CAPABILITY AND CHALLENGES IN RESEARCH OF ENGLISH TEACHERS OF PUBLIC SECONDARY SCHOOLS IN MALASIQUI I DISTRICT, PANGASINAN

Riza G. Castillo

Lyceum-Northwestern University, Dagupan City, Philippines

https://lyceum.edu.ph

Abstract

This study sought to determine the level of research capability of the English teachers of public secondary schools in Malasiqui I District during the School Year 2025-2026 through a quantitative-descriptive-correlational research design. The data used in this study came from the 67 English teachers and seven school heads which were subjected to frequency count, percentage, weighted mean, the chi-square test of independence, and the t-test. Results showed that: majority of the English teachers have no post-graduate degree, have been teaching for six to 15 years already, and have attended not more than three trainings related with research; in general, the English teachers perceived that the level of their research capability is advanced as evidenced by the computed overall weighted mean of 3.56 while the school heads perceived that the level of research capability of the English teachers is only competent as evidenced by the computed area weighted mean of 2.93; there is a significant relationship between the highest educational attainment, the length of teaching experience, and the number of relevant trainings attended of the English teachers and the level of their research capability; there is a significant difference between the perceptions of the English teachers and the school heads on the level of research capability of the English teachers; and, the English teachers encountered six challenges in conducting research. Given the findings, the following conclusions were drawn: a typical English teacher of a public secondary school in Malasiqui I District has no post-graduate degree, has been teaching for six to 15 years already, and has attended not more than three trainings/seminars related with research for the past five years; the English teachers perceived that the level of their research capability is advanced while the school heads perceived that the level of research capability of the English teachers is only competent; the level of research capability of the English teachers is influenced by their educational attainment, length of teaching experience, and number of relevant trainings attended; the perceptions of the English teachers and the school heads on the level of research capability of the English teachers are significantly different from each other; and, the challenges encountered by the English teachers in conducting research may be addressed.

Keywords: *Research capabilities, English teachers*

Introduction

Research has long been recognized as a driving force behind the rapid advancements in life and society. Its value is evident in the many groundbreaking discoveries and developments that have contributed not only to the field of education but also to society in general. Research serves as an important source of information in various fields of work and in many aspects of human endeavor. It also helps individuals become familiar with processes necessary for the successful completion of projects. Through systematic procedures, the establishment of facts, and carefully organized and controlled investigations, research enables individuals to test and compare theories

and methods while learning from the experiences of others. Furthermore, it allows researchers to identify, eliminate, or at least consider external factors that may affect the outcomes of their studies (Abinan, 2021).

Meanwhile, Wagaba et al. (2016) asserted that research is characterized by its dual purpose of addressing practical concerns and contributing to the expansion of scientific knowledge. As a result, research has become increasingly valuable in understanding complex social situations, such as enhancing existing business models, addressing marketing concerns, implementing organizational changes, and resolving environmental issues. Likewise, Cortes (2019) highlighted the significant role of research in dealing with various organizational, business, and environmental challenges.

In the field of education, research serves as a significant source of information for reflective practice, provides meaningful insights for classroom instruction, and creates opportunities for the improvement and transformation of educational practices (Cortes, 2019). Conducting research also enhances self-awareness, which may eventually lead to the improvement of a teacher's personal qualities and professional image (Morales et al., 2016). Moreover, research can help address issues related to curriculum, assessment, instruction, policy formulation, program evaluation, and resource allocation, while also contributing to broader institutional and societal goals. As a result, research has become an appealing and valuable undertaking among educational stakeholders in addressing problems encountered in educational settings (Morales, 2016).

Supporting the foregoing ideas, Dignos (2021) emphasized that effective teachers and educational leaders do not depend solely on traditional approaches, the opinions of others, or expert recommendations in solving problems. Rather, they conduct their own investigations to identify issues, analyze classroom and school situations, and develop appropriate solutions. Through this process, they are also able to strengthen their professional competence. Furthermore, Dignos (2021) explained that the Philippine educational system continues to evolve rapidly due to factors such as ASEAN integration, globalization, global competitiveness, the integration of ICT in teaching, and other internal and external influences. In response, significant considerations such as evidence-based policymaking, improved student achievement, enhanced curriculum, instruction and assessment, teacher quality, and teacher professionalism must be prioritized. Consequently, educational institutions need to undertake important initiatives to cope with the demands of a rapidly changing world, and one of the most essential among these is research. Research is considered a powerful tool for professional development and quality teaching, making it imperative for teachers to embrace research as part of their professional practice and to cultivate a culture of research in schools in order to improve educational outcomes and strengthen both local and global competitiveness.

Moreover, teachers are recognized as vital agents in knowledge creation and contributors to sustainable human development. According to Gonzales, Corpuz, and Dellosa (2020), teachers perform multiple roles in delivering quality instruction, where innovation and creativity are inherent in the teaching process. To enhance and sustain professional competence, teachers must engage in research activities. Such engagement does not only involve conducting research itself but also begins with developing concepts and identifying problems that require solutions. In this regard, teachers who conduct research within the context of their own teaching practices can contribute significantly to knowledge on reform-based instruction.

Similarly, Eliver et al. (2023) explained that increasing teachers' proficiency in integrating theory and practice through research enables them to shift from being mere consumers of knowledge to becoming creators of knowledge. In the same way, Hero (2023) emphasized the importance of collaboration among faculty members in developing new classroom strategies and research approaches. Such collaboration helps foster thinking communities, which may eventually rekindle teachers' passion and enthusiasm for their work.

Furthermore, educational institutions and organizations around the world continuously endeavor to uphold their commitment to providing quality education. In striving for excellence, they consistently engage in the development, implementation, and evaluation of academic instruction, policies, and educational programs. These innovations and improvements are largely anchored on findings derived from outcome-based studies and research. As a result, research has become an essential function within educational organizations, particularly in improving teaching and learning processes. It also serves as an important basis for evaluating the extent to which institutions achieve their vision, mission, goals, and objectives (Tolentino, 2021).

In the Philippines, the Department of Education (DepEd) strongly recognizes the significance of research in basic education. The Basic Education Governance Act of 2001 highlights the importance of research in the organization and administration of the basic education system. In support of this mandate, DepEd has continuously undertaken initiatives to strengthen and promote research within the department. Among these efforts are the implementation of the Basic Education System Reform Agenda and the establishment of the Research, Innovation, and Policy Evaluation Secretariat (RIPES) in 2023. Moreover, DepEd institutionalized research-based decision-making through DepEd Order No. 65, series of 2003, which mandates that departmental policies should be grounded in research. This initiative contributed to the promotion of a culture of research in basic education. Likewise, the agency's policy development procedures regulate the utilization of evidence through DepEd Order No. 13, series of 2015. With the implementation of DepEd Order No. 24, series of 2015 and DepEd Order No. 4, series of 2016, DepEd also began extending financial support for research initiatives through the Basic Education Research Fund. Furthermore, DepEd Order No. 16, series of 2017 introduced the Research Management Guidelines, which provide direction in managing research activities at the national, regional, division, and school levels. According to Melloria (2023), the said policy also aimed to strengthen evidence-based decision-making within schools, schools divisions, and even the DepEd Central Office by identifying problems, proposing interventions and strategies, and validating the effectiveness of such interventions in delivering quality basic education to Filipino learners. Collectively, these research programs and policies are expected to further enhance research productivity within DepEd.

With the implementation of various research programs and policies of the Department of Education (DepEd), teachers are encouraged to actively engage in research activities. Through involvement in research, teachers are provided opportunities to strengthen and refine their voices, skills, capabilities, as well as their critical and analytical thinking skills. According to Tamayo et al. (2021), conducting research enables teachers to improve classroom practices and create more conducive and engaging learning environments through the use of evidence-based materials and innovative strategies. In this way, teachers are able to make sound decisions regarding educational experiences and contribute to curriculum development, innovation, and school improvement initiatives. Similarly, Eliver et al. (2023) emphasized that research is important for

teachers because it allows them to explore new and updated teaching strategies as well as modern pedagogical approaches. Through research, teachers can determine which learning strategies are most effective in specific classroom contexts. It also helps address the diverse needs of learners and assists in the selection and evaluation of instructional materials suited to different learning styles. In the same manner, Cochran-Smith and Lytle (2017) underscored the importance of educational research by emphasizing the promising opportunities that emerge when teachers assume the role of researchers and closely examine the complexities of classroom instruction. They pointed out that teacher-conducted research can eventually contribute to the formulation of school policies and enrich broader educational discussions. The strong emphasis on research in education and its implications further suggests that, over time, teachers who engage in research may develop a deeper understanding and appreciation of the true nature and significance of research in the field of education.

Furthermore, teachers gain greater benefits from academic reading when they adopt a more research-oriented perspective. Their ability to understand instructional processes and teaching materials becomes more enhanced. Through a research-oriented approach, teachers can continuously incorporate research findings into their instructional practices by integrating and synthesizing these insights to develop more effective and efficient pedagogical strategies. This integration also enables them to relate research-based knowledge to specific subject areas appropriate for learners at different grade levels. In addition, teachers may utilize the results of research in conducting their own studies and professional inquiries (Kyaw, 2021).

The foregoing discussion provides a comprehensive recognition of the importance of conducting research and actively engaging in research-related activities. Such involvement is viewed as having a significant impact on improving teachers' research skills and competencies, thereby contributing to their professional growth and to the overall performance of the school. In particular, participation in research activities, research training, and the conduct of research equip teachers with relevant skills and capabilities that enable them to critically and systematically address issues within the classroom and the school environment (Ulla, 2018).
Moreover, engagement in research offers teachers opportunities for self-reflection and self-evaluation, allowing them to identify important aspects of their teaching practice that need improvement. Through this reflective process, teachers may gain meaningful insights on how they can further enhance and strengthen their professional practice through continuous involvement in research (Heng, Hamid, & Khan, 2020).

Unfortunately, many teachers remain inadequately engaged in research activities. Abarro and Mariño (2016) revealed that public secondary school teachers demonstrated an average level of research competence in writing the various sections of research proposals and publishable research papers or articles, but showed a low level of competence in using the APA bibliography format. Their study further indicated that teachers' competence in writing research proposals was influenced by their position, while factors such as age, sex, civil status, highest educational attainment, and attendance in research trainings or seminars had no significant effect. The researchers also found that although public secondary school teachers were capable of preparing research proposals and publishable papers, they still lacked the essential research skills needed to conduct classroom-based research. Meanwhile, Shafiee and Sotoudehnama (2019) discovered that teachers possessed low to moderate levels of skills and competencies in reading and conducting research. In the same way, Morales et al. (2016) reported that public school teachers experienced moderate difficulties in several aspects of research, including statistics, data

organization, literature review, and report writing. Moreover, Macabago (2017) found that public elementary school teachers expressed concerns regarding their ability to write research papers.

Anchored on the foregoing discussion, this study sought to determine the level of research capability of the English teachers of public secondary schools in Malasiqui I District, with the ultimate goal of developing a research development plan intended to enhance their research capability

Theoretical and Conceptual Framework

This study was anchored on the Gestation-Expansion-Maturation Theory of the Development of Research Culture initially explored and proposed by Olvido (2021). The theory explains that school personnel undergo three stages in the growth of research culture: the initiation stage, the developing stage, and the flourishing stage. These stages are associated with varying levels of quality research practices and outputs. According to Olvido (2021), gestation refers to the stage in which the fundamental conditions necessary for establishing a research culture among school personnel are developed. Expansion takes place when an institution attains stability and demonstrates sustained growth in conducting quality research activities and producing research outputs. On the other hand, maturation is achieved when an institution consistently engages in research activities, produces high-quality research outputs, and establishes a strong academic reputation. The attainment of these stages is influenced by several factors, including people, resources, and research-related activities, all of which contribute to the development of a research culture.\

This study was also anchored on Albert Bandura's Self-Efficacy Theory, which centers on an individual's beliefs and perceptions regarding his or her ability to perform specific tasks or actions. Albert Bandura, according to Lawrent (2022), emphasized that perceived self-efficacy significantly influences human behavior. A strong sense of efficacy is associated with higher levels of motivation, optimism, and positive behavior. According to Bandura, developing a high level of self-efficacy can positively affect different aspects of an individual's life, particularly in fostering intrinsic motivation to undertake challenging tasks within an organization or institution. Instead of perceiving such tasks as threats, individuals view them as opportunities for personal growth and development. Consequently, individuals with a stronger perception of self-efficacy are more likely to become productive, positive, and better prepared in accomplishing their responsibilities.

In the study of Mok and Moore (2019), among the different beliefs held by teachers, the most influential was their perception of their own abilities, strengths, and competencies in managing the teaching profession. This belief involves both cognitive and affective dimensions that shape how individuals perceive their environment and influence their corresponding responses and behaviors. The findings further revealed that teachers' evaluation of their own efficacy and effectiveness in teaching has a significant and multidimensional influence on their instructional performance.Moreover, in an effort to determine the significant factors related to teachers' self-efficacy, Klassen and Tze (2014), as cited by Deocaris (2025), conducted a meta-analysis that explored how high levels of self-efficacy are reflected in the quality of instruction and performance provided to students. Their study reviewed several published works concerning teacher performance and self-efficacy and found a strong relationship between self-efficacy and

academic performance. The findings further suggested a significant interaction between teachers' sense of self-efficacy and educational achievement. Hence, it may be inferred that teachers' perceived self-efficacy greatly affects the quality of instruction they provide and, consequently, contributes to the overall success of education.

The study is anchored on literature and previous studies concerning research capability, which refers to the knowledge, skills, and abilities necessary to conduct research effectively. According to Insorio (2024), it involves proper planning of data collection, selection of suitable data-gathering instruments, appropriate methods for interpreting and analyzing data, application of statistical techniques, and understanding of the research process. Agatep and Villalobos (2020) identified ten essential research tasks, including locating and critically reviewing literature, generating research ideas, writing research proposals, utilizing quantitative and qualitative research methods, gathering, analyzing and interpreting data, delivering oral presentations, and writing and publishing research outputs. Amirova et al. (2020) emphasized the relationship between research capability and scientific literacy, which is influenced by internet use, basic computer skills, project-based, inquiry-based, context-based and discovery learning, teacher role modeling, and instructional media, and involves identifying scientific issues, explaining scientific phenomena, and utilizing scientific evidence. Caingcoy (2020) described five stages of research capability: theory specification, data specification, data collection, data analysis, and publication. Meanwhile, Wichian, Wongwanich, and Bowarnkitiwong (2019) identified research skills and techniques, research funding, research management, communication skills, and networking and teamwork as major factors affecting research capability, while research productivity is influenced by research capability, researchers' characteristics, researchership, and institutional support. Cagaañan and Gosadan (2018) identified qualifications, position, and interest in research as variables contributing to research engagement and possible predictors of teachers' research capability and aptitude. Finally, writing skill is another important variable in research capability, as effective research requires generating, organizing, and transforming ideas into coherent and readable text; Basilio and Bueno (2019) emphasized the complexity of writing, while Evardo and Abina (2023) noted that there is no single correct approach to teaching writing

Statement of the Problem

This study aimed to propose a research development plan for the English teachers of public secondary schools in Malasiqui I District. Specifically, it sought answers to the following problems:

Main Problem. What research development plan may be proposed for the English teachers of public secondary schools in Malasiqui I District?

Sub-Problems. To answer the major problem fully, the study likewise found answers to the following sub-problems:

1. What is the profile of the English teachers of public secondary schools in Malasiqui I District in terms of:
a. highest educational attainment,
b. length of teaching experience, and
c. number of relevant seminars/trainings attended?

2. What is the level of research capability of the English teachers as perceived by themselves and by their school heads?
3. Is there a significant relationship between the profile variables of the English teachers and the level of their research capability?

4. Is there a significant difference between the perceptions of the English teachers and their school heads on the level of research capability of the English teachers?
5. What are the challenges encountered by the English teachers in conducting research?
6. Based on the findings, what research development plan may be proposed for the English teachers of public secondary schools in Malasiqui I District?

Methods

Research Design

This study employed the quantitative-descriptive method of research. It described the English teachers of public secondary schools in Malasiqui I District in terms of highest educational attainment, length of teaching experience, and number of relevant seminars/trainings attended as well as determined the level of their research capability and the challenges they encountered in research. The study also utilized the correlational research design for it determined if there is a significant relationship between the profile variables of the English teachers and the level of their research capability as well as if there is a significant difference between the perceptions of the English teachers and their school heads on the level of research capability of the English teachers.

Moreover, the developmental method of research was also used for the study came up with a proposed research development plan for the English teachers of public secondary schools in Malasiqui I District.

Participants and Sampling

This study was conducted in public secondary schools in Malasiqui I District during the School Year 2025-2026.Two groups of respondents were involved: English teachers and the school hears of the public secondary schools. In Malasiqui I District, there are 67 English teachers of the public secondary schools. All these English teachers were made as respondent in the study. Hence, no sampling was done. In the case of the school heads, no sampling was also done as all the seven school heads were made as respondents of the study.

The study utilized frequency count and percentage to describe the profile of English teachers in public secondary schools in Malasiqui I District. Weighted mean was used to determine their level of research capability and the seriousness of the challenges they encountered, with results interpreted using the specified five-point scales. To examine relationships and differences, the chi-square test of independence was applied to determine the significant relationship between teachers' profile and research capability, while the t-test was used to identify significant differences between the perceptions of English teachers and school heads regarding the teachers' research capability.

TABLE 1
Distribution of the English Teachers in terms of Highest Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's degree holder	20	30%
Completed academic requirements in the master's degree	25	37%
Master's degree holder	17	25%
Completed academic requirements in the doctorate degree	2	3%
Doctorate degree holder	3	5%
Total	67	100%

Instrumentation and Data Collection

Instrumentation. The data utilized in this study were gathered through two survey-questionnaire – one for the English teachers and one for the school heads. The survey-questionnaire for the English teachers had three parts. The first part focused on the profile of the English teachers in terms of highest educational attainment, length of teaching experience, and number of relevant seminars/trainings attended; the second part dwelt on the level of their research capability; and, the third part look into the challenges they encountered in research. On the other hand, the survey-questionnaire for the school heads only concentrated on the level of research capability of the English teachers.

Trustworthiness. The items in the first part of the survey-questionnaire which is about the profile of the English teachers is common in researches. Hence, no validation is required.With respect to the second part of the survey-questionnaire which is about the level of research capability of the English teachers, the items were based on the survey-questionnaire of Comon and Corpuz (2024) in their study entitled "Teachers' Research Competence and Engagement: Basis for Research Development Plan". The items in this survey-questionnaire were validated by the researchers and, hence, are considered valid and reliable. In relation to the third part of the survey-questionnaire which is about the challenges encountered by the English teachers in research, the items were based on the survey-questionnaire of Domantay (2024) in her study entitled "Research Competence Level of Master Teachers in Selected Public Secondary Schools in the Third Congressional District of Pangasinan". The items in this survey-questionnaire were validated by the researcher and, hence, are considered valid and reliable. Data Collection. In collecting the data needed in the study, the researcher personally administered the survey-questionnaire to the English teachers and school heads giving them two weeks to answer. After two weeks, the researcher retrieved the survey questionnaire.

Ethical Considerations. So as not to violate the data privacy of the English teachers, permission to conduct the study was first secured from the Schools Division Superintendent of Pangasinan I. Thereafter, informed consent was taken from the English teachers and the school heads.

Moreover, the researcher treated the data gathered with utmost confidentially and were used only for the purpose of answering the research questions of the study in accordance with the Data

Privacy Act of the Philippines. Likewise, authors of researches, articles, and other scholar works used in this study were cited, properly acknowledged, and documented.

Data Analysis

To determine the profile of the English teachers of public secondary schools in Malasiqui I District, the data gathered were subjected to frequency count and percentage employing the formula:

$$P = \frac{f}{N} \times 100$$

where:

P = the computed percentage

f = the observed frequency

N = total number of subject cases

To determine the level of research capability of the English teachers and the challenges they encountered in research, the weighted mean was used employing the formula:

$$WM = \frac{\sum wX}{\sum w}$$

where:

WM = weighted mean

∑ = summation

W = weighing factor

X = frequency.

Moreover, the weighted means computed in relation to the level of research capability of the English teachers were interpreted using this scale of interpretation:

novice	=	1.00 – 1.49
beginner	=	1.50 – 2.49
competent	=	2.50 – 3.49
advanced	=	3.50 – 4.49

expert = 4.50 – 5.00.

On the other hand, the weighted means computed in relation to the challenges encountered by the English teachers in research were interpreted using this scale of interpretation:

not serious = 1.00 – 1.49

less serious = 1.50 – 2.49

somewhat serious = 2.50 – 3.49

serious = 3.50 – 4.49

very serious = 4.50 – 5.00.

To determine if there is a significant relationship between the profile variables of the English teachers and the level of their research capability, the chi-square test of independence was used.authors of works used in the study were properly cited and acknowledged.

Results

Profile of the Teachers

This section presents the profile of the English teachers of public elementary schools in Malasiqui I District to answer the first sub-problem of the study.

On Highest Educational Attainment

With respect to the educational attainment, the English teachers were given five choices, namely, "bachelor's degree holder," "completed academic requirements in the master's degree," "master's degree holder," "completed academic requirements in the doctorate degree," and "doctorate degree holder." Table 1 indicates the results.

TABLE 1
Distribution of the English Teachers in terms of Highest Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's degree holder	20	30%
Completed academic requirements in the master's degree	25	37%
Master's degree holder	17	25%
Completed academic requirements in the doctorate degree	2	3%
Doctorate degree holder	3	5%
Total	67	100%

As presented in Table 1, 20 or 30% of the English teachers are bachelor's degree holders, 25 or 37% have completed the academic requirements for the master's degree, 17 or 25% are master's degree holders, two or 3% have completed the academic requirements for the doctorate degree, and th433 or 5% are doctorate degree holders. It can be noted that majority of the

English teachers of the public secondary schools in Malasiqui I District have no post-graduate degrees.

On Length of Teaching Experience

In relation to the length of teaching experience, the English teachers were provided with five choices to choose from, viz., "one to five years," "six to 10 years," "11 to 15 years," "16 to 20 years," and "more than 20 years." Table 2 shows the results.

TABLE 2
Distribution of the English Teachers in terms of Length of Teaching Experience

Length of Teaching Experience	Frequency	Percentage
1-5 years	6	9%
6-10 years	20	30%
11-15 years	28	42%
16 – 20 years	9	13%
more than 20 years	4	6%
Total	67	100%

As disclosed in Table 2, six or 9% of the English teachers have been teaching for one to five years, 20 or 30% have been teaching for six to 10 years, 28 or 42% have been teaching for 11 to 15 years, nine or 13% have been teaching for 16 to 20 years, and four or 6% have been teaching for more than 20 years already. It can be noted here that majority of the English teachers have been teaching for six to 15 years already.

TABLE 3
Distribution of the English Teachers in terms of Number of Relevant Trainings Attended

Number of Trainings Attended	Frequency	Percentage
Have not attended any training related with research	0	0%
Have attended not more than three trainings related with research	54	81%
Have attended more than three trainings related with research	13	19%
Total	67	100%

As disclosed in Table 3, 54 or 81% of the English teachers have attended not more than three trainings related with research for the past five years and 13 or 19% have attended more than three trainings. It can be seen that majority of the English teachers have attended not more than three trainings related with research. This implies that a training or seminar on the same will greatly benefit them.

The Level of Research Capability of the English Teachers

This section provides answers to the second sub-problem of the study which is about the level of research capability of the English teachers as perceived by themselves and by the school heads.

To provide answers to the sub-problem, the English teachers and their school heads were asked to rate the level of research capability of the English teachers along three areas, namely, farming questions and data collection, identifying literature and theoretical knowledge, and analyzing and presenting research data.

On Framing Questions and Data Collection

The English teachers and the school heads assessed the level of research capability of the English teachers along framing questions and data collection

Assessment of the English Teachers. The assessment of the English teachers on their level of research capability along framing questions and data collection is presented in Table 4.

TABLE 4

The Level of Research Capability along Framing Questions and Data Collection of the English Teachers as Perceived by Themselves

Assessment Items	Responses					WM	DE
A. Framing Questions and Data Collection: I can -	NO	BE	CO	AD	EX		
1. Formulate a survey questionnaire.	0	0	34	30	3	3.54	AD
2. Identify an appropriate research instrument for my research question.	0	0	35	29	3	3.52	AD
3. Generate information out of my questionnaire.	0	0	34	31	2	3.52	AD
4. Identify researchable questions.	0	0	34	31	2	3.52	AD
5. Conduct the survey instrument in collecting data.	0	0	34	31	2	3.52	AD
6. Do data collection through a questionnaire.	0	0	34	31	2	3.52	AD
7. Collect data through interviews, anecdotal records, journals, group discussion, and others.	0	0	31	33	3	3.58	AD
8. Communicate with others using the e-mail in the data collection.	0	0	30	35	2	3.58	AD
9. Use different means of data collection like interviews, portfolios, questionnaires, journals, surveys, group discussion, and others	0	0	33	32	2	3.54	AD
10. Distinguish primary and secondary data from the sources.	0	0	31	34	2	3.57	AD
AWM						3.54	AD

Legend:
WM = weighted mean
DE = descriptive equivalent

AWM = area weighted mean
Scale:

NO	=	novice	=	1.00 – 1.49
BE	=	beginner	=	1.50 – 2.49
CO	=	competent	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
EX	=	expert	=	4.50 – 5.00

As provided in Table 4, when asked as to what level they can formulate a survey questionnaire, 34 of the English teachers claimed “competent,” 30 claimed “advanced,” and three claimed “expert.” The weighted mean computed here is 3.54 which is pointing to “advanced” in the scale.

When questioned as to what level they can identify an appropriate research instrument for their research question, 35 of the English teachers said “competent,” 29 said “advanced,” and three said “expert.” In this item, the weighted mean computed is 3.52 which is leading to “advanced” in the scale of interpretation.

When queried as to what level they can generate information out of their questionnaire, 34 of the English teachers mentioned “competent,” 31 mentioned “advanced,” and two mentioned “expert.” The weighted mean computed here is 3.52 which is indicative of “advanced” in the scale.

When inquired as to what level they can identify researchable questions, 34 of the English teachers checked “competent,” 31 checked “advanced,” and two checked “expert.” In this item, the weighted mean computed is 3.52 which is “advanced” in the scale.

Asked as to what level they can conduct the survey instrument in collecting data, 34 of the English teachers claimed “competent,” 31 claimed “advanced,” and two claimed “expert.” Here, the weighted mean computed is 3.52 which is reflective of “advanced” in the scale.

Questioned as to what level they can do data collection through a questionnaire, 34 of the English teachers answered “competent,” 31 answered “advanced,” and two answered “expert.” The weighted mean computed here is 3.52 which is “advanced” in the scale.

Inquired as to what level they can collect data through interviews, anecdotal records, journals, group discussion, and other, 31 of the English teachers replied “competent,” 33 replied “advanced,” and three replied “expert.” Here, the weighted mean computed is 3.58 which is indicative of “advanced” in the scale.

Queried as wo what level they can communicate with others using the e-mail in the data collection, 30 of the English teachers responded “competent,” 35 responded “advanced,” and two responded “expert.” In this item, the weighted mean computed is 3.58 which is pointing to “advanced” in the scale.

When questioned as to what level they can use different means of data collection like interviews, portfolios, questionnaires, journals, surveys, group discussion, and others, 33 of the English teachers ticked “competent,” 32 ticked “advanced,” and two ticked “expert.” Here, the weighted mean computed is 3.54 which is leading to “advanced” in the scale.

And, when asked as to what level they can distinguish primary and secondary data from the sources, 31 of the English teachers claimed “competent,” 34 claimed “advanced,” and two claimed “expert.” Here, the weighted mean computed is 3.57 which is pointing to “advanced” in the scale.

Meanwhile, the area weighted mean computed is 3.54. This implies that the English teachers perceived that the level of their research capability along framing questions and data collection is advanced.

TABLE 5
The Level of Research Capability along Framing Questions and Data Collection of the English Teachers as Perceived by the School Heads

Assessment Items	Responses					WM	DE
A. Framing Questions and Data Collection: The English teachers can -	NO	BE	CO	AD	EX		
1. Formulate a survey questionnaire.	0	1	5	1	0	3.00	CO
2. Identify an appropriate research instrument for their research question.	0	1	5	1	0	3.00	CO
3. Generate information out of their questionnaire.	0	2	5	0	0	2.71	CO
4. Identify researchable questions.	0	2	5	0	0	2.71	CO
5. Conduct the survey instrument in collecting data.	0	1	6	0	0	2.86	CO
6. Do data collection through a questionnaire.	0	1	6	0	0	2.86	CO
7. Collect data through interviews, anecdotal records, journals, group discussion, and others.	0	1	5	1	0	3.00	CO
8. Communicate with others using the e-mail in the data collection.	0	0	6	1	0	3.14	CO
9. Use different means of data collection like interviews, portfolios, questionnaires, journals, surveys, group discussion, and others	0	0	6	1	0	3.14	CO
10. Distinguish primary and secondary data from the sources.	0	1	5	1	0	3.00	CO
					AWM	2.94	CO

Legend:
WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

NO	=	novice	=	1.00 – 1.49
BE	=	beginner	=	1.50 – 2.49
CO	=	competent	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
EX	=	expert	=	4.50 – 5.00

Asked as to what level their English teachers can conduct the survey instrument in collecting data, one of the school heads claimed “beginner” and six claimed “competent.” Here, the weighted mean computed is 2.86 which is reflective of “competent” in the scale.

Questioned as to what level their English teachers can do data collection through a questionnaire, one of the school heads answered “beginner” and six answered “competent.” The weighted mean computed here is 2.86 which is “competent” in the scale.

Inquired as to what level their English teachers can collect data through interviews, anecdotal records, journals, group discussion, and other, one of the school heads replied “beginner,” five replied “competent,” and one replied “advanced.” Here, the weighted mean computed is 3.00 which is indicative of “competent” in the scale.

Queried as wo what level their English teachers can communicate with others using the e-mail in the data collection, six of the school heads responded “competent” and one responded “advanced.” In this item, the weighted mean computed is 3.14 which is pointing to “competent” in the scale.

When questioned as to what level their English teachers can use different means of data collection like interviews, portfolios, questionnaires, journals, surveys, group discussion, and others, six of the school heads ticked “competent” and one ticked “advanced.” Here, the weighted mean computed is 3.14 which is leading to “competent” in the scale.

And, when asked as to what level their English teachers can distinguish primary and secondary data from the sources, one of the school heads claimed “beginner,” five claimed “competent,” and one claimed “advanced.” Here, the weighted mean computed is 3.00 which is pointing to “competent” in the scale.

Meanwhile, the area weighted mean computed is 2.94. This implies that the school heads perceived that the level of research capability along framing questions and data collection is only competent.

On Identifying Literature and Theoretical Knowledge

The English teachers and the school heads assessed the level of research capability of the English teachers along Identifying literature and theoretical knowledge.

Assessment of the English Teachers. The assessment of the kindergarten teachers on their level of research capability along identifying literature and theoretical knowledge is presented in Table 6.

As provided in Table 6, when asked as to what level they can review literature skillfully and be knowledgeable about, 34 of the English teachers claimed “competent,” 31 claimed “advanced,” and two claimed “expert.” The weighted mean computed here is 3.52 which is pointing to “advanced” in the scale.

TABLE 6
The Level of Research Capability of the English Teachers along Identifying Literature and Theoretical Knowledge as Perceived by Themselves

Assessment Items	Responses					WM	DE
B, Identifying Literature and Theoretical Knowledge: I can -	NO	BE	CO	AD	EX		
1. Review literature skillfully and be knowledgeable about.	0	0	34	31	2	3.52	AD
2. Organize the review of related literature.	0	0	33	31	3	3.55	AD
3. Synthesize and critically review a body of literature.	0	0	29	35	3	3.61	AD
4. Distinguish my authors, references, and other literature cited.	0	0	29	35	3	3.61	AD
5. Locate related literature in library clippings.	0	0	30	34	3	3.60	AD
6. Find research articles from both primary and secondary sources.	0	0	28	36	3	3.63	AD
7. Anchor a study on a theory.	0	0	32	33	2	3.55	AD
8. Analyze what is the best theory to be used.	0	0	29	35	3	3.61	AD
9. Make the conceptual framework.	0	0	33	32	2	3.54	AD
10. Conceptualize my study on a schematic presentation.	0	0	33	32	2	3.54	AD
					AWM	3.58	AD

Legend:
WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

NO	=	novice	=	1.00 – 1.49
BE	=	beginner	=	1.50 – 2.49
CO	=	competent	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
EX	=	expert	=	4.50 – 5.00

When questioned as to what level they can organize the review of related literature, 33 of the English teachers said “competent,” 31 said “advanced,” and three said “expert.” In this item, the weighted mean computed is 3.55 which is leading to “advanced” in the scale of interpretation.

When queried as to what level they can synthesize and critically review a body of literature, 29 of the English teachers mentioned “competent,” 35 mentioned “advanced,” and three mentioned “expert.” The weighted mean computed here is 3.61 which is indicative of “advanced” in the scale.

When inquired as to what level they can distinguish their authors, references, and other literature cited, 29 of the English teachers checked “competent,” 35 checked “advanced,” and three checked “expert.”. In this item, the weighted mean computed is 3.61 which is “advanced” in the scale.

Asked as to what level they can locate related literature in library clippings, 30 of the English teachers claimed “competent,” 34 claimed “advanced,” and three claimed “expert.” Here, the weighted mean computed is 3.60 which is reflective of “advanced” in the scale.

Questioned as to what level they can find research articles from both primary and secondary sources, 28 of the English teachers answered “competent”, 36 answered “advanced,” and three answered “expert.” The weighted mean computed here is 3.63 which is “advanced” in the scale.

Inquired as to what level they can anchor a study on a theory, 32 of the English teachers replied “competent,” 33 replied “advanced,” and two replied “expert.” Here, the weighted mean computed is 3.55 which is indicative of “advanced” in the scale.

Queried as wo what level they can analyze what is the best theory to be used, 29 of the English teachers responded “competent,” 35 responded “advanced,” and three responded “expert.” In this item, the weighted mean computed is 3.61 which is pointing to “advanced” in the scale.

When questioned as to what level they can make the conceptual framework, 33 of the English teachers ticked “competent,” 32 ticked “advanced,” and two ticked “expert.” Here, the weighted mean computed is 3.54 which is leading to “advanced” in the scale.

Lastly, when inquired as to what level they can conceptualize my study on a schematic presentation, 33 of the English teachers said “competent,” 32 mentioned “advanced,” and two mentioned “expert.” The weighted mean computed here is 3.54 which is pointing to “advanced” in the scale.

Meanwhile, the area weighted mean computed is 3.58. This implies that the English teachers perceived that the level of research capability along identifying literature and theoretical knowledge is advanced.

Assessment of the School Heads. The assessment of the school heads on the level of research capability along identifying literature and theoretical knowledge is presented in Table 7.

As provided in Table 7, when asked as to what level their English teachers can review literature skillfully and be knowledgeable about, one of the school heads claimed “beginner,” five claimed “competent,” and one claimed “advanced.” The weighted mean computed here is 3.00 which is pointing to “competent” in the scale.

TABLE 7
The Level of Research Capability of the English Teachers along Identifying Literature and Theoretical Knowledge as Perceived by the School Heads

Assessment Items	Responses					WM	DE
B, Identifying Literature and Theoretical Knowledge: My English teachers can -	NO	BE	CO	AD	EX		
1. Review literature skillfully and be knowledgeable about.	0	1	5	1	0	3.00	CO
2. Organize the review of related literature.	0	1	6	0	0	2.86	CO

3. Synthesize and critically review a body of literature.	0	1	6	0	0	2.86	CO
4. Distinguish my authors, references, and other literature cited.	0	2	5	0	0	2.71	CO
5. Locate related literature in library clippings.	0	1	5	1	0	3.00	CO
6. Find research articles from both primary and secondary sources.	0	1	5	1	0	3.00	CO
7. Anchor a study on a theory.	0	0	6	1	0	3.14	CO
8. Analyze what is the best theory to be used.	0	0	6	1	0	3.14	CO
9. Make the conceptual framework.	0	1	5	1	0	3.00	CO
10. Conceptualize my study on a schematic presentation.	0	1	5	1	0	3.00	CO
					AWM	2.97	CO

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

NO	=	novice	=	1.00 – 1.49
BE	=	beginner	=	1.50 – 2.49
CO	=	competent	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
EX	=	expert	=	4.50 – 5.00

When questioned as to what level their English teachers can organize the review of related literature, one of the school heads said “beginner” and six said “competent.” In this item, the weighted mean computed is 2.86 which is leading to “competent” in the scale of interpretation.

When queried as to what level their English teachers can synthesize and critically review a body of literature, one of the school heads mentioned “beginner” and six mentioned “competent.” The weighted mean computed here is 2.86 which is indicative of “competent” in the scale.

When inquired as to what level their English teachers can distinguish their authors, references, and other literature cited, two of the school heads checked “beginner” and five checked “competent.” In this item, the weighted mean computed is 2.71 which is “competent” in the scale.

Asked as to what level their English teachers can locate related literature in library clippings, one of the school heads claimed “beginner,” five claimed “competent,” and one claimed “advanced.” Here, the weighted mean computed is 3.00 which is reflective of “competent” in the scale.

Questioned as to what level their English teachers can find research articles from both primary and secondary sources, one of the school heads answered “beginner”, five answered “competent,” and one answered “advanced.” The weighted mean computed here is 3.00 which is “competent” in the scale.

Inquired as to what level their English teachers can anchor a study on a theory, six of the school heads replied “competent” and one replied “advanced.” Here, the weighted mean computed is 3.14 which is indicative of “competent” in the scale.

Queried as wo what level their teachers can analyze what is the best theory to be used, six of the school heads responded “competent” and one responded “advanced.” In this item, the weighted mean computed is 3.14 which is pointing to “competent” in the scale.

When questioned as to what level their English teachers can make the conceptual framework, one of the school heads ticked “beginner,” five ticked “competent,” and one ticked “advanced.” Here, the weighted mean computed is 3.00 which is leading to “competent” in the scale.

Lastly, when inquired as to what level their English teachers can conceptualize my study on a schematic presentation, one of the school heads said “beginner,” five mentioned “competent,” and one mentioned “advanced.” The weighted mean computed here is 3.00 which is pointing to “competent” in the scale.

Meanwhile, the area weighted mean computed is 2.97. This implies that the school heads perceived that the level of research capability along identifying literature and theoretical knowledge of the English teachers is only competent.

On Analyzing and Presenting Research Data

The English teachers and the school heads assessed the level of research capability along analyzing and presenting research data of the English teachers.

Assessment of the English Teachers. The assessment of the English teachers on their level of research capability along analyzing and presenting research data is presented in Table 8.

As provided in Table 8, when asked as to what level they can develop a data collection plan, 32 of the English teachers claimed “competent,” 33 claimed “advanced,” and two claimed “expert.” The weighted mean computed here is 3.55 which is pointing to “advanced” in the scale.

When questioned as to what level they can summarize collected data dependably and accurately, 31 of the English teachers said “competent,” 34 said “advanced,” and two said “expert.” In this item, the weighted mean computed is 3.57 which is leading to “advanced” in the scale of interpretation.

When queried as to what level they can interpret the underlying meaning or the implication of the data, 32 of the English teachers mentioned “competent,” 33 mentioned “advanced,” and two mentioned “expert.” The weighted mean computed here is 3.55 which is indicative of “advanced” in the scale.

TABLE 8
The Level of Research Capability along Analyzing ang Presenting Research Data of the English Teachers as Perceived by Themselves

Assessment Items	Responses					WM	DE
C. Analyzing and Presenting Research Data: I can -	NO	BE	CO	AD	EX		
1. Develop a data collection plan.	0	0	32	33	2	3.55	AD
2. Summarize collected data dependably and accurately.	0	0	31	34	2	3.57	AD
3. Interpret the underlying meaning or the implication of the data.	0	0	32	33	2	3.55	AD
4. Perform preliminary and iterative steps involving reading, describing, and classifying research data before proceeding to data analysis.	0	0	33	32	2	3.54	AD
5. Identify techniques involved in qualitative data analysis.	0	0	31	34	2	3.57	AD
6. Analyze quantitative data regardless of whether the test involves descriptive or inferential.	0	0	33	32	2	3.54	AD
7. Identify emerging themes in an inductive analysis of qualitative data.	0	0	34	31	2	3.52	AD
8. Analyze both quantitative and qualitative data in mixed-method research designs.	0	0	32	33	2	3.55	AD
9. Make a visual display for the reader to easily understand information.	0	0	32	32	3	3.57	AD
10. Present qualitative data in graphs, charts, and networks when necessary.	0	0	30	34	3	3.60	AD
					AWM	3.56	AD

Legend:
WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

NO	=	novice	=	1.00 – 1.49
BE	=	beginner	=	1.50 – 2.49
CO	=	competent	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
EX	=	expert	=	4.50 – 5.00

When inquired as to what level they can perform preliminary and iterative steps involving reading, describing, and classifying research data before proceeding to data analysis,

33 of the English teachers checked “competent,” 32 checked “advanced,” and two checked “expert.” In this item, the weighted mean computed is 3.54 which is “advanced” in the scale.

Asked as to what level they can identify techniques involved in qualitative data analysis, 31 of the English teachers claimed “competent,” 34 claimed “advanced,” and two claimed “expert.” Here, the weighted mean computed is 3.57 which is reflective of “advanced” in the scale.

Questioned as to what level they can analyze quantitative data regardless of whether the test involves descriptive or inferential, 33 of the English teachers answered “competent,” 32 answered “advanced,” and two answered “expert.” The weighted mean computed here is 3.54 which is “advanced” in the scale.

When inquired as to what level they can identify emerging themes in an inductive analysis of qualitative data, 34 of the English teachers checked “competent,” 31 checked “advanced,” and two checked “expert.” In this item, the weighted mean computed is 3.52 which is “advanced” in the scale.

Asked as to what level they can analyze both quantitative and qualitative data in mixed-method research designs, 32 of the English teachers claimed “competent,” 33 claimed “advanced,” and two claimed “expert.” Here, the weighted mean computed is 3.55 which is reflective of “advanced” in the scale.

Questioned as to what level they can make a visual display for the reader to easily understand information, 32 of the English teachers answered “competent,” 32 answered “advanced,” and three answered “expert.” The weighted mean computed here is 3.57 which is “advanced” in the scale.

Lastly, inquired as to what level they can present qualitative data in graphs, charts, and networks when necessary, 30 of the English teachers replied “competent,” 34 replied “advanced,” and three replied “expert.” Here, the weighted mean computed is 3.60 which is indicative of “advanced” in the scale.

Meanwhile, the area weighted mean computed is 3.56. This implies that the English teachers perceived that the level of their research capability along analyzing and presenting research data is advanced.

Assessment of the School Heads. The assessment of the school heads on the level of research capability along analyzing and presenting research data of the English teachers is presented in Table 9.

As provided in Table 9, when asked as to what level their English teachers can develop a data collection plan, one of the school heads claimed “beginner” and six claimed “competent.” The weighted mean computed here is 2.86 which is pointing to “competent” in the scale.

When questioned as to what level their English teachers can summarize collected data dependably and accurately, one of the school heads said “beginner” and six said “competent.” In this item, the weighted mean computed is 2.86 which is leading to “competent” in the scale of interpretation.

TABLE 9
The Level of Research Capability along Analyzing ang Presenting Research Data of the English Teachers as Perceived by the School Heads

Assessment Items	Responses					WM	DE
C. Analyzing and Presenting Research Data: My English teachers can -	NO	BE	CO	AD	EX		
1. Develop a data collection plan.	0	1	6	0	0	2.86	CO
2. Summarize collected data dependably and accurately.	0	1	6	0	0	2.86	CO
3. Interpret the underlying meaning or the implication of the data.	0	2	5	0	0	2.71	CO
4. Perform preliminary and iterative steps involving reading, describing, and classifying research data before proceeding to data analysis.	0	2	5	0	0	2.71	CO
5. Identify techniques involved in qualitative data analysis.	0	1	5	1	0	3.00	CO
6. Analyze quantitative data regardless of whether the test involves descriptive or inferential.	0	1	5	1	0	3.00	CO
7. Identify emerging themes in an inductive analysis of qualitative data.	0	1	5	1	0	3.00	CO
8. Analyze both quantitative and qualitative data in mixed-method research designs.	0	1	5	1	0	3.00	CO
9. Make a visual display for the reader to easily understand information.	0	1	6	0	0	2.86	CO
10. Present qualitative data in graphs, charts, and networks when necessary.	0	1	6	0	0	2.86	CO
					AWM	2.89	CO

Legend:
WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

NO	=	novice	=	1.00 – 1.49
BE	=	beginner	=	1.50 – 2.49
CO	=	competent	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
EX	=	expert	=	4.50 – 5.00

When queried as to what level their English teachers can interpret the underlying meaning or the implication of the data, two of the school heads mentioned “beginner” and five

mentioned “competent.” The weighted mean computed here is 2.71 which is indicative of “competent” in the scale.

When inquired as to what level their English teachers can perform preliminary and iterative steps involving reading, describing, and classifying research data before proceeding to data analysis, two of the school heads checked “beginner” and five checked “competent.” In this item, the weighted mean computed is 2.71 which is “competent” in the scale.

Asked as to what level their English teachers can identify techniques involved in qualitative data analysis, one of the school heads claimed “beginner,” five claimed “competent,” and one claimed “advanced.” Here, the weighted mean computed is 3.00 which is reflective of “competent” in the scale.

Questioned as to what level their English teachers can analyze quantitative data regardless of whether the test involves descriptive or inferential, one of the school heads answered “beginner,” five answered “competent,” and one answered “advanced.” The weighted mean computed here is 3.00 which is “competent” in the scale.

When inquired as to what level their English teachers can identify emerging themes in an inductive analysis of qualitative data, one of the school heads checked “beginner,” five checked “competent,” and one checked “advanced.” In this item, the weighted mean computed is 3.00 which is “competent” in the scale.

Asked as to what level their English teachers can analyze both quantitative and qualitative data in mixed-method research designs, one of the school heads claimed “beginner,” five claimed “competent,” and one claimed “advanced.” Here, the weighted mean computed is 3.00 which is reflective of “competent” in the scale.

Questioned as to what level their English teachers can make a visual display for the reader to easily understand information, one of the school heads answered “beginner” and six answered “competent.” The weighted mean computed here is 2.86 which is “competent” in the scale.

Lastly, inquired as to what level their English teachers can present qualitative data in graphs, charts, and networks when necessary, one of the school heads replied “beginner” and six replied “competent.” Here, the weighted mean computed is 2.86 which is indicative of “competent” in the scale.

Meanwhile, the area weighted mean computed is 3.89. This implies that the school heads perceived that the level of research capability along analyzing and presenting research data of the English teachers is only competent.

The Level of Research Capability of the English Teachers

The level of research capability of the English teachers of public secondary schools in Malasiqui I District is presented in Table 10

TABLE 10
Level of Research Capability
of the English Teachers

Research Capability Areas	English Teachers		School Heads	
	AWM	DE	AWM	DE
Framing Questions and Data Collection	3.54	AD	2.94	CO
Identifying Literature and	3.58	AD	2.97	CO

Theoretical Knowledge				
Analyzing and Presenting Research Data	3.56	AD	2.89	CO
OWM	3.56	AD	2.93	CO

Legend:

AWM = area weighted mean
DE = descriptive equivalent
OWM = overall weighted mean

Scale:

NO = novice = 1.00 – 1.49
BE = beginner = 1.50 – 2.49
CO = competent = 2.50 – 3.49
AD = advanced = 3.50 – 4.49
EX = expert = 4.50 – 5.00

As can be noted in Table 10, the English teachers perceived that the level of their research capability is advanced as evidenced by the computed overall weighted mean of 3.56. However, the school heads perceived that the level of research capability of the English teachers is only competent. as evidenced by the computed overall weighted mean of 2.93.

Relationship between the Profile Variables of the English Teachers and the Level of Their Research Capability

This part of the chapter provides answers to the third sub-problem of the study which is about the significant relationship between the profile variables of the English teachers and the level of their research capability.

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant relationship between the profile variables of the English teachers and the level of their research capability. Thereafter, the researcher correlated the profile variables of the English teachers and the level of their research capability using the chi-square test of independence in the Microsoft Excel. Here, the researcher computed for the p value and the chi square value at .05 level of significance. Table 11 presents the results.

TABLE 11
Relationship between the Profile Variables of the English Teachers and the Level of Their Research Capability

Profile Variables	P Value .05 LS	Chi Square Value	Chi Square Critical Value	RM
Highest Educational Attainment	0.01	6.43	3.84	S
Length of Teaching Experience	0.01	6.81	3.84	S
Number of Relevant Trainings	0.03	4.99	3.84	S

Legend:

RM = remarks
S = significant
NS = not significant

As shown in Table 11, when the highest educational attainment of the English teachers and the level of their research capability are correlated, the p value computed is 0.01. This figure is lower than the .05 level of significance. Moreover, the computed chi square value is 6.43. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the level of research capability of the English teachers is influenced by their highest educational attainment.

Secondly, when the length of teaching experience of the English teachers and the level of their research capability are correlated, the p value computed is 0.01. This figure is lower than the .05 level of significance. Moreover, the computed chi square value is 6.81. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the level of research capability of the English teachers is influenced by their length of teaching experience.

Lastly, when the number of relevant trainings of the English teachers and the level of their research capability are correlated, the p value computed is 0.03. This figure is lower than the .05 level of significance. Moreover, the computed chi square value is 4.99. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the level of research capability of the English teachers is influenced by the number of relevant trainings they attended.

Conclusion and Recommendations

Conclusion

Based on the findings made, the following conclusions were drawn:

1. A typical English teacher of a public secondary school in Malasiqui I District has no post-graduate degree, has been teaching for six to 15 years already, and has attended not more than three trainings/seminars related with research for the past five years.

2. The English teachers perceived that the level of their research capability is advanced while the school heads perceived that the level of research capability of the English teachers is only competent.
3. The level of research capability of the English teachers is influenced by their educational attainment, length of teaching experience, and number of relevant trainings attended.
4. The perceptions of the English teachers and the school heads on the level of research capability of the English teachers are significantly different from each other.
5. The challenges encountered by the English teachers in conducting research may be addressed.
6. The proposed research development plan will enhance the level of research capability of the English teachers of public secondary schools in Malasiqui I District.

Recommendations

Based on the findings made and the conclusions drawn, the following recommendations are offered:

1. The proposed research development plan be approved for implementation in the public secondary schools in Malasiqui I DIstrict to enhance the level of research capability of the English teachers.

2. The implementation of the proposed research development plan in the public secondary schools in Malasiqui I District should be monitored and evaluated.

3. Similar study may be conducted by other researchers to validate the findings of the study.

References

Abarro, J.O., & Mariño, W.P. (2016). Research capabilities of public secondary and elementary school teachers in the Division of Antipolo City. International Journal of Scientific and Research Publications, 6 (6).

Abinan, Anna Lizette. (2021). Research exposure, attitude, and competence of the senior high school teachers. International Journal of Arts, Sciences and Education, 1(2).

Agatep, J. L., & Villalobos, R. (2020). Research capabilities among selected graduate school students in the Philippines. Science Insights Education Frontiers, 6(2)

Ali, Irwan Mohammad. (2024). A guide for positivist research paradigm: From philosophy to methodology. Idealogy Journal, 9(2).

Amirova, A. et al. (2020). Creative and research competence as a factor of professional training of future teachers: Perspective of learning technology. World Journal on Educational Technology: Current Issues, 12(4),

Basilio, M., & Bueno, D. (2019). Research skills and attitudes of master teachers in a division towards capability training. 19th CEBU – Philippines Int'l Conference on Economics, Education, Humanities & Social Sciences.

Cagaanan, J. C. A., & Gosadan, B. D. (2018). Research competency among elementary school teachers: An evaluative assessment for School-Based Action Research (SBAR). JPAIR Institutional Research Journal, 11(1)

Caingcoy, M. (2020). Research capability of teachers: Its correlates, determinants and implications for continuing professional development. Journal of World Englishes and Educational Practices, 2(5)

Cochran-Smith, M., & Lytle, S.L. (2017). Everything's ethics. An ethical approach to practitioner research: Dealing with issues and dilemmas in action research. London: Routledge.

Comon, Jovit, & Corpuz, Gerlinda. (2024). Teachers' research competence and

engagement: Basis for research development plan. American Journal of Arts and Human Science, 3(1).

Cortes, Sylvester. (2019). Needs assessment on action research competencies of teacher-researchers in Surigao del Sur, Philippines. Journal of Education Naresuan University, 21(4).

Deocaris, Kristine Claire. (2025). Research capability of teachers in selected public elementary schools in the Schools Division of San Carlos City. Thesis (Master of Arts in Education): Lyceum Northwestern University.

Dignos, Maricel. (2021). Profile and action research competence of elementary teachers. International Journal of Advanced Multidisciplinary Studies, 1(3).

Domantay, Venus. (2024). Research competence level of master teachers in selected public secondary schools in the Third Congressional District of Pangasinan. Dissertation (Doctor of Education): Lyceum Northwestern University.

Eliver, Angelie et al. (2023). Teachers research perception, competence, and work performance: Basis for a capability building plan. International Journal of Scientific Research and Management, 11 (10).

Evardo, O., & Abina, I. L (2023). Research competence of out-of-field teachers in teaching practical research: Input to capability building series. International Journal for Multidisciplinary Research, 5(2)

Gonzales, I.B., Corpuz, D.A., & Dellosa, R.M. (2020). Research capabilities of public elementary school teachers and management support of the Schools Division of Nueva Vizcaya, Philippines. Humanities & Social Sciences Reviews, 8 (4).

Heng, K., Hamid, M., & Khan, A. (2020). Factors influencing academics' research engagement and productivity: A developing countries perspective. Issues in Educational Research, 30 (3).

Hero, Jesson. (2023). An assessment of the research skills and capabilities of senior high school teachers towards the development of research capacity building program. Psychology and Education: A Multidisciplinary Journal, 15 (3).

Insorio, A.O. (2024). Teachers' research characteristics, competencies, motivation, and challenges: Basis for research manual. International Journal of Research in Education and Science (IJRES), 10(4)

Jamieson, L., & Saunders, M. (2020). Contextual framework for developing research competence: Piloting a validated classroom model. Journal of the Scholarship of Teaching and Learning, 20(3).

Kusure, L.P. et al. (2016). Factors influencing research productivity among lecturers in teachers' colleges in Zimbabwe. Southern African Journal of Education, Science and Technology, 1(2).

Kyaw, M.T. (2021). Factors influencing teacher educators' research engagement in the reform process of teacher education institutions in Myanmar. SAGE Open, 11(4).

Lawrent, Godlove. (2022). Sources of teacher efficacy related attributes alongside Bandura's perspectives. Journal of Education, 204(1).

Li, X.D. et al. (2019). Scientific research capability and continuing education needs for nurses with Master's degree in China. The Journal of Continuing Education in Nursing, 50(2)

Macabago, S.M. (2017). Teachers' motivation, attitude, perceived capability, and difficulty to conduct action research: A basis for intervention plan for public elementary school teachers. Thesis (MA in Education): Bukidnon State University. Malaybalay City, Bukidnon.

Melloria, Jick Lloyed. (2023). Teachers' knowledge and interest on research writing in basic education. Global Scientific Journals, 11(5).

Meneses, J., & Moreno, N. (2019). Factors influencing research productivity of Rizal Technological University: Input to research capability development program. International Journal of Education and Research, 7(3),

Mok, M.M.C., & Moore, P.J. (2019). Teacher and self-efficacy. Educational Psychology: An International Journal of Experimental Educational Psychology, 39(1).

Morales, M.P.E. et al. (2016). Examining teachers' conception of and needs on action research. Issues in Educational Research, 26(3).

Narbarte, M. P., & Balila, J. S. (2018). Research involvement, motivation, and university initiatives as agents for enhancing research culture and quality. Catalyst, 1

Olvido, M.M.J. (2021). Developing research culture: An outcomes perspective. Journal of Research Administration, 52(1).

Shafiee, Z., & Sotoudehnama, E. (2019). Contextual and educational dimensions of EFL teacher engagement in second language acquisition research. Australian Journal of Teacher Education, 44(9).

Tarrayo, V.N. et al. (2021). Research engagement by English language teachers in a Philippine university: Insights from a qualitative study. Asia-Pacific Social Science Review, 21(3).

Tolentino, Keneth. (2021). Research capability of secondary school science teachers. International Journal of Multidisciplinary Research: Applied Business and Education Research, 22(3).

Ulla, M.B. (2018). Benefits and challenges of doing research: Experiences from Philippine public school teachers. Issues in Educational Research, 28(3).

Wagaba, F. et al. (2016). An action research in science: Providing metacognitive support to year 9 students. International Journal of Environmental and Science Education, 11(12).

Wichian, S.N., Wongwanich, S., & Bowarnkitiwong, S. (2019). Factors affecting research productivity of faculty members in government universities: Lisrel and neural network analysis. Thailand: Universiti Teknologi Mara.

Zhang, C., Alilas, B.S., & Nordin, M.N. (2026). Exploring self-efficacy among teachers in schools: A systematic review of global evidence (2019-2025). Frontiers in Psychology.