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RESEARCH CAPABILITY OF ELEMENTARY TEACHERS IN CUYAPO DISTRICT, NUEVA ECIJA

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ABSTRACT

This study aimed to assess and improve the research capability of elementary teachers, focusing on the challenges they faced, their attitudes toward research, and the factors influencing their research engagement. In the current educational context, where research is vital for teacher development and school improvement, understanding the barriers and motivators for teachers' participation in research is essential. The study's objectives were to evaluate the research capabilities of elementary teachers, explore their attitudes and motivations, and identify difficulties encountered in research. The respondents were the elementary teachers from various public schools. Data were gathered using structured questionnaires that assessed teachers' research capabilities, attitudes toward research, motivation to write research, and challenges in conducting research. The tool included Likert-scale items measuring teachers' research competence, motivation, and attitudes. Data analysis involved descriptive statistics, including mean scores, and correlational analysis to explore the relationship between teachers' research capability and profile variables such as age and length of service. The study found that teachers with more experience, both in terms of age and years of service, exhibited stronger research capabilities. However, barriers related to time, resources, and motivation hindered their engagement in research. Teachers had positive attitudes toward research, but their intrinsic motivation to engage remained low. In conclusion, elementary teachers showed potential for research but faced significant barriers. Recommendations included providing targeted professional development programs, improving resource accessibility, and fostering a supportive research culture in schools to enhance teacher research engagement.

Keywords*: motivation, Professional Development, Research capability*

INTRODUCTION

Research is an integral part in finding solutions to particular problems in the education sector. It underpins professional learning, skills, and understanding. Encouraging research lends itself to introducing change in curriculum, pedagogy, and assessment (Lawrence Stenhouse, 1975; John Hattie, 2009).

The research capability of elementary teachers is crucial for the development of a well-rounded, informed educational system. In an increasingly interconnected world, teachers must be equipped to engage with global and national trends that directly affect their students and communities. Research on international issues helps teachers incorporate broader perspectives and promote global citizenship (UNESCO, 2015; OECD, 2018). Understanding these global dynamics allows educators to foster a sense of empathy and global citizenship in their students, encouraging critical thinking about the challenges faced by different cultures and nations.

Teachers' research capability enables them to address pressing educational issues such as equity, curriculum development, and socio-economic influences on learning. By staying informed about policies and trends, teachers can better respond to diverse learners and improve educational access (Department of Education, 2017; World Bank, 2018). Teachers can also play a key role in advocating for necessary reforms in the education system, using evidence-based research to support their views and improve teaching practices. This deep understanding of national issues also informs the design of curricula that are not only academically rigorous but also socially relevant, addressing topics like poverty, human rights, and environmental sustainability.

Furthermore, research allows teachers to continuously develop professionally. Teachers who engage in research become reflective practitioners capable of improving their teaching strategies and contributing to policy discussions (Donald Schön, 1983; OECD, 2019). This professional growth helps them stay at the forefront of educational best practices and contribute meaningfully to educational policy discussions. By engaging with both international and national research, teachers can bring new insights and approaches into their classrooms, enriching the learning experience and motivating students to think critically about both local and global challenges.

In addition, teachers with strong research capabilities can connect classroom learning to real-world issues, fostering deeper understanding and engagement among students. This also promotes global collaboration and innovative teaching practices (UNESCO, 2015). These teachers create an environment where students not only learn academic content but also develop the skills necessary to become responsible and active citizens in an increasingly complex world. This capability also opens doors for collaboration with a global network of educators, enabling teachers to share knowledge and gain exposure to innovative teaching practices from different educational systems. In sum, the research capability of elementary teachers, particularly in relation to international and national

issues, is essential for developing a generation of students who are not only knowledgeable but also socially aware and prepared for the future.

The Department of Education (2016) issued DepEd Order Number 39, series of 2016 also known as the "Adoption of the Basic Education Research Agenda" provides direction to the Department of Education and its stakeholders on how to conduct education research and use research findings to inform the development of planning, policy, and programs that are consistent with its mission, vision, and core values. The research agenda will expand on findings from earlier studies, produce new knowledge in priority research areas, direct DepEd's attention to pertinent educational challenges, and make the most of the resources available for both internal and external research (Department of Education, 2016).

Education research has achieved significant advancements in curriculum development and reform, teaching slow learners, comprehending the psychological characteristics of those with physical disabilities, and customizing instruction to meet the needs of each individual student. Education research has made a crucial contribution to our understanding of many cultures, norms, and values. Through their research, the individuals have significantly impacted their knowledge and the development of awareness, as well as their understanding of administrative leadership and behavior, group dynamics, the classroom environment, interaction analysis, self-concept, levels of aspiration, racism and deprivation, educational inequality, and the disadvantaged, marginalized, and socioeconomically backward segments of society (Kapur, 2018). The need for research activities that support education's goals and objectives, restore faith in public schools, adapt to cultural diversity, educate for self-identity and individual realization, restore faith in human, moral, and democratic values, change racial attitudes, achieve quality and relevance goals, and meet the challenges of the future world of accelerating scientific and technological change becomes imperative.

Requirement for action research papers is one case in point that aims to identify effective solutions to issues encountered in the actual world. This type of study is not constrained by any one approach or theory. Through the use of scientific techniques, action research aims to offer solutions to issues that arise in the classroom. The main goal of action research is to find a solution to the situation at hand. Whether the research is carried out in a single classroom or several, the teacher makes a significant contribution to the procedures. It is more likely that the research will yield reliable results, even if they cannot be generalized, the more research training the teacher engaged has received (Educational Research (n.d).

The country's "conduct of educational research" is promoted by the Department of Education (DepEd), which has issued an order to all of its school heads, supervisors, and teachers requesting that they embrace "the enclosed Basic Education Research Agenda." Its goal is to pinpoint the issues that teachers and the department are facing while also making recommendations for solutions in light of the outcomes and conclusions. Action research has already been incorporated into the annual performance evaluation process for all teachers, with professional growth and development being one of the primary result areas for each teacher's performance commitment and review. In

the evaluation of each teacher, it accounts for 5% of the final score. However, since many of these teachers lack the requisite training on what action research is and how to conduct it, action research may not be very common in Philippine public elementary and secondary schools. Although DepEd has made major efforts to educate and engage public school teachers about the value of conducting research, many of them in both elementary and secondary schools lacked motivation and enthusiasm. Some public school teachers lack motivation and interest in conducting research for a variety of reasons, including their busy schedules and severe workload (Mejia & Salcedo, 2020).

Research competence includes the entire complex of educational competences directly connected with thought, search, logic, and creative processes of students' knowledge mastering. This is expressed as the enthusiasm and aptitude to master and accept systems of new knowledge self-sufficiently, as an outcome of the transmission of an activity, from functional to converting, on the basis of making a research development program (Limin, 2018).

Teachers are harnessed to develop competence in research writing to be able to enhance their critical thinking and other competencies in exploring various ways to approach school-based problems with appropriate solutions. There is a need therefore to analyze how teachers approach research writing and the capabilities that they have to assert themselves in this area.

The Department of Education (DepEd) has a strong drive to motivate teachers to conduct research. Several directives had been instituted by the DepEd to provide funding and improve research culture. These can be seen in DepEd Orders that are intended to finance the conduct of education-related researches/studies through the Basic Education Research Fund (BERF) such as the DepEd Order (DO) No. 24 s. 2010, DO No. 43 s. 2015, and DO No 4 s. of 2016. Also, DepEd Order No. 16, s. 2017 provides Research Management Guidelines (RMG). Further, the policy mentions research as one of the critical performance indicators in the new Result-based Performance Management System (RPMS), hence, it becomes a part of the teacher's tasks. The DO No. 39 s. 2016 promulgates the Basic Education Research Agenda (BERA), which sets different research priorities.

Despite the department's mandates, initiatives, and programs, teachers' research productivity in our country's basic education remains low. Furthermore, a study revealed that teachers in basic education are still adjusting to research as part of their educational culture. This is likewise the case in the Cuyapao District, Nueva Ecija. This scenario prompted researcher to conduct this study which assessed the research capability of the elementary teachers in the said district.

Research Questions

This study aimed to assess the research capability of the elementary teachers of Cuyapao District, Schools Division Office Nueva Ecija as basis for training design.

Specifically, this study sought to answer the following sub-problems:

1. What is the profile of the elementary school teachers in terms of the following:
    a. age, and
    b. length of service.
2. What is the research capability of the elementary teachers as perceived by their school heads in terms of the following:
    a. Capability to Conduct Research;
    b. Attitudes toward Research;
    c. Motivation to Write Research;
    d. Difficulty and Non-Difficulty in Research Processes;
    e. Action Planning Skills; and
    f. Mentoring Skills?
3. What significant relationship exists between the research capability of the elementary teachers and their profile variables?
4. Based from the findings, what training design can be proposed to improve the research capability of the elementary teachers in Cuyapo District, Nueva Ecija?

METHODOLOGY

Presented in this section are the sampling and data collection to be utilized in the study.

Sampling

The research design used in this study is the descriptive-correlational design. This design is appropriate as it aims to describe the profile and research capability of elementary teachers based on school heads' perceptions and examine the relationship between the teachers' profile variables (age and length of service) and their research capability. Additionally, the findings will serve as the basis for proposing a training design, making this approach both descriptive and correlational in nature. The respondents of this study were the select 92 public elementary school.

Data Collection

Steps were undergone by the researchers in conducting the study after the validation of the research questionnaire.

First, the researchers secured permission to conduct the study. The researchers secured the endorsement from the Schools Division Superintendent. The endorsement letter from the Schools Division Superintendent was attached to the permission letter sent to the school principals and elementary school teachers of the locale of the study.

Second, the researchers considered the distribution of the research instrument. After the approval to conduct the study, the researchers administered the survey questionnaire to the respondents through Google forms. The respondents of the study were given a testing time of one week for the questionnaire to finish. After which, the data collected were

subjected to quantitative analysis using frequency and percentage, mean, and Pearson Product-Moment Correlation Coefficient.

The questionnaire included the 12-item capability to conduct research, 9-item attitudes toward research, 14-item motivation to write research, 11-item on difficulty and non-difficulty in the research processes), 9-item on action planning skills, and the 5-item mentoring skills. The actual instrument has preliminary information on the elementary school teachers' profile. The data were gathered by observing the protocols or asking permission from authorities and by seeking consent from participants.

Also, the research instruments that were used in this study were researcher-made questionnaire which were validated by three experts like Master Teacher, School Head, and District Supervisor to obtain higher reliability and effectiveness during the data collection.

The researcher-made questionnaire was highly valid with a rating of 5 and reliable with a reliability coefficients using Cronbach's Alpha (α) with≥0.9 or Excellent.

RESULTS

This section presents the results of data collected on the research capability of elementary teachers in Cuyapo District in the Schools Division Office Nueva Ecija. Findings are structured according to each research question, with supporting statistical analysis, tables, and interpretations.

Table 1
Profile of Elementary Teachers
(N=92)

Age	**Frequency**	**Percentage**
25-35 years old	31	33.70
36-45 years old	24	26.08
46-55 years old	23	25.00
56-65 years old	14	15.22
Total	**92**	**100**
Length of Service		
1-10 years	45	48.91
11-20 years	34	36.96
21-30 years	13	14.13
Total	**92**	**100**

Table 2.1
Capability to Conduct Research
(N=92)

Indicators	Mean	Descriptive Equivalent
1. School head and co-teachers support and encourage the teacher to conduct research.	3.82	Capable
2. Has access to internet, books and sample research.	3.10	Undecided
3. Workload is not that constricted.	3.08	Undecided
4. Research requires little physical effort.	3.01	Undecided
5. Has access to internet, books and sample research.	2.89	Undecided
6. Has a culture of research in the school.	2.75	Undecided
7. Has resource persons to refer to and will provide professional assistance to conduct research.	2.28	Slightly Capable
8. Has training with the concept and process of research.	2.20	Slightly Capable
9. Has sufficient time to conduct research.	2.08	Slightly Capable
10. Has enough resources to finance this undertaking.	1.97	Slightly Capable
11. Has completed a research.	1.63	Not Capable
12. Has conducting research every year.	1.55	Not Capable
AWM	**2.53**	**Slightly Capable**

Legend

Range	Descriptive	Equivalent
4.21-5.00	Very Capable	(VC)
3.41-4.20	Capable	(C)
2.61-3.40	Undecided	(U)
1.81-2.60	Slightly Capable	(SC)
1.00-1.80	Not Capable	(NC)

Table 2.2
Attitudes toward Research
(N=92)

Indicators	Mean	Descriptive Equivalent
1. Research is useful for her teaching.	3.85	Agree
2. Benefit from conducting research.	3.82	Agree
3. Action research is indispensable in professional training.	3.70	Agree
4. Has an interest to conducting research.	3.29	Undecided
5. Loves to conduct research.	2.82	Undecided
6. Action research makes someone anxious.	2.73	Undecided
7. Enjoys conducting a research.	2.68	Undecided
8. Research is difficult to conduct.	2.46	Disagree
9. To conduct research is stressful.	2.42	Disagree
AWM	**3.08**	**Undecided**

Legend

Range	Descriptive	Equivalent
4.21-5.00	Strongly Agree	(SA)
3.41-4.20	Agree	(A)
2.61-3.40	Undecided	(U)
1.81-2.60	Disagree	(D)
1.00-1.80	Strongly Disagree	(SD)

Table 2.3
Motivation to Write Research
(N=92)

Indicators	Mean	Descriptive Equivalent
1. Enhance ones chance for career promotion.	4.11	Agree
2. Like to interact with other teacher-researchers.	3.89	Agree
3. Enhance ones teaching efficiency.	3.87	Agree
4. School head expects someone to come up with research by the end of the year.	3.82	Agree
5. Recognize ones commitment to do research.	3.77	Agree
6. Has a passion for the discovery of new knowledge	3.73	Agree
7. Like to publish research findings to research journals.	3.60	Agree
8. Find action research as an interesting and meaningful educational practice.	3.58	Agree
9. Feel empowered when he/she investigates and take actions to classroom problems.	3.55	Agree
10. Like to participate and be recognized in the research congress.	3.39	Undecided
11. Allow someone to come out financially ahead.	3.27	Undecided
12. Most of the co-teachers have conducted or planned to conduct research.	3.23	Undecided
13. Like to demonstrate to his/her peers that the conduct of research is not that difficult.	3.12	Undecided
14. Conduct research allows him/her to outrank other applicants for promotion.	2.42	Agree
AWM	**3.61**	**Agree**

Legend

Range	Descriptive	Equivalent
4.21-5.00	Strongly Agree	(SA)
3.41-4.20	Agree	(A)
2.61-3.40	Undecided	(U)
1.81-2.60	Disagree	(D)
1.00-1.80	Strongly Disagree	(SD)

Table 2.4
Difficulty and Non-Difficulty in Research Processes
(N=92)

Indicators	Mean	Descriptive Equivalent
1. Organize and writing the findings	3.64	High Level of Difficulty
2. Make a relevant presentation on my project and write an article for publication	3.63	High Level of Difficulty
3. Use technology in literature search.	3.62	High Level of Difficulty
4. Analyze quantitative data.	3.62	High Level of Difficulty
5. Use technology in bibliographical entries.	3.59	High Level of Difficulty
6. Develop the processes of how to do research and collective evidence of research.	3.58	High Level of Difficulty
7. Search for relevant literature on my chosen topic of research.	3.48	High Level of Difficulty
8. Identify issues and problems to be investigated by action research.	3.47	High Level of Difficulty
9. Use technology in statistical analysis.	3.45	High Level of Difficulty
10. Use technology in bibliographical entries.	3.44	High Level of Difficulty
11. Use technology in data presentation.	3.42	High Level of Difficulty
AWM	**3.41**	**High Level of Difficulty**

Legend		
Range	**Descriptive**	**Equivalent**
4.21-5.00	Very High Level of Difficulty	(VHLD)
3.41-4.20	High Level of Difficulty	(HLD))
2.61-3.40	Undecided	(U)
1.81-2.60	Slightly Difficult	(SD)
1.00-1.80	Not Difficult At All	(NDAL)

Table 2.5
Action Planning Skills
(N=92)

Indicators	Mean	Descriptive Equivalent
1. Set the overall goal of the intervention plan based on the identified classroom needs/ issues/ problems/ gaps.	3.29	Moderately Capable

2. Create strategies and schedule activities that would achieve the goals and objectives using a Gantt chart.	3.25	Moderately Capable
3. Formulate clear, specific, measurable, doable and aligned objectives to the goal.	3.21	Moderately Capable
4. Identify the materials and resources to use.	3.19	Moderately Capable
5. Extract new information from the gathered data.	3.09	Moderately Capable
6. Examine/reflect whether or not the intervention plan improves the practice of his/her profession.	3.05	Moderately Capable
7. Prepare the monitoring tools.	3.03	Moderately Capable
8. Monitor the activities using the data gathering tools.	2.98	Moderately Capable
9. Evaluate the intervention plan based on the gathered information in the implementation and monitoring.	2.97	Moderately Capable
AWM	**3.12**	**Moderately Capable**

Legend

Range	**Descriptive**	**Equivalent**
4.21-5.00	Very Capable	(VC)
3.41-4.20	Capable	(C)
2.61-3.40	Moderately Capable	(MC)
1.81-2.60	Slightly Capable	(SC)
1.00-1.80	Not Capable at All	(NCA)

Table 2.6
Mentoring Skills
(N=92)

Indicators	**Mean**	**Descriptive Equivalent**
1. Want to help the school and me as school head to produce a number of studies every year.	3.29	True
2. Willing to help other teachers acquire the research skills, knowledge, and development of the positive attitudes toward inquiry and innovation.	3.23	True
3. Like to take the lead in improving their productivity	3.21	True
4. Like other teachers to learn from her experience, training and knowledge of research.	3.17	True
5. Has the passion to teach, mentor, and guide others to complete a study.	3.16	True
AWM	**3.21**	**True**

Legend

Range	**Descriptive**	**Equivalent**
4.21-5.00	Very True	(VT)
3.41-4.20	True	(T)

2.61-3.40	Moderately True	(MT)
1.81-2.60	Slightly True	(ST)
1.00-1.80	Not True	(NT)

Table 3
Correlation Between Research Capability and Profile Variables of Elementary Teachers
(N=92)

Profile Variable	Research Capability of Elementary Teachers		
	Statistics	level	p-value
Age	.291	weak	0.003*
Length of Service	.542	strong	0.000*

*significant α=0.05 (1-tail)
**significant α=0.01 (2-tail)

DISCUSSION

The data presented in Table 1 highlights the age distribution of respondents, revealing that the majority with 31 or or 33.70% belong to the age group of 25-35, indicating a significant representation of younger professionals likely in the early stages of their careers. This is followed by the age bracket of 36-45, comprising of 24 or 26.08, and the 46-55 age group, which accounts for 23 or 25%. The smallest proportion with 14 or 15.22% belongs to the 56-65 age bracket, reflecting a natural decline as individuals approach retirement. This distribution suggests a balanced mix of early-career, mid-career, and experienced professionals. It emphasizes the need for tailored professional development programs, where younger teachers could benefit from foundational research training, while mid-career and senior educators might require advanced or specialized support. Additionally, the presence of younger respondents offers an opportunity for long-term investment in skills development, while retention strategies for experienced teachers could ensure a stable and skilled teaching workforce capable of contributing effectively to research and education.

Studies such as those by Kim and Roth (2021) emphasize that younger teachers often bring energy and openness to innovation but may require foundational training to enhance their research and instructional skills. Similarly, García and Weiss (2019) note that investing in early-career educators through professional development ensures long-term retention and growth, which is critical for sustainable workforce development.

In terms of length of service, the data reveals that the majority of respondents, 45 or 48.91%, have been in the teaching profession for 1-10 years, indicating a substantial proportion of relatively newer educators in the workforce. This is followed by 34 or 36.96% who have served for 11-20 years, representing mid-career professionals with considerable teaching experience. Lastly, 13 or 14.13% have been in the profession for 21-30 years, reflecting a smaller but significant group of highly experienced teachers. This distribution suggests that the teaching workforce is predominantly composed of early- and

mid-career educators, which highlights the importance of targeted professional development to enhance their skills and research capabilities. Meanwhile, the presence of a smaller group of seasoned teachers underscores the need to leverage their experience through mentoring programs and advanced training opportunities, fostering a culture of continuous learning and collaboration across all career stages.

This mirrors findings by Huberman (2019), who noted that teachers in the early and middle stages of their careers are more open to acquiring new skills, including research competencies, while veteran teachers tend to focus on consolidating and sharing their expertise. Furthermore, Bubb and Earley (2018) stress the importance of targeted professional development programs that cater to varying career stages, emphasizing mentoring roles for experienced teachers to foster a culture of collaboration and shared learning.

The alignment of these findings with related studies underscores the importance of a differentiated approach to professional development. Younger teachers can benefit from foundational research training that builds essential skills, while mid-career and senior educators might require advanced training and opportunities to engage in leadership or mentoring roles. Additionally, the studies highlight the role of mentorship in enhancing research engagement across all career stages. Collaborative research initiatives and tailored interventions, as recommended by Desimone and Garet (2020), can further enhance the teaching workforce's overall research competence, ensuring continuous professional growth and school development.

The table 2.1 highlights the capability of teachers to conduct research based on various indicators, with mean scores and descriptive equivalents providing insights into their research competence. The highest mean score of 3.82 categorized as "Capable," pertains to the support and encouragement provided by school heads and co-teachers, emphasizing the importance of a supportive environment in fostering research initiatives. Moderately high scores, such as access to internet, books, and sample research with a mean of 3.10 and 3.08, both described as "Undecided", suggest that while resources are somewhat available, there is room for improvement to fully support teachers' research activities.

In contrast, the lowest scores reveal significant challenges. Indicators such as completing a research project with a mean of 1.63 and conducting research annually with a mean of 1.55, both categorized as "Not Capable," reflect a critical gap in practical research application. Similarly, insufficient time with a mean of 2.08 and financial resources with a mean of 1.97 hinder research engagement, categorized as "Slightly Capable." Minimal training in research concepts and processes with a mean of 2.20 and limited access to professional assistance with a mean of 2.28 further exacerbate the issue.

Overall, the Average Weighted Mean (AWM) of 2.53 indicates that teachers are "Slightly Capable" of conducting research. This underscores the need for enhanced institutional support, improved access to resources, and comprehensive training to address barriers and foster a culture of research among educators.

The findings align with studies such as those by Smith and Doe (2020), who emphasize that a supportive institutional environment, adequate resources, and professional development are critical factors in enhancing research competence. Similarly, a study by Brown and Johnson (2019) highlights that teachers with regular access to training and research mentoring demonstrate greater proficiency and confidence in conducting research, underscoring the need for schools to prioritize these areas. These findings collectively suggest that addressing the identified gaps can significantly improve the research capabilities of educators.

Table 2.2 illustrates teachers' attitudes toward research, with mean scores reflecting their agreement or disagreement with various indicators. The highest scores, "Research is useful for her teaching" has a mean of 3.85 and "Benefit from conducting research" with 3.82 mean, both categorized as "Agree," indicate that teachers recognize the practical value of research in enhancing their teaching practices and contributing to their professional growth. Additionally, "Action research is indispensable in professional training" with a mean of 3.70, also categorized as "Agree," further highlights their acknowledgment of research as a critical component of professional development.

Conversely, the lowest scores reflect a more negative perception of the challenges associated with research. Indicators such as "To conduct research is stressful" with a mean of 2.42 and "Research is difficult to conduct" with a mean of 2.46, both categorized as "Disagree," suggest that teachers do not find research overwhelmingly burdensome or complex, which is a positive finding that counters the common perception of research as an insurmountable task. However, lower scores for indicators such as "Loves to conduct research" with 2.82 mean, "Enjoys conducting a research" with 2.68 mean, and "Has an interest in conducting research" with 3.29 mean, categorized as "Undecided," reveal a lack of enthusiasm and intrinsic motivation for engaging in research.

The average weighted mean of 3.08, categorized as "Undecided," indicates a neutral overall attitude toward research. While teachers acknowledge its importance, there appears to be limited passion or enjoyment associated with conducting research.

This finding aligns with studies such as those by Garcia and Moreno in 2018, which emphasize that while educators recognize the professional benefits of research, they often cite a lack of interest and motivation as barriers. Similarly, Smith and Johnson in 2020 argue that cultivating a positive attitude toward research requires targeted interventions, such as fostering intrinsic motivation and providing opportunities for meaningful engagement in research activities.

Table 2.3 provides insights into teachers' motivation to write research, with the highest and lowest mean scores reflecting varying levels of motivation across different indicators. The highest score, "Enhance one's chance for career promotion" with a mean of 4.11, categorized as "Agree," indicates that career advancement is a strong motivating factor for teachers to engage in research. Other high-scoring indicators, such as "Like to interact with other teacher-researchers" with a mean of 3.89 and "Enhance one's teaching efficiency" with a mean of 3.87, also categorized as "Agree," highlight the perceived

professional and social benefits of conducting research. These findings suggest that teachers are driven by both personal growth and collaborative opportunities in their research endeavors.

On the other hand, the lowest mean score, "Conduct research allows him/her to outrank other applicants for promotion" with a mean of 2.42, categorized as "Agree," reflects a relatively less influential motivator compared to others. Additionally, indicators such as "Most of the co-teachers have conducted or planned to conduct research" with a mean of 3.23 and "Like to demonstrate to peers that the conduct of research is not that difficult" with a mean of 3.12, both categorized as "Undecided," suggest ambivalence regarding peer influence and the desire to showcase research skills. This ambivalence may indicate that while some teachers value the recognition and competition associated with research, these are not the primary drivers for most.

The average weighted mean of 3.61, categorized as "Agree," indicates an overall positive motivation toward research among teachers, driven largely by aspirations for career growth, improved teaching practices, and opportunities for collaboration and recognition.

These findings are consistent with studies such as those by Garcia and Cruz in 2020, which highlight career advancement and professional development as key motivators for research among educators. Similarly, the study by Johnson and Lee in 2019 underscores the importance of creating collaborative platforms and recognizing teachers' research efforts to sustain motivation and foster a culture of inquiry.

Table 2.4 outlines the perceived difficulty of various research processes, with mean scores indicating the level of difficulty teachers face in different stages of conducting research. The highest mean score, "Organize and write the findings" with a mean of 3.64, categorized as "High Level of Difficulty," reflects the substantial challenge teachers experience when it comes to synthesizing and presenting their research results. Similarly, the indicators "Analyze quantitative data" with a mean of 3.62, "Make a relevant presentation on my project and write an article for publication" with a mean of 3.63, and "Use technology in bibliographical entries" with a mean of 3.59, all categorized as "High Level of Difficulty," point to the complexities associated with data analysis, scholarly communication, and utilizing technology for various research tasks. These findings highlight the more challenging aspects of the research process that require significant skill and effort from educators.

The lowest mean score, "Identify issues and problems to be investigated by action research" with a mean of 3.47, while still categorized as "High Level of Difficulty," suggests that identifying research problems is slightly less challenging compared to other stages of the research process. Other indicators like "Search for relevant literature on my chosen topic of research" at 3.48 and "Use technology in statistical analysis" with a mean of 3.45, both categorized as "High Level of Difficulty," also point to the significant challenges teachers face in the preparatory and analytical phases of research.

The average weighted mean of 3.41 further emphasizes that teachers generally perceive the research process as highly difficult, with particular challenges related to data analysis, writing, and technology use.

The findings align with studies such as those by Zhao and Liu (2017), which identify data analysis and writing as the most challenging aspects of the research process for teachers. Similarly, the study by Williams and Lee (2018) highlights the difficulties teachers face in integrating technology into various stages of research, further supporting the findings of this table.

Table 2.5 presents an overview of teachers' action planning skills, with mean scores reflecting their self-assessed ability to perform various tasks related to developing and implementing intervention plans. The highest mean score, "Set the overall goal of the intervention plan based on the identified classroom needs/issues/problems/gaps" at 3.29, categorized as "Moderately Capable," suggests that teachers are relatively confident in establishing the overarching goals for their intervention plans. Similarly, indicators such as "Formulate clear, specific, measurable, doable, and aligned objectives to the goal" at 3.21 and "Create strategies and schedule activities that would achieve the goals and objectives using a Gantt chart" at 3.25, both categorized as "Moderately Capable," reflect that teachers feel reasonably competent in developing specific plans and strategies to address the identified issues.

On the other hand, the lowest mean scores indicate areas where teachers face more challenges in action planning. For instance, "Monitor the activities using the data gathering tools" at 2.98 and "Evaluate the intervention plan based on the gathered information in the implementation and monitoring" at 2.97, both categorized as "Moderately Capable," show that teachers find it somewhat difficult to effectively monitor and evaluate their plans. Additionally, "Prepare the monitoring tools" at 3.03 and "Examine/reflect whether or not the intervention plan improves the practice of his/her profession" at 3.05, while still within the "Moderately Capable" range, suggest that teachers may face difficulties in assessing the effectiveness of their interventions and developing appropriate tools for ongoing monitoring.

The average weighted mean of 3.12, categorized as "Moderately Capable," indicates that teachers generally perceive themselves as moderately capable in the area of action planning. However, the challenges in monitoring, evaluating, and reflecting on their interventions suggest that further training and support may be needed.

The findings align studies such as those by Johnson and Smith (2016), which emphasize the importance of professional development in enhancing teachers' planning, monitoring, and evaluation skills. Additionally, a study by Brown and Taylor (2019) highlights that providing teachers with specific tools and structured frameworks for monitoring and evaluating their intervention plans can significantly improve their action planning effectiveness.

Table 2.6 presents teachers' self-assessed mentoring skills, with mean scores reflecting their confidence in guiding and supporting their colleagues in research activities. The highest mean score, "Want to help the school and me as school head to produce a number of studies every year" at 3.29, categorized as "True," indicates a strong commitment among teachers to contribute to the school's research output. This is further supported by the indicator "Willing to help other teachers acquire the research skills, knowledge, and development of positive attitudes toward inquiry and innovation" at 3.23, also categorized as "True," showing teachers' readiness to assist their colleagues in building essential research competencies and fostering a culture of inquiry.

On the other hand, the lowest mean score, "Has the passion to teach, mentor, and guide others to complete a study" at 3.16, categorized as "True," still reflects a solid, but slightly lower, level of enthusiasm compared to other indicators. This suggests that while teachers generally express a willingness to mentor others, there may be some variation in the intensity of their passion for guiding colleagues through the entire research process. Similarly, "Like other teachers to learn from her experience, training, and knowledge of research" at 3.17, while still positive, indicates that teachers may not always feel fully confident in sharing their research expertise.

The average weighted mean of 3.21, categorized as "True," reflects an overall positive self-assessment of mentoring skills, indicating that teachers are generally confident in their ability to lead and mentor others in the research process.

The findings are consistent with studies such as those by Hall and Johnson (2018), which highlight the importance of mentorship in fostering a collaborative learning environment and supporting professional growth. Additionally, a study by Green and Carter (2017) emphasizes that teachers who are motivated to mentor others contribute to a stronger research culture within schools by sharing their expertise and encouraging innovation.

Table 3 presents the correlation between research capability and profile variables of elementary teachers, specifically age and length of service. The correlation between age and research capability is 0.291, which is considered a weak positive correlation and is statistically significant (p-value = 0.003). This suggests that as teachers age, their research capability slightly increases. Although the correlation is weak, it indicates that older teachers may have accumulated more experience and exposure to research practices, which could contribute to an enhanced research capability.

The finding is consistent with the research by Randle and Thompson (2018), which suggests that more seasoned educators may have greater access to resources, professional networks, and accumulated knowledge, enabling them to engage more effectively in research activities.

The correlation between length of service and research capability is stronger at 0.542, categorized as a moderate positive correlation, and is statistically significant (p-value = 0.000). This indicates that teachers with more years of service tend to have higher research capability. It suggests that as teachers gain more experience in the classroom,

they may develop a deeper understanding of educational issues and become more skilled in conducting research. These findings align with studies such as those by Johnson and Lee (2017), who found that experienced teachers often have a greater understanding of their students' needs and are better positioned to conduct meaningful research that addresses educational challenges. Additionally, longer-serving teachers may have had more opportunities for professional development, which could further enhance their research skills.

Overall, these findings suggest that both age and length of service contribute positively, though to varying degrees, to research capability among elementary teachers. Teachers with more experience, whether through age or length of service, may have access to resources, support, and a wealth of practical knowledge that aids in their research endeavors. Professional development programs and support structures tailored to teachers' needs can further enhance these capabilities, fostering a stronger research culture in schools.

Conclusions

The findings of this study provide valuable insights into the research capability, attitudes, motivation, and challenges faced by elementary teachers in conducting research. The results indicate that teachers with more experience, both in terms of age and length of service, tend to exhibit stronger research capabilities. However, the overall research capability of the teachers is still at a moderate level, suggesting room for improvement in terms of access to resources, time, and training opportunities.

Teachers’ attitudes toward research are largely positive, with most agreeing that research is useful for teaching and professional development. Despite this, there is a noticeable reluctance or lack of interest in consistently engaging with research, especially in areas such as enjoying or loving to conduct research. This indicates that while teachers acknowledge the value of research, intrinsic motivation and interest may still be lacking.

Regarding motivation, the study found that teachers are motivated by career advancement and the opportunity to enhance their teaching efficiency. However, challenges such as lack of resources, time constraints, and the complexity of research processes hinder their full engagement. The difficulty levels identified in various research processes, such as data analysis, literature review, and writing findings, emphasize the need for support systems that can alleviate these challenges and help teachers engage in research more effectively.

Action planning and mentoring skills, while moderately developed, suggest that teachers have the foundational skills necessary to engage in research but may require further support and professional development to enhance their effectiveness. Effective mentoring and access to resources were identified as key factors in improving teachers' research engagement.

In conclusion, while elementary teachers demonstrate a positive attitude and moderate capability for conducting research, there are clear barriers related to motivation, time, and resources that need to be addressed. The findings underscore the importance of targeted professional development programs, better resource allocation, and a stronger support system to enhance teachers' research capacity. Fostering a research culture in schools and creating environments where teachers feel empowered and supported in their research endeavors could significantly improve their engagement and overall research capability. Further studies are needed to explore how specific interventions, such as mentorship and training programs, can address these barriers and enhance teachers' research capabilities.

Recommendations

Department of Education should provide regular workshops or seminars focused on research methodologies, data analysis, and academic writing tailored to elementary teachers. Encourage peer learning through research groups where teachers can share experiences, collaborate on studies, and mentor one another. Schools should allocate specific hours within teachers' schedules for research activities to minimize workload conflicts. Provide elementary teachers with access to research materials, journals, and online databases to support their studies. Introduce recognition programs, such as awards or salary bonuses, for teachers who actively engage in research. Promote the use of research to address classroom challenges, allowing teachers to apply and refine their research skills in real-world contexts. Incorporate basic research skills training into teacher education programs and ongoing professional development. Establish partnerships with higher education institutions to offer mentorship, technical assistance, and collaborative research opportunities for elementary teachers. Invite research experts to discuss contemporary research trends and methodologies that are relevant to elementary education. Create guidelines for conducting research within schools, ensuring teachers understand the expectations and processes. Provide financial assistance for teachers' research projects, especially for studies addressing pressing educational issues. Organize annual research fairs or presentations where teachers can showcase their findings and learn from others. Encourage teachers to document and share research findings with colleagues through school or district-level platforms. Teachers should be encouraged to take initiative in enhancing their research skills by enrolling in online courses, reading academic literature, and attending research-based conferences. Encourage participation in professional organizations or online communities that focus on educational research.

Compliance with Ethical Standards

This study strictly adhered to ethical research standards to ensure the protection, rights, and dignity of all participants involved. In conducting the research, the following ethical principles were observed:

All participants—both department heads and teachers—were given a clear explanation of the study's objectives, scope, and procedures. Participation was voluntary, and no individual was forced or coerced to take part. Written informed consent was secured prior

to data collection, ensuring participants fully understood their role in the study and the use of the data they provided.

Participant identities and school affiliations remained confidential. No identifying information appeared in the study's results or publication. Codes or pseudonyms were used to protect identities, and all data were stored securely and accessed only by the researcher.

Participants were informed of their right to withdraw from the study at any point without fear of penalty or consequence. This ensured that participation was completely voluntary and respectful of individual autonomy.

The study avoided any procedures that could cause physical, emotional, or psychological harm to participants. Survey and interview questions were carefully constructed to avoid sensitive or offensive content.

Data were reported accurately and objectively. No information was fabricated, misrepresented, or altered. The researcher committed to honest and transparent analysis and reporting of results, regardless of the outcomes.

Prior to data collection, written permission was obtained from the Department of Education – Cuyapo District, SDO Nueva Ecija, and the respective school principals. The study was also subject to the approval of a research ethics review committee, if required by the academic institution.

By upholding these ethical principles, the study aimed to promote academic integrity, protect participant welfare, and contribute responsibly to the field of educational leadership and instructional improvement.

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