that most of the teacher respondents find and agree that research plays a very vital role not only for themselves but more importantly for their students. This confirms the findings of Ulla et al., that the teacher participants show a very positive attitude towards research thus knowing and internalizing the significance of research to their classroom teaching and to their students' learning. Further results imply that doing research help them find solutions to the existing problems in their classroom in order to foster effective and efficient teaching and learning processes.

Further, item 3 stating "I am so busy with my own teaching practice and personal life to do research "followed by item 13 "Heavy teaching load affects the practice of research "garnered the highest agreement from the respondents respectively. These findings could mean that these teachers are so occupied with their teachings thus neglecting research. They do not have enough time to conduct research because of the many loads they have.

"I do not see the importance of doing research in my professional life "has the least agreement from the respondents. Results could imply that these teachers cannot feel the role of research in their life hence they are not motivated to conduct research. Furthermore, there seems to be no or little encouragement from the top management.

Table 3
Research Capability Along Self-efficacy

Indicators	Mean	DR
Problem Conceptualization		
1. I can realize the problems that may contribute to my field.	3.59	HE
2. I believe I am proficient in creating hypotheses relevant to my research.	3.30	ME
3. I can explain my research problem by drawing the necessary relations with prior research results.	3.34	ME
4. I can find an appropriate title for my research.	3.10	ME
Literature Survey		
1. I can effectively carry out the literature survey by using various channels, the internet, library, etc.)	3.20	ME
2. I can systematically keep a record of the results of the literature survey.	3.34	ME
3. I do not find it difficult at all to compare the results of my research paper to prior research results.	3.18	ME
Research Design		
1. I can define the appropriate sampling method for my research.	3.19	ME
2. I can decide which approaches to use for my research problem, be it quantitative or qualitative.	3.39	ME
3. I can choose the appropriate data collection method necessary for my research.	3.18	ME
4. I can test the validity and reliability of my research data through appropriate methods.	3.11	ME
5. I can choose appropriate statistical methods to test or respond to my research hypotheses.	3.09	ME
Reporting		
1. I can approximately report the results of my analysis.	3.13	ME
2. I can discuss my research findings within a conceptual framework.	3.13	ME
3. I can create an appropriate titling system when writing up my research.	3.04	ME
4. I can utilize appropriate referencing in my research, whether direct or indirect.	3.13	ME
5. I can write an abstract of my research at ease.	3.05	ME
Over all Mean	3.10	ME

Legend: 4.21 – 5.00 Very Highly Efficacious (VHE), 3.41 – 4.20 Highly Efficacious (HE), 2.61 – 3.40 Moderately Efficacious (ME), 1.80 – 2.60 Fairly Efficacious (FE), 1.00 – 1.80 Poor (P)

Item number 1 on Problem Conceptualization stating that "I can realize the problems that may contribute to my field." is given a rating of "highly efficacious" by the respondents. The rest are rated "moderately efficacious "., however, item 5 "I can find an appropriate title for my research" is given the least numerical men rating. This may imply that the teachers are encountering problems that need to be solved but do not know how to write the correct and appropriate title of the research. Along the literature survey, all the items are given a "Moderately efficacious" rating. However, Item 3 "I do not find it difficult at all to compare the results of my research paper to prior research results "obtained the lowest numerical mean rating. This could imply that they are aware that there is much research already conducted and that they have no problem with citations. This finding disagrees with the finding of De Guzman et. al., (2016) when they found out that respondents were highly efficacious in carrying out literature surveys by using various channels, internet, the library, and the like. In relation to this, teachers who possess inadequate knowledge in research are not motivated to venture in research writing, thus, they cannot also motivate learners to conduct research.

As to research design, item 4 "I can choose appropriate statistical methods to test or respond to my research hypotheses" was given the lowest numerical mean rating which means that most of the respondents find difficulty in using appropriate statistical tools in their research. This finding agrees with the findings of Reinhart (2014) when he stated that researchers can do computation but are not sure of the appropriate treatment used. Moreover, this confirms also the finding of De La Cruz, 2023) that the teacher respondents are not efficacious enough with the use of appropriate tools needed in their research.

On reporting, item 3 "I can create an appropriate titling system when writing up my research" was given the lowest numerical mean rating. This confirms with the finding on problem conceptualization that these teachers are hard up in writing the appropriate title of their research. Generally, these teachers are moderately efficacious in terms of reporting research. Hence, they need to acquire more knowledge and skills in reporting research output for them to appreciate more the importance of research. This finding contradicts that of De Guzman when he found out that the respondents possess the essential skills in reporting their outputs.

As a whole, the research capability of the teachers along self- efficacy is moderate. Results imply that they need to strengthen their knowledge and skills in conducting research. These findings confirm the findings of Alvaro et. al. (2016) that some teachers are not skillful in conducting research action research and basic research. In order to improve the educational system, teachers need to conduct research to help solve classroom problems. Thus, teachers need to possess high self-efficacy towards research so that he/she will have high confidence in conducting research as Pamatmat (2016) mentioned.

Table 4
Research Capability along Motivation

Indicators	Mean	DR
1. I do research on monetary incentives.	3.05	MM
2. I do research for promotion.	3.33	MM
3. I do research because it is my responsibility as a professional.	3.28	MM
4. I do research because it allows me to travel.	2.65	MM
5. I do research because it is expected of me.	2.80	MM
6. Not doing my research gives me a feeling of shame.	3.05	MM
7. Doing my research makes me feel good about myself.	3.16	MM
8. I do research to mentor less-experienced researchers.	2.93	MM
9. I do research because it gives me a feeling of prestige.	2.88	MM
10. I feel proud of myself when I do research.	3.18	MM
11. I do research to encourage my fellow teachers to do the same.	3.18	MM
12. I do research to develop my skills.	3.25	MM
13. I do research to improve my teaching practices.	3.48	MM
14. I do research because it is a learning activity for me.	3.41	MM
15. I do research to attain my career goals.	3.34	MM
16. Doing research could help me to do better in my work.	3.35	MM
17. I do research to advance my knowledge in my field.	3.40	MM
18. I do research because it has become a part of me.	3.10	MM
19. Doing research is integral to the profession I have chosen.	3.02	MM
20. Doing research is a part of my life	2.88	MM
21. I do research because it is fun to do.	2.70	MM
22. I think research is a boring activity.	2.57	MM
23. I do research for the satisfaction it gives me.	2.93	MM
24. I do research because I want to.	2.81	MM
25. I enjoy doing research.	2.85	MM
26. I think research is an interesting activity.	2.91	MM
27. I will not do research unless assigned to do so.	2.68	MM

Legend: 4.21 – 5.00 Very Highly Motivated (VHM), 3.41 – 4.20 Highly Motivated (HM), 2.61 – 3.20 Moderately Motivated (MM), 1.80 – 2.60 Fairly Motivated (FM), 1.00 – 1.80 Poorly Motivated (PM)

Item 13 "I do research to improve my teaching practices", Item 14 "I do research because it is a learning activity for me" and Item 17 "I do research to advance my knowledge in my field" garnered a numerical mean rating of 3.48, 3.41 and 3.40 respectively with a descriptive rating of moderately motivated. These findings agree with the findings of De La Cruz (2023) that respondents in her study are moderately motivated also with these items. Teachers need to understand the significance of research so that they will be highly motivated as stated by Mamta Yadav (2019). Moreover, Hardre et al. (2012) emphasized that incentives do not productively motivate teachers to conduct research. This is further affirmed by De Guzman et. al. that the motivation of teachers to do research is within the individual. Furthermore, the administrators may encourage and support teachers in undergoing research activities so as to improve the knowledge, skills, and competencies of students.

Table 5
Correlation Between Profile and Efficiency and Motivation

Profile	Self -Efficacy		Motivation	
	Correlation Coefficient	p-value	Correlation Coefficient	p-value
Age	-0.193**	0.009	-0.195**	0.009
Sex	0.096	0.200	0.083	0.271
Educational Attainment	-0.020	0.787	-0.030	0.691
Years in Service	-0.136	0.070	-0.129	0.085
Seminars Attended	0.000	0.996	-0.037	0.627
Workload	-0.030	0.691	0.017	0.816
Preparation	0.023	0.755	0.007	0.923

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

It clearly reveals that age is significantly related to the researchers' capability along with self-efficacy and motivation and the rest of the respondent's profiles are not significantly related. Results could mean that since most of the respondents are still young in service, they do not find yet research to be essential in their careers. As a consequence, they are not yet motivated to conduct research. These findings confirm the result of De la Cruz study that age affects their self-efficacy and motivation in research. Furthermore, it also affirms the study of De Guzman when they found out that age, highest educational attainment, and average number of workloads are positively correlated with the research productivity of the respondents while sex negatively correlated with research motivation. Hence, to encourage teachers to venture into research they need to be capacitated through enhancement programs.

Table 6
Strengths and Weaknesses of the Respondents

Indicators	Mean	DR
Problem Conceptualization		
1. I can realize the problems that may contribute to my field.	3.59	S
2. I believe I am proficient in creating hypotheses relevant to my research.	3.30	W
3. I can explain my research problem by drawing the necessary relations with prior research results.	3.34	W
4. I can find an appropriate title for my research.	3.10	W
Literature Survey		
1. I can effectively carry out the literature survey by using various channels, the internet, library, etc.)	3.20	W
2. I can systematically keep a record of the results of the literature survey.	3.34	W
3. I do not find it difficult at all to compare the results of my research paper to prior research results.	3.18	W
Research Design		
1. I can define the appropriate sampling method for my research.	3.19	W
2. I can decide which approaches to use for my research problem, be it quantitative or qualitative.	3.39	W
3. I can choose the appropriate data collection method necessary for my research.	3.18	W
4. I can test the validity and reliability of my research data through appropriate methods.	3.11	W
5. I can choose appropriate statistical methods to test or respond to my research hypotheses.	3.09	W
Reporting		
1. I can approximately report the results of my analysis.	3.13	W
2. I can discuss my research findings within a conceptual framework.	3.13	W
3. I can create an appropriate titling system when writing up my research.	3.04	W
4. I can utilize appropriate referencing in my research, whether direct or indirect.	3.13	W
5. I can write an abstract of my research at ease.	3.05	W

It can be seen that only one indicator "I can realize the problems that may contribute to my field "is considered strength of the respondents. All the other indicators are considered weaknesses. Findings indicate that

there is really a need to improve the research capability of teachers along the different dimensions included along self- efficacy. Thus, it is very necessary to craft an enhancement program to help the teachers improve their research capabilities. As cited by Villocino et. Al (2019) if teachers are supported through research capability training, they can become good researchers because research serves as their tool for professional learning.

4. Conclusion and recommendation

Based on the result and findings of the study: a) most of the respondents are young, females, bachelor's degree holders, working 10 years and below, attended 5 and below seminars/training, with 30 and below average workload and 1-2 preparations; b) generally, despite the challenges faced by teachers in doing research in relation to teaching they showed interest in research; c) respondents' level of research capability along with self-efficacy and motivation is moderate. d) moreover, age is significantly related to teachers' research capabilities along with self-efficacy and motivation. From the 17 indicators, 16 are considered weaknesses and 1 is a strength. Anent to this, the following are the recommendations: 1) teachers are encouraged to pursue graduate school courses and attend research-related seminars/training/conferences to improve their knowledge and skills in research; 2) it is suggested that the administrators may use other strategies to motivate teachers to conduct research; 3)the administrators may consider giving more awards and recognition to teachers conducting research; and 4) the administrator may establish linkage/partnership with other agencies/higher education institutions to provide programs that may help strengthen the research skills of teachers.

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