

# **RESEARCH SKILLS OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS: BASIS FOR POLICY IMPROVEMENT PLAN**

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## **ABSTRACT**

Research has been more important in the era of educational reforms, particularly in basic education, because it allows teachers and school officials to revisit and improve their teaching practices. The study focused on assessing the research skills of teachers in public elementary schools as basis for management plan. A descriptive type of research was employed in the study with the survey questionnaire as the main data gathering instrument, complemented by an interview. Frequency, percentage, F-test (ANOVA), and weighted mean were used to statistically treat the data. Findings of the study revealed that majority of the teachers of public elementary schools belonged to the age bracket of 46 and above, graduates of bachelor's degree, with 10 years or more teaching experiences, and three to five seminars and trainings attended in line with research. Many teachers have agreed that they have good collaboration research skills. There is no significant difference between the respondents' profile and research skills as for age and number of years in teaching. Meanwhile, highest educational attainment as well as number of seminars and trainings attended by the researchers were significantly differed. Furthermore, poor time management is the most common challenge met by teachers when making a research.

As an offshoot of the results, the researcher has to prepare a policy improvement plan which includes various projects and activities in order to improve the research culture within Nasugbu East district.

*Keywords: Research skills, assessment, policy, improvement plan*

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## INTRODUCTION

Improving the quality of basic education is the primary goal of the state as stipulated in Republic Act No. 9155, also known as Governance of Basic Education Act of 2001. Relative to this, the Department of Education (DepEd) continues to foster and strengthen the culture of research in basic education in support of the Department's policy making process, research agenda, policy and program development and implementation.

When it comes to Philippine educational setting, research has been widely regarded as effective way of improving the teaching and learning process. It is always considered to be vital since many educators and researchers have witnessed how important it is to make research and innovation, especially in addressing the needs of the learners. Educational research empowered the researchers with data to help them teach and lead more strategically and effectively. Also, conducting educational research helps teachers improve their practices and at the same time, provide them with new ways, strategies and techniques which can help them in the delivery of instruction.

Relative to this, the Department of Education is mandated to provide quality basic education to all Filipinos, seeking to ensure that learning has relevant outcomes achieved by harnessing the full potential of all teachers and learners. Research is a vehicle and a means to achieve this end. The DepEd Order No. 39 s. 2016 entitled *Adoption of the Basic Education Research Agenda* provided guidance to DepEd and its stakeholders in the conduct of education research and the utilization of results.

In order to better communicate the standards, processes in making researches, the Department of Education provided the policy on Research management guidelines. This helps in managing research initiatives in the national, regional, schools division, and school levels. Also, it introduces support mechanisms, and reinforces the link of research to education processes through research dissemination (DepEd Memorandum No. 16, s. 2017).

But we cannot deny the fact that even research has been very taught for many years and has been introduced in different trainings, teachers still struggle when it comes to research writing. Even though there were many advantages perceived in conducting action research, there were also many issues and challenges experienced by the teachers. Some of the educators have unwillingness to conduct action research (Jun Zhou, 2012). In addition, educators are not prepared to implement action research due to time constraints and heavy workloads.

Based on the interview conducted by the researcher, it was found out that teachers encountered problems and challenges when conducting research. The researcher, who also a teacher from Cogonan Elementary School had observed the decline in the number of research presentations. For instance, from the eight teachers who presented at Division Conference of Batangas Education Researchers (DCBER) last 2018 fell down to only two teachers in the current year. This reflected that the research practices within the school was still low. With this thought in mind, the researcher deemed it necessary to conduct this study entitled Research Skills of Teachers in Public Elementary Schools as Basis for Policy Improvement Plan in order to improve the research culture within Nasugbu East district.

As an offshoot of the study, the researcher has to prepare a management plan which consists of relevant projects and activities in line with research. This was purely based on the findings of the data and the results of the interview conducted.

This study focused on assessing the research skills of teachers at Cogonan Elementary School as basis for a proposed management plan for the school year 2021-2022. This study identified the demographic profile of the respondents in terms of their age, highest educational attainment, number of years in teaching, and seminars and trainings attended in line with research. This study also described the research skills of teachers and determined if there are significant relationships between the respondents' profile and their research skills. This study also assessed the respondents' agreement regarding the challenges they met in making research. Lastly based from the findings, the researcher proposed a management plan as the output of the study.

Furthermore, this study was limited to the responses of 168 teachers on the items as stated on the researcher-made questionnaire. For instance, interview had been conducted to substantiate the results obtained from the gathered data.

## MATERIALS AND METHODS

This research paper examined the research skills of the teachers in the public elementary schools for the academic year 2021-2022 as basis for management plan to improve the research culture within Nasugbu East district.

### Subjects of the study

This study gathered the responses of teachers from DepEd-managed public elementary schools in the Nasugbu East district. Moreover, stratified proportional sampling method was used to determine the number of respondents in the public elementary schools in Nasugbu East district. Stratified proportional sampling means that size of sample strata is proportional to the size of population strata; in other words, probability of unit being selected from the stratum is proportional to relative size of that stratum in population (Ipsos Encyclopedia, 2016). Table 1 shows the distribution of the respondents of the study.

**Table 1**

**Respondents of the Study**

| <b>Name of School</b>        | <b>Teacher</b> |
|------------------------------|----------------|
| Aga Elementary School        | 9              |
| Banilad Elementary School    | 12             |
| Bayabasan Elementary School  | 7              |
| Bilaran Elementary School    | 16             |
| Bulihan Elementary School    | 10             |
| Catandaan Elementary School  | 7              |
| Cogonan Elementary School    | 6              |
| Kaylaway 1 Elementary School | 16             |

|                                   |            |
|-----------------------------------|------------|
| Kaylaway 2 Elementary School      | 5          |
| Kayrilaw Elementary School        | 4          |
| Latag Elementary School           | 4          |
| Looc Elementary School            | 12         |
| Malapad na Bato Elementary School | 5          |
| Mataas na Pulo Elementary School  | 4          |
| Nasugbu East Central School       | 19         |
| Panuca Elementary School          | 7          |
| Pingkian Elementary School        | 5          |
| Tala Elementary School            | 9          |
| Tumalim Elementary School         | 11         |
| <b>TOTAL</b>                      | <b>168</b> |

### **Data Gathering Method**

The researcher utilized mixed-method research approach since the use of the survey questionnaire and interview guide questions were employed in the study. These have been used to have a clear picture of a management plan which will surely help improved the research skills of the teachers. This is considered as the most applicable and effective method to address its concerns.

**Data Collection Procedure.** Quantitative and qualitative techniques were utilized in gathering the data needed for the study. Specifically, the data was collected using the researcher-made questionnaire prepared after rigorous reading and study. The researcher prepared a letter of request and then sought the approval of the public district supervisor and the school heads of 19 elementary schools of Nasugbu East district for the distribution of the questionnaires to the teachers via messenger. The questionnaires were given to the respondents thru a Google forms. The responses gathered were then tallied and statistically treated. The researcher also requested the participants in an interview after answering the questionnaire in order to supplement the data gathered from the questionnaire. When the answered questionnaires were retrieved, the researcher used the following scale to analyse and interpret the results.

| Value | Scale     | Verbal Interpretation  |
|-------|-----------|------------------------|
| 4     | 3.50-4.0  | Strongly Agree (SA)    |
| 3     | 2.50-3.49 | Agree (A)              |
| 2     | 1.50-2.49 | Disagree (D)           |
| 1     | 1.00-1.49 | Strongly Disagree (SD) |

### **Ethical Issues**

Ethical considerations were ensured throughout the conduct of this study. The participants were given an informed consent message via the social media platform like messenger. They were also asked to volunteer for the study understanding all the rights of withdrawal and refusal.

### **Data Analysis Plan.**

The following statistics tools were used for data analysis:

1. **Frequency.** This was used to determine the number of responses of participants in each particular variable under demographic profile. In statistics, it refers to the number of occurrences of statistical result.
2. **Percentage.** This was used to determine the proportion of the responses on the items in terms of their demographic profile.
3. **F-test (ANOVA).** This was used to determine if there were significant differences on the research skills when grouped according to profile variables. Analysis of variance (ANOVA) can determine whether the means of three or more groups are different (Minitab, 2016).
4. **Weighted Mean.** This was used to quantify the data on the respondents' agreement on the research skills and the challenges they met in making research.

## **RESULTS AND DISCUSSION**

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This section presented the results of the study by answering all the research questions. This included the presentation, analysis, and interpretation of data.

## 1 Profile of the Teachers

**Table 2**

**Profile of the Teachers in terms of Age**

| Age          | Frequency  | Percentage |
|--------------|------------|------------|
| 20-25        | 24         | 14         |
| 26-30        | 34         | 20         |
| 31-35        | 21         | 13         |
| 36-40        | 28         | 17         |
| 41-45        | 26         | 15         |
| 46 and above | 35         | 21         |
| <b>Total</b> | <b>168</b> | <b>100</b> |

Presented in Table 2 was the distribution of respondents as to age. Out of 168 respondents, 35 or 21 percent were aged 46 years old and above. There were 34 respondents who claimed that they belong to 26 to 30 age group. This was equivalent to 20 percent of the total respondents. Also seen in the table were 28 respondents who belonged in the age bracket of 36 to 40 years. This represented 17 percent of the total number of respondents. It was further revealed that those who belonged to age group of 41 to 45 years old were only 26 respondents which was equivalent to 15 percent. Meanwhile, there were 24 or 14 percent who belonged to 20 to 25 age group and 21 or 13 percent were 31 to 35 years old. From these data, majority of the respondents were between the ages of 46 and above. This further showed that majority of the respondents were adult individuals in the field of education.

**Table 3**

**Profile of the Teachers in terms of Highest Educational Attainment**

| <b>Degree</b>     | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| Bachelor's Degree | 101              | 60                |
| Master's Degree   | 63               | 38                |
| Doctorate Degree  | 4                | 2                 |
| <b>Total</b>      | <b>168</b>       | <b>100</b>        |

As shown in Table 3, it revealed the profile of the teachers in terms of highest educational attainment. It can be seen in the table that there are 101 respondents or 60 percent who have bachelor's degree. This is followed by 63 respondents or 38 percent who have master's degree. Meanwhile, there are only four respondents or 2 percent who have doctorate degree. Findings imply that majority of the teachers stop going to school after getting a bachelor's degree. As revealed in an interviewee's answer, teachers may have some financial problem and others are having a hard time to attend weekend classes since these are the only days left for them to plan for incoming week lessons.

Perhaps the other five teachers who pursued master's degree believed how important professional development is. This is related to the article entitles *5 Reasons Teachers Embark on a Master's in Education Program (2021)* regarding the reasons why teachers embark on a master's degree program. These are as follows: provides greater job opportunities, seek other education related position, improved teaching skills, offer more classroom and hands-on experience and greater income potential.

In relation to this, principals should encourage the teachers to continue professional development. This is supported by the statement of McGill (2013), it is the primary role of principal to ensure that their teachers will pursue continuous education to become effective teachers in the field.

**Table 4**

**Profile of the Teachers in terms of Number of Years in Teaching**

| <b>Number of Years in Teaching</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------------------------|------------------|-------------------|
| 5 Years and below                  | 54               | 32                |



|                    |            |            |
|--------------------|------------|------------|
| 6 -10 years        | 50         | 30         |
| More than 10 Years | 64         | 38         |
| <b>Total</b>       | <b>168</b> | <b>100</b> |

Indicated in Table 4 was the distribution of respondents in terms of number of years in teaching. Out of 168, there were 38 percent or 64 respondents served for more than 10 years. Furthermore, there were 54 respondents or 32 percent who had served for five years and below. It was also shown that there were 50 respondents who served for six to 10 years of teaching experiences already. They compromised the 30 percent of the total respondents. These data indicated that the larger percent of the respondents had been serving for more than a decade of years. This likewise showed that their dedication and service rendered in teaching was truly remarkable.

It can be gleaned from Table 5 that among 168 respondents, 60 percent or 101 respondents have three to five attendances in the extent of trainings/seminars. Meanwhile, there are 35 respondents or 21 percent who were who were active in attending seminars and trainings related to research.

**Table 5**

**Profile of the Teachers in terms of Seminars and Trainings Attended**

| <b>Seminars and trainings attended</b> | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| 2 & below                              | 32               | 19                |
| 3-5                                    | 101              | 60                |
| 6 or more                              | 35               | 21                |
| <b>Total</b>                           | <b>168</b>       | <b>100</b>        |

Only 32 respondents or 19 percent who have attended only two and below seminars and trainings related to research. Findings imply that majority of teachers have little participation in research trainings and seminars. It can be expected from them that they usually encountered problems when conducting research. Hence, trainings and seminars in research should be

offered more to the teachers. This assumption is congruent with McGill (2013) study in which schools should offer more support and time for training teachers.

## 2 Research Skills of Teachers

Relative to the respondents' assessment in terms of their agreement in terms of research skills, the teachers expressed their agreement that they are good at collaborating with others, which has the highest weighted mean of 3.35. Result revealed that for the teachers, collaborating with others is one of the essential research skills they are good at. This finding runs parallel to the paper of Sprunger (2017) wherein he emphasized that writing with different collaborators requires researcher to communicate their ideas and methods more effectively and it gives an opportunity to learn alternative ways of doing things.

**Table 6**

**Research Skills of Teachers**

| Items   | WM          | VI           |
|---|-------------|--------------|
| <b>I am good at..</b>                                       |             |              |
| 1. Collaborating with others                                | <b>3.35</b> | <b>Agree</b> |
| 2. Locating information from internet and other sources     | <b>3.25</b> | <b>Agree</b> |
| 3. Reporting the results effectively                        | <b>3.22</b> | <b>Agree</b> |
| 4. Using proper citation and referencing                    | <b>3.20</b> | <b>Agree</b> |
| 5. Planning and selecting the right research methodology    | <b>3.18</b> | <b>Agree</b> |
| 6. Managing time wisely                                     | <b>3.14</b> | <b>Agree</b> |
| 7. Thinking critically when analyzing and interpreting data | <b>3.08</b> | <b>Agree</b> |
| 8. Explaining ideas clearly and concisely                   | <b>2.95</b> | <b>Agree</b> |
| 9. Organizing and paraphrasing ideas                        | <b>2.95</b> | <b>Agree</b> |
| 10. Applying statistical tools to treat the data            | <b>2.95</b> | <b>Agree</b> |
| <b>Average Composite Mean</b>                               | <b>3.13</b> | <b>Agree</b> |

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*Legend: WM – Weighted Mean    VI – Verbal Interpretation*

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Similarly, Mydin, et. al (2021) revealed that research collaboration activities have substantial impact on young academics in updating their research knowledge and skills, and this subsequently caused them to be more confident with their ability to manage research independently.

On the same note, respondents believed that they are also good at locating information from internet and other sources. As revealed in an interviewee's answer, they have enough resources such as laptop, computer and internet in order to gather the necessary information they needed for their studies.

Also, the respondents agreed that as a researcher, they are good at reporting the results effectively. This only proved that the teachers have effective communication skill since they have the ability to understand the information they receive and present information in a manner others can understand as what Indeed Editorial Team (2021) explained.

On the other hand, the teachers agreed that they are also good at explaining ideas clearly and concisely, organizing and paraphrasing ideas as well as applying statistical tools to treat the data. These got the lowest weighted mean of 2.95. This implies that, teachers still need to improve their analytical and critical thinking skills in order to become effective researcher since it really helps to acquire useful information from a pool of irrelevant ones while making informed decisions. From the interview conducted, there are few teachers who find research as challenging since it is all about explaining the ideas after interpreting the data gathered. This finding confirms with Piercey (2021) who mentioned that people need the ability to critically read and construct meaning from numerical information. There is a need to not only understand the meaning behind the numbers but to critically think about the interpretation of them.

Furthermore, application of statistical tools when conducting research is still a question for some teachers. This was contrary to the findings of Cuntapay, M. et. al (2014) who stated that

many of them need to have a knowledge on identifying and employing appropriate statistical tools using MS Excel, SPSS, SAS, STATAT, MINITAB etc.

To sum it up, the respondents agreed that they are good in terms of research skills as supported by the composite mean of 3.13. Despite of this, the need to improve those skills are essential to raise the research productivity in the school. This finding is strengthened by Adriano (2016) idea that a positive perception towards research and a positive perception of research competence did not translate to actual research outputs.

### 3 Difference between the Respondents' Profile and their Research Skills

**Table 7**

**Difference between the Respondents' Profile and their Research Skills**

| Variables                                 | Computed Value | p-value | Decision on H <sub>0</sub> | Interpretation  |
|---|----------------|---------|----------------------------|-----------------|
| Age                                       | 0.56803        | .687543 | Failed to Reject           | Not Significant |
| Highest Educational Attainment            | 11.28571       | .000385 | Reject                     | Significant     |
| Number of Years in Teaching               | 0.28558        | .753221 | Failed to Reject           | Not Significant |
| Number of Trainings and Seminars Attended | 11.15328       | .000148 | Reject                     | Significant     |

$$\alpha = 0.05$$

Presented in Table 7 was the difference between the respondents' profile and their research skills. It can be gleaned from the table that the teachers' research skills does not have significant difference with the respondents' age and number of years in teaching. However, there is significant difference between the research skills' and the respondents' profile in terms of highest educational attainment as well as number of trainings and seminars attended.

As for highest educational attainment, the computed F-value is 11.28571 with p-value of .000385 which was less than 0.05. With this, the null hypothesis was rejected indicating that there was significant difference in the researcher skills of teachers when grouped according to highest educational attainment. Analysis showed that the educational background have largely effect on how teachers perform in research. The finding strengthens the fact that when teachers pursued master's degree or doctorate degree, teachers would demonstrate proficiency in making research. Pellegrino and Hilton (2013) reviewed studies and concluded that educational attainment is a stronger predictor of labour market success than measures of cognitive skills, personality traits, and intra-and interpersonal competencies.

In terms of the number of trainings and seminars attended, the computed F-value is 11.15328 with p-value of .000148 was less than 0.05. Therefore, the null hypotheses was rejected indicating that there was significant difference in the research skills of teachers when grouped according to number of trainings and seminars attended. In this concern, most teacher respondents asserted that trainings and seminars mainly set the standard for being competent and effective researchers. This result is supported by the study of Orlanda (2015) who stated that teachers should be required to attend seminars and trainings in research frequently.

These findings justify the study of Tagaro (2015) which revealed that the research culture building factors explicitly of the individual attributes such as highest educational attainment, and research training, knowledge and skills; and the institutional attributes namely research incentives, research forum and administrative support significantly influenced the research productivity of the faculty.

However, with regards to the age of the respondents, the computed F-value of 0.56803 with p-value of .687543 was higher than 0.05 thus the null hypothesis was not rejected. This further indicated that there was no significant difference on the research skills of teachers when grouped according to their age. Analysis showed that age does not have something to do with the research skills.

With regards to the number of years as teacher, the computed F-value of 1.775 with p-value of 0.173 was higher than 0.05 thus the null hypothesis was not rejected. This further indicated that there was no significant difference on the interests and attitudes of music teachers when grouped according to number of years in teaching. It was revealed that teachers have the same level of interests and attitudes regardless of the length of teaching experience. The results supported the findings of Gacrama & Baptista (2019) which revealed that research competencies are independent of the number of years in teaching, and did not relate to an increase in research competency.

#### 4 Challenges Met by Teachers when Making a Research

The results from the table 8 manifested that respondents agreed poor time management as reflected by the weighted mean of 3.05. This indicated that teachers had difficulty in managing their time in school due to problem on schedule, overlapping of activities, and too much administrative works. A number of researchers (Cagaanan & Gosadan (2020); and Fetalver Jr. (2010) confirms the idea that there is inadequacy of time among administrators and faculty to process research, and so they spent more time in teaching than conducting research. This also affirms the findings of Ramirez (2010) that the respondents considered time as the greatest barrier to faculty research engagement.

**Table 8**

#### Challenges Met by Teachers

| Items   | WM          | VI       |
|---|-------------|----------|
| 1. Poor time management                                     | <b>3.05</b> | <b>A</b> |
| 2. Lack of self-motivation                                  | <b>2.98</b> | <b>A</b> |
| 3. Insufficient training and seminar on research activities | <b>2.95</b> | <b>A</b> |
| 4. Low self-confidence in undertaking action research       | <b>2.83</b> | <b>A</b> |
| 5. Lack of interest to conduct research                     | <b>2.83</b> | <b>A</b> |

|   |             |          |
|---|-------------|----------|
| 6. Lack of recognitions to conduct research activities          | <b>2.82</b> | <b>A</b> |
| 7. Insufficient reference materials                             | <b>2.78</b> | <b>A</b> |
| 8. Poor internet connectivity                                   | <b>2.68</b> | <b>A</b> |
| 9. Inadequate budget in the school to undertake action research | <b>2.60</b> | <b>A</b> |
| 10. Limited administrative support                              | <b>2.45</b> | <b>D</b> |
| <b>Average Composite Mean</b>                                   | <b>2.80</b> | <b>A</b> |

*Legend: WM – Weighted Mean VI – Verbal Interpretation A – Agree D - Disagree*

The teachers also agreed that one of the challenges they met is the lack of self-motivation when conducting research with a weighted mean of 2.75. Staying motivated can be difficult for researchers. Failed experiments, negative results and lack of useable data can leave researchers feeling discouraged. This clearly explains the reasons why there are only few number of teachers who can produce researchers. As what being reflected by the study of Budiana, K. , Djuwari, D. & Hudiwinarsih, G. . (2019) that teacher motivation has a substantial role in education because motivated individual boost up teachers' scientific paper production.

Another significant challenge is the insufficient training and seminar on research activities. As can be noted, seminars and trainings attended helped the teachers to become updated with the current research trends. Continuing professional development as pointed out by Aseeri is an urgent need for teachers and a necessity to raise their competencies, especially with the rapid development in research fields. This substantiated the results revealed on the data presented. It was clear notion that teachers should not limit their knowledge and skill after schooling, instead engaging with various seminars and trainings should be one of their priorities.

In general, the teachers agreed that there were challenges met when conducting research which reflected in the composite mean of 2.80. Research is considered as one of the challenging activity to do. However, in the era of educational reforms, action research becomes highly

relevant especially in basic education as this gives the teachers and the school leaders the opportunity to revisit and improve their educational practice.

## **5 Proposed Policy Improvement Plan**

### **Section 1. RATIONALE**

In educational setting, research played a great role in addressing various issues and concerns to make teaching-learning process an effective one. However, research was not easy thing to do. Based on the findings of the study, majority of the teachers encountered challenges when conducting research including poor time management, lack of motivation as well as insufficient seminars and trainings in line with research. For these reasons, there was few research being conducted within the school set-up and even the district level. This has something to do with their research skills and the factors affecting those skills.

Since, policy makers and educators agree that improving the quality of K-12 education is a priority, planning must be taken into consideration. This will serve as a roadmap behind every successful endeavour of the management in resolving the problems in the educational system and so, a management plan is formulated for greater exercise of enhancing the research skills of the teachers.

As an offset of the study, the researcher came up with a management plan for public elementary schools which is primarily designed to improve the research culture within the district. This plan contains areas of concern, objectives, as well as suggested activities or strategies.

Primarily, this proposed management plan is a great attempt to transform the weak areas identified in the study into a better and more responsive action which will turn out to be the effective processes of delivering quality education. When properly implemented, this will make every teacher more effective researcher.

### **Section 2. OBJECTIVES**



Review the current situation with respect to the community values in connection with the conduct of academic research;

Review our existing policies and procedures in connection with the conduct of research in view of the values held by the community;

Compare our existing policies and procedures with guidelines and regulations of federal and private research sponsors;

Suggest innovative education and mentoring programs directed towards raising the consciousness of our community concerning issues associated with the conduct of research and also propose mentoring programs related to faculty career development.

### **Section 3. PROPOSED PROJECTS, PROGRAMS AND ACTIVITIES FOR THE IMPROVEMENT OF RESEARCH CULTURE**

The table below shows the various projects, programs and activities which the researcher had proposed for the improvement of research culture within the district.

| <b>Areas of Concern</b>                  | <b>Objectives</b>   | <b>Proposed Projects, Programs and Activities for Teachers</b> | <b>Activities</b>  | <b>Success Indicator</b>  |
|--|---|--|--|---|
| A.Time Management/Traingings of Teachers | To acquire and apply necessary knowledge and skills in terms of making research | SLAC O'clock Policy on Research                                | 1.Provide online seminar – workshop and in-service trainings for teachers<br>2.Open up communication channels (including tech support) through the | Teachers positively joined in various research events such as DCBER, etc. |

|                            |                                       |   |  |  |
|----------------------------|---------------------------------------|---|--|--|
|                            |                                       |   | <p>leadership of the research coordinator within the district</p> <p>3. Conduct meeting among the research coordinators of each school via Google meet. Consider the variables such as ‘explaining ideas clearly and concisely’, ‘organizing and paraphrasing ideas’ as well as ‘applying statistical tools to treat the data’ as the themes of the training.</p> <p>4. Tap expert research enthusiasts as resource speakers in the training</p> |  |
| B. Recognition in Research | 3R’s Policy Research, Rewards, Repeat | To provide incentives to teachers who are able to make a research | <p>1. Conduct a Research fun day. Include this in the district program of activities. Recognize teachers who have conducted research.</p> <p>2. Give a sort of token of appreciation to boost the morale of teachers and encourage other</p>   | Teachers’ morale and competence are highly-uplifted and maintain research projects |

|                           |  |   |   |   |
|---------------------------|--|---|---|---|
|                           |  |   | teachers to do research as well.  |   |
|                           |  | To boost teachers' research competence.                       | <p>1. Organize Research competitions. Require the teachers to create a short video about the output of his or her research and then, choose Mr. and Ms. Innovative Teacher of the Year based on the research outputs.</p> <p>2. Use Information Communication Technology tools such as <i>YouTube channels</i> and other Open Educational Resources and other social media platforms to broadcast the said event.</p> | 100% active participation in research presentation. |
| C. Motivation of Teachers | Project SHARE – Sad and HAppy Research Experiences | To raise self-motivation and interest in conducting research. | <p>1. Organize a research ball event wherein all teachers are invited.</p> <p>2. Facilitate open discussions can help foster a more collaborative environment, by giving researchers the</p>  | Teachers are more motivated to conduct researches.  |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>chance to share their experiences of not only their successes, but also their “failures”.</p> <p>3. Establish Research café for counselling and mentoring activities</p> |  |
|--|--|--|---|--|

#### **Section 4. DISSEMINATION AND UTILIZATION**

Dissemination and utilization of research results are crucial in the achievement of learning outcomes, and improve teaching-learning and governance processes in schools. Research managers, in collaboration with the researchers, will take measures to ensure the dissemination and utilization of research results in various settings across governance levels. Further, researchers will disseminate and discuss their research results and recommendations in the area where the study was conducted, preferably attended by the respondents. Research managers will provide a venue to actively disseminate results from completed research studies, and encourage everyone to analyze, consider, and incorporate these results in their practices.

#### **Section 5. AREAS FOR PARTNERSHIPS**

i. **Capacity building** – The schools district may partner with institutions in providing technical assistance and capacity-building activities for research committees, education managers, school heads, teachers, and other DepEd personnel. This may be done through formal training or through apprenticeship in the research projects of the institution. They may also share best practices with partner institutions.

ii. **Resource sharing** – The schools district and other stakeholders may share resources from their respective databases which may help researchers in completing their research. Research partners may also utilize the research owned by the schools district.

iii. **Research grants and funding** – Partnerships may also explore the possibility of providing grants for researchers. This will uplift the teachers' morale to explore the world of research for more opportunities.

### **Section 6. DOCUMENTATION, MONITORING AND EVALUATION**

Apart from the progress monitoring of the researches being conducted, the schools district research committee shall conduct monitoring and evaluation of the entire research management cycle within their respective areas to continuously improve the management of research. Feedback will be communicated through M&E platforms in their respective governance levels.

### **CONCLUSIONS**

Based on the findings, the following conclusions are drawn:

1. Teachers should be encouraged to pursue higher studies and trainings so that their knowledge and skill in research will be honed.
2. The presented findings suggested that research skills can be effectively improved through projects and activities that are strongly connected to collaboration or group works.
3. There is no significant difference between the respondents' profile and research skills as for age and number of years in teaching. Meanwhile, highest educational attainment as well as number of seminars and trainings attended by the researchers were significantly differed.
4. Time management is a very important skill to be learned and to be mastered in order to have a better engagement in research.
5. The proposed management plan is an effective tool for improving the research culture in Nasugbu East district.

### **RECOMMENDATIONS**

Based on the conclusions, the researcher recommended the following:

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1. The proposed management plan maybe used to further develop the research skills of teachers.
2. Involvement to research-oriented seminars and trainings are recommended to the teachers.
3. Similar studies should be conducted to verify and expand the results of this study.
4. Research papers must be recommended for publication.

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