

## Evaluation of the Research Writing Readiness of High School Educators: Basis for the Development of a Research Capability Enhancement Program

**Karen Cervantes**

De La Salle University – Dasmariñas

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**ABSTRACT:** This study evaluated the research writing readiness of high school educators and identified the hindrances they encounter in conducting research, serving as the basis for the development of a Research Capability Enhancement Program (RCEP). Guided by the Vitae Researcher Development Framework (RDF), the study utilized a sequential explanatory mixed-methods design involving 126 teachers for the quantitative phase and nine participants for the qualitative phase through focus group discussions. Descriptive statistics and thematic analysis were employed to analyze the data. Findings revealed that teachers demonstrated moderate to high readiness in terms of knowledge base, cognitive abilities, and professional conduct, particularly in foundational research concepts and ethical practices. However, difficulties were evident in higher-order skills such as data analysis, interpretation, and academic writing. Moreover, teachers experienced significant hindrances in research writing, including time constraints, workload pressure, emotional fatigue, limited collaboration, and insufficient access to resources and funding. Qualitative results supported these findings, highlighting gaps between teachers' awareness of research and their actual engagement in research activities. Based on the results, a structured three-year Research Capability Enhancement Program (RCEP) was proposed to address identified gaps and challenges. The program emphasizes capacity building, mentoring, collaboration, and institutional support mechanisms to enhance teachers' research competencies. The study concludes that while teachers are generally research-aware, targeted and sustained interventions are necessary to strengthen their research productivity and foster a sustainable research culture in educational institutions.

**KEYWORDS:** research writing readiness, teacher research competence, professional development, mixed methods research, researcher development framework.

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### INTRODUCTION

Research is a fundamental component of professional development among educators, as it enhances critical thinking, reflective practice, and continuous improvement in teaching (Tarrayo et al., 2021). It enables teachers to understand classroom contexts, identify instructional challenges, and develop evidence-based solutions to improve pedagogical practices (Chow et al., 2015; Winch et al., 2015). Moreover, engagement in research contributes to career advancement and strengthens teachers' competence in delivering quality education (Cutler et al., 2022).

In the Philippine basic education system, research engagement is strongly encouraged as part of teachers' professional responsibilities. The Philippine Professional Standards for Teachers emphasize research as a key component of career progression, particularly at higher levels of professional practice (Department of Education, 2017). This is further supported by DepEd Order No. 39, s. 2016, which institutionalized research initiatives through programs such as the Basic Education Research Fund, promoting evidence-based decision-making in schools (DepEd, 2016). Despite these policy frameworks, actual research engagement among teachers remains inconsistent due to variations in preparedness, technical skills, and institutional support.

Existing studies indicate that while teachers recognize the importance of research, their readiness to conduct research writing remains moderate. Teachers are generally capable of identifying research problems and understanding basic concepts; however, they experience difficulties in more complex processes such as data analysis, statistical treatment, and academic writing (Corpuz, 2020; Gonzales et al., 2020). Similarly, studies have shown that although teachers are motivated to engage in research, they lack sufficient methodological knowledge and research skills, which affects their ability to complete research outputs (Codilla & Barot, 2023; Juacalla & Estalilla, 2023). In addition to competence-related challenges, teachers encounter various hindrances that limit their research engagement. These include time constraints, heavy workload, limited training, and insufficient institutional support (Abelardo et al., 2019; Caabas et al., 2024; Tarrayo et al., 2021). Difficulties in academic writing, organization, and interpretation of research findings are also commonly reported, particularly among novice researchers (Wilang et al., 2018). These challenges

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indicate that while teachers possess foundational knowledge, their research writing readiness is constrained by both individual and systemic factors.

To understand teachers' research writing readiness more comprehensively, this study is anchored on the Vitae Researcher Development Framework (RDF), which outlines the competencies required for effective research practice. The RDF identifies key domains of researcher development, including knowledge and intellectual abilities, personal effectiveness, research governance and organization, and engagement, influence, and impact (Vitae, 2011). These domains encompass the knowledge, skills, and professional attributes necessary for conducting research.

However, this study focuses only on selected domains relevant to the context of high school educators. Specifically, research writing readiness is examined in terms of knowledge base, cognitive abilities, and professional conduct, while hindrances are analyzed in relation to personal effectiveness, collaboration and communication, and finance, funding, and resources. These components are used to evaluate teachers' readiness and challenges in research writing and serve as the basis for the development of a structured Research Capability Enhancement Program (RCEP).



**Figure 1. Conceptual Framework Based on the Vitae Researcher Development Framework (RDF)**

Despite the presence of policies and research initiatives, there remains a gap between expected research engagement and actual teacher readiness. Most existing studies focus on describing teachers' readiness and challenges but provide limited emphasis on developing structured, long-term intervention programs. Thus, this study addresses this gap by integrating both readiness and hindrances as bases for program development.

Therefore, this study aims to evaluate the research writing readiness of high school educators and identify the hindrances they encounter in conducting research. The findings of the study will serve as the basis for the development of a Research Capability Enhancement Program, designed to enhance teachers' research competencies and promote a sustainable research culture in educational institutions.

### METHODOLOGY

This section describes the research design, participants, instruments, data gathering procedures, and methods of analysis employed in the study.

#### Research Design

This study employed a sequential explanatory mixed-methods design, integrating both quantitative and qualitative approaches to provide a comprehensive evaluation of teachers' research writing readiness. The quantitative phase served as the primary method, focusing on assessing the level of readiness and identifying hindrances using descriptive statistical analysis. This was followed by a qualitative phase through focus group discussions, which aimed to explain and validate the quantitative findings by providing deeper insights into teachers' experiences in research writing. The use of this design allowed the researcher to triangulate results and strengthen the interpretation of data by combining numerical trends with participants' lived experiences. The study was anchored on the Vitae Researcher Development Framework (RDF), which guided the identification of variables related to research writing readiness and hindrances.

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## Participants and Sampling

The respondents of the study consisted of 126 high school teachers from San Nicholas Junior High School and Senior High School in Bacoor City, Cavite. These participants were selected from a total population of 186 teachers using random sampling, with a 95% confidence level and a 5% margin of error. For the qualitative phase, nine participants were selected through purposive sampling, representing both junior and senior high school levels. These participants had varying levels of exposure to research-related activities, which provided diverse perspectives during the focus group discussion.

## Research Instrument

The study utilized a researcher-developed survey questionnaire based on selected domains of the Vitae Researcher Development Framework. The instrument measured research writing readiness in terms of knowledge base, cognitive abilities, and professional conduct, as well as hindrances related to personal effectiveness, collaboration and communication, and finance, funding, and resources. A 5-point Likert scale was used to assess the level of agreement, which was interpreted as the level of readiness or hindrance. The questionnaire underwent validation by experts, including the research adviser and designated validators, to ensure clarity, relevance, and alignment with the objectives of the study.

## Data Gathering Procedure

The researcher followed a systematic procedure in collecting data. A formal request was first submitted to the Division Office of Bacoor City to secure approval for data collection. Upon approval, communication letters were sent to the school principals to obtain permission to conduct the study. The survey questionnaire was then administered to the selected respondents to gather quantitative data on research writing readiness and hindrances. After the analysis of survey results, a focus group discussion was conducted with selected participants to further explore their experiences and validate the quantitative findings. Participation in both phases was voluntary, and respondents were informed of the purpose of the study prior to data collection.

## Data Analysis

Quantitative data were analyzed using descriptive statistics, including weighted mean, standard deviation, frequency distribution, and ranking. The weighted mean was used to determine the level of readiness and hindrances, while standard deviation measured the consistency of responses. Ranking was applied to identify the relative standing of indicators within each sub-area. For qualitative data, responses from the focus group discussion were analyzed using thematic analysis following Braun and Clarke's framework. This involved familiarization with the data, coding, theme development, and interpretation to identify patterns related to research writing readiness and challenges.

## Ethical Considerations

The study adhered to ethical standards in research. Approval was obtained from the institutional ethics committee of De La Salle University-Dasmariñas prior to data collection. Participants were informed of the purpose of the study and were required to provide informed consent. Confidentiality and voluntary participation were ensured, and respondents were given the option to withdraw at any point without any consequences.

## RESULTS AND DISCUSSION

This section includes the main findings that support and answer the objectives of the study.

### Demographic Profile of Respondents

The study involved 126 high school teachers from both junior and senior high school levels. The majority of respondents were from the junior high school level, with most belonging to the age group of 28–43 years old. All respondents had at least one year of teaching experience and had prior exposure to research-related activities such as seminars, mentoring, or classroom-based research tasks.

**Table 1. Demographic Profile of Quantitative Respondents (N = 126)**

| Variable       | Category                 | Frequency (f) | Percentage (%) |
|----------------|--------------------------|---------------|----------------|
| Sex            | Male                     | 89            | 70.63          |
|                | Female                   | 37            | 29.37          |
| Age            | 24–27 years old          | 35            | 27.78          |
|                | 28–43 years old          | 75            | 59.52          |
|                | 44–59 years old          | 13            | 10.32          |
|                | No Response              | 3             | 2.38           |
| Teaching Level | Junior High School (JHS) | 84            | 66.67          |
|                | Senior High School (SHS) | 42            | 33.33          |

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| Variable           | Category | Frequency (f) | Percentage (%) |
|--------------------|----------|---------------|----------------|
| Grade Level Taught | Grade 7  | 30            | 23.81          |
|                    | Grade 8  | 19            | 15.08          |
|                    | Grade 9  | 18            | 14.29          |
|                    | Grade 10 | 22            | 17.46          |
|                    | Grade 11 | 23            | 18.25          |
|                    | Grade 12 | 23            | 18.25          |

Source: Author's Data.

**Table 2. Demographic Profile of Qualitative Participants (FGD) (N = 9)**

| Participant | Teaching Level | Grade Taught | Teaching Experience | Research Exposure                             |
|-------------|----------------|--------------|---------------------|-----------------------------------------------|
| P1          | SHS            | Grade 11/12  | 2–7 years           | Advising research / thesis                    |
| P2          | SHS            | Grade 11     | 2–7 years           | Teaching Practical Research                   |
| P3          | SHS            | Grade 12     | 2–7 years           | Assisting student research                    |
| P4          | SHS            | Grade 11/12  | 2–7 years           | Teaching research-related subjects            |
| P5          | SHS            | Grade 11/12  | 2–7 years           | Limited exposure (capstone/research guidance) |
| P6          | JHS            | Grade 7–9    | 2–7 years           | Checking student outputs                      |
| P7          | JHS            | Grade 7–9    | 2–7 years           | Limited research exposure                     |
| P8          | JHS            | Grade 7–9    | 2–7 years           | Classroom-based research awareness            |
| P9          | JHS            | Grade 10     | 2–7 years           | Minimal exposure to research tasks            |

Source: Author's Data.

These characteristics indicate that the respondents possess baseline exposure to research, making them appropriate participants in assessing research writing readiness.

### Research Writing Readiness

#### Knowledge Base

Teachers demonstrated a moderate to high level of readiness in terms of knowledge base. The highest level of readiness was observed in research foundations, particularly in understanding the importance of providing a clear direction in the background of the study ( $M = 4.27$ ), which falls under the “Highly Ready” category. This indicates that teachers are capable of establishing the basic structure and purpose of research.

**Table 3. Summary of Highest and Lowest Indicators per Sub-Area of Knowledge Base**

| Sub-Area                                  | Highest Indicator                                                                                                     | Mean | SD   | Lowest Indicator                                                                                                                                                                                                             | Mean | SD   |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|
|                                           |                                                                                                                       |      |      |                                                                                                                                                                                                                              | n    |      |
| <b>A. Research Foundations</b>            | I am knowledgeable about the importance of providing a clear direction for the paper in the background of the study.  | 4.27 | 0.94 | I am confident in my ability to construct research questions appropriate for the research design I am using (quantitative or qualitative).                                                                                   | 3.74 | 0.92 |
| <b>B. Review of Related Literature</b>    | I understand the importance of conducting a thorough review of related literature to provide context for my research. | 3.90 | 0.91 | I have the capability to acquire and develop search and discovery skills and techniques for resources, archives, and other sources of relevant information including web-based resources, primary sources, and repositories. | 3.58 | 1.01 |
| <b>C. Research Design and Methodology</b> | I can accurately narrate my research locale, providing relevant context for my                                        | 3.76 | 0.85 | I am confident in my ability to compute the appropriate sample size for my research.                                                                                                                                         | 3.53 | 1.04 |

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| Sub-Area                                               | Highest Indicator                                                                                                        | Mean | SD   | Lowest Indicator                                                                                                     | Mean | SD   |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------|------|----------------------------------------------------------------------------------------------------------------------|------|------|
|                                                        | study.                                                                                                                   |      |      |                                                                                                                      | n    |      |
| <b>D. Data Analysis and Statistical Treatment</b>      | I am proficient in choosing and using appropriate methods for data analysis.                                             | 3.61 | 0.97 | I am knowledgeable about triangulating data from different sources to strengthen my research findings.               | 3.19 | 0.99 |
| <b>E. Ethical Considerations</b>                       | I am knowledgeable about obtaining informed consent from participants and addressing ethical considerations.             | 3.83 | 1.00 | I am aware of potential research ethics concerns and can address them appropriately in my research.                  | 3.66 | 0.92 |
| <b>F. Presentation and Interpretation of Results</b>   | I understand the importance of providing context and explanations when presenting research findings.                     | 3.80 | 1.01 | I am proficient in writing clear and concise explanations of research data analysis methods.                         | 3.50 | 1.03 |
| <b>G. Conclusion, Recommendations, and Limitations</b> | I can identify potential constraints and challenges related to the research and discuss them in the limitations section. | 3.65 | 1.06 | I am confident in my ability to craft a conclusion that effectively summarizes the main points of my research paper. | 3.55 | 0.97 |
| <b>H. Abstract Writing</b>                             | I am knowledgeable about the purpose and importance of a research abstract.                                              | 3.72 | 1.02 | I am proficient in crafting an abstract that accurately represents the main content of my research paper.            | 3.47 | 1.03 |
| <b>I. Academic Language</b>                            | I have excellent knowledge of language(s) appropriate for research, including technical language.                        | 3.46 | 1.05 | I have excellent knowledge of language(s) appropriate for research, including technical language.                    | 3.46 | 1.05 |

Source: Author's Data.

However, lower readiness was observed in constructing research questions and other foundational components, suggesting that while teachers understand research concepts, they experience difficulty in aligning these concepts with appropriate research designs. Moreover, readiness declines in more complex sub-areas such as data analysis and statistical treatment, where the lowest mean was recorded in triangulating data ( $M = 3.19$ ), interpreted as "Moderately Ready." This indicates that teachers struggle with higher-order analytical skills, particularly in integrating multiple sources of data. These findings suggest that teachers possess foundational knowledge but lack depth in technical competencies, especially in analytical and methodological aspects of research.

### Cognitive Abilities

In terms of cognitive abilities, teachers demonstrated a moderate level of readiness, indicating that they are capable of analyzing and interpreting research concepts but still encounter challenges in applying these skills in actual research writing.

**Table 4. Consolidated Data and Rank – Cognitive Ability**

| Item | Survey Item (Description)                                                                                | Mean | SD   | Rank |
|------|----------------------------------------------------------------------------------------------------------|------|------|------|
| 1    | I am confident in my ability to critically analyze and evaluate research literature to support my study. | 3.62 | 0.98 | 4    |
| 2    | I can critically analyze and evaluate my own findings and those of others.                               | 3.62 | 0.95 | 4    |
| 3    | I can evaluate the quality, integrity, and originality of primary and secondary research information.    | 3.58 | 0.98 | 5    |
| 4    | I can effectively synthesize information from different sources to build a solid theoretical foundation. | 3.56 | 1.07 | 7    |

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|    |                                                                                                              |      |      |   |
|----|--------------------------------------------------------------------------------------------------------------|------|------|---|
| 5  | I can see connections between my own research and previous studies.                                          | 3.62 | 1.11 | 4 |
| 6  | I understand the importance of critical thinking in forming research hypotheses and designing methodologies. | 3.65 | 1.06 | 2 |
| 7  | I can understand arguments, articulate assumptions, and recognize and validate problems.                     | 3.63 | 1.03 | 3 |
| 8  | I can evaluate the quality and credibility of sources used in my research.                                   | 3.57 | 1.01 | 6 |
| 9  | I can identify and solve problems that arise during the research process in a systematic manner.             | 3.48 | 1.04 | 8 |
| 10 | I am skilled at integrating data and findings to draw meaningful conclusions in my research.                 | 3.41 | 1.05 | 9 |
| 11 | I understand the significance of addressing potential limitations and challenges in my research.             | 3.66 | 0.97 | 1 |
| 12 | I can effectively communicate complex research concepts and findings to diverse audiences.                   | 3.48 | 1.03 | 8 |

Source: Author's Data.

The results suggest that while teachers can understand research information, their ability to synthesize and evaluate data remains limited. This gap highlights the need for strengthening higher-order thinking skills, particularly in data interpretation and critical analysis.

### Professional Conduct

Teachers demonstrated a **moderate to high level of readiness** in professional conduct, particularly in ethical considerations such as informed consent, confidentiality, and proper attribution of sources.

**Table 5. Professional Conduct**

| Item | Survey Item (Description)                                                                                                                                                                                                    | Mean | SD   | Rank |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|
| 1    | I am knowledgeable about the ethical principles and guidelines governing research.                                                                                                                                           | 3.76 | 1.02 | 8    |
| 2    | I can effectively address research ethics concerns related to the treatment of research participants.                                                                                                                        | 3.60 | 1.06 | 11   |
| 3    | I understand the importance of ensuring data privacy and confidentiality for research participants.                                                                                                                          | 3.82 | 1.02 | 5    |
| 4    | I understand the guidelines for the ethical conduct of research including the rights of a researcher, research subjects, and those who might be affected by my research (including environmental and social responsibility). | 3.78 | 1.03 | 7    |
| 5    | I am aware of the principles of plagiarism and how to properly attribute sources in my research.                                                                                                                             | 3.91 | 1.00 | 3    |
| 6    | I can respect copyright and intellectual property rights when using external materials in my research.                                                                                                                       | 3.94 | 1.02 | 2    |
| 7    | I understand the guidelines for the proper distribution and dissemination of research findings.                                                                                                                              | 3.79 | 1.00 | 6    |
| 8    | I am skilled at obtaining informed consent from research participants and addressing ethical concerns.                                                                                                                       | 3.72 | 1.00 | 9    |
| 9    | I can handle potential ethical dilemmas and challenges that may arise during the research process responsibly.                                                                                                               | 3.70 | 1.02 | 10   |
| 10   | I understand the Data Privacy Act and practice it as I conduct my research, including the right of the participants to confidentiality and anonymity.                                                                        | 3.99 | 1.06 | 1    |
| 11   | I understand the concept of attribution and recognize contribution and apply it in my research writing consistently.                                                                                                         | 3.90 | 1.02 | 4    |

Source: Author's Data.

This indicates that teachers are aware of ethical standards in research; however, consistent application of these principles in actual research practice may still require reinforcement.

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### Hindrances in Research Writing

#### Personal Effectiveness

Teachers reported **high levels of hindrance** in terms of personal effectiveness, particularly related to time constraints, workload pressure, and emotional fatigue.

**Table 6. Summary of the Highest and Lowest Indicators per Sub-area Personal Effectiveness**

| Sub-Area                                      | Highest Indicator                                                                                                         | Mean | SD   | Lowest Indicator                                                              | Mean | SD   |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------|------|-------------------------------------------------------------------------------|------|------|
| <b>A. Professional and Career Development</b> | I have a growing understanding of the importance of professional development for research writing and career advancement. | 3.91 | 1.03 | I occasionally engage in networking activities related to research writing.   | 3.57 | 0.98 |
| <b>B. Self-Management</b>                     | Balancing responsibility for research writing with other work or personal tasks can be challenging.                       | 3.85 | 1.03 | I struggle with maintaining flexibility and adaptability in research writing. | 3.51 | 1.03 |
| <b>C. Personal Qualities</b>                  | External factors, such as workload or personal responsibilities, often dampen my enthusiasm for research writing.         | 3.86 | 1.00 | I doubt my abilities and self-confidence in research writing.                 | 3.60 | 1.03 |

Source: Author's Data.

These findings indicate that despite having foundational knowledge, teachers are constrained by competing responsibilities that limit their ability to engage in research activities. Research is often treated as an additional task rather than an integrated part of their professional responsibilities.

#### Collaboration and Communication

Teachers experienced **moderate hindrances** in collaboration and communication, particularly in accessing mentoring opportunities and engaging in collaborative research activities.

**Table 7. Collaboration and Communication Methods**

| Item | Survey Item Description                                                                                                                      | Mean | SD   | Rank |
|------|----------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|
| 1    | External factors, such as limited opportunities for peer collaboration, can sometimes hinder my research writing efforts.                    | 3.72 | 1.03 | 4    |
| 2    | Collaborating with peers in research writing occasionally faces challenges related to coordination and availability.                         | 3.71 | 1.02 | 5    |
| 3    | I recognize the importance of peer collaboration in enhancing research writing skills.                                                       | 3.90 | 0.98 | 1    |
| 4    | Despite external hindrances, I actively seek opportunities to collaborate with peers on research writing projects.                           | 3.71 | 0.98 | 5    |
| 5    | I actively seek strategies to overcome external hindrances and improve my peer collaboration in research writing.                            | 3.71 | 1.00 | 5    |
| 6    | External factors, such as limited access to research communication channels, can sometimes hinder the dissemination of my research findings. | 3.66 | 1.02 | 9    |
| 7    | Collaborating with peers or stakeholders for information dissemination occasionally faces challenges related to coordination and resources.  | 3.66 | 0.97 | 9    |
| 8    | I recognize the importance of effective communication and information dissemination in research writing.                                     | 3.87 | 1.01 | 2    |
| 9    | Despite external hindrances, I actively seek opportunities to improve the communication and dissemination of my research findings.           | 3.67 | 1.00 | 8    |
| 10   | I actively seek strategies to overcome external hindrances and enhance communication and information dissemination in research writing.      | 3.73 | 0.96 | 3    |
| 11   | I recognize the value of publishing and sharing research findings with the academic community and beyond.                                    | 3.70 | 0.99 | 6    |

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| Item | Survey Item Description                                                                                                                               | Mean | SD   | Rank |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|
| 12   | I occasionally engage in activities that facilitate the publication and dissemination of my research work.                                            | 3.58 | 1.05 | 11   |
| 13   | I highly value professional development opportunities that enhance my skills in publishing and sharing research.                                      | 3.70 | 1.04 | 6    |
| 14   | I actively seek opportunities to publish and share my research findings with a wider audience.                                                        | 3.59 | 0.97 | 10   |
| 15   | I proactively work to improve my expertise in publication and the effective sharing of research findings through continuous professional development. | 3.68 | 1.03 | 7    |

Source: Author's Data.

This suggests that the absence of a strong collaborative research culture affects teachers' ability to develop and refine their research skills through shared learning and peer support.

### Finance, Funding, and Resources

Teachers also reported **significant hindrances** related to limited access to research funding, materials, and institutional resources.

**Table 8. Finance, Funding, and Resources**

| Item | Survey Item (Description)                                                                                                    | Mean | SD   | Rank |
|------|------------------------------------------------------------------------------------------------------------------------------|------|------|------|
| 1    | External factors, such as limited institutional support for research writing, can sometimes hinder my research endeavors.    | 3.74 | 1.00 | 1    |
| 2    | Obtaining necessary resources or funding for research writing projects occasionally faces challenges within my organization. | 3.66 | 0.96 | 2    |
| 3    | I recognize the importance of organizational support in facilitating research writing activities.                            | 3.74 | 1.00 | 1    |
| 4    | Despite hindrances, I actively seek opportunities to secure organizational support for my research writing initiatives.      | 3.46 | 0.97 | 5    |
| 5    | Despite hindrances, I actively seek opportunities to secure external funding support for my research writing initiatives.    | 3.54 | 0.96 | 4    |
| 6    | I actively seek strategies to overcome external hindrances and enhance organizational support for research writing.          | 3.55 | 1.02 | 3    |
| 7    | I apply for grants for funding my research in my institution.                                                                | 3.44 | 1.07 | 6    |

Source: Author's Data.

These limitations restrict teachers' ability to conduct research effectively and highlight the importance of institutional support in promoting research engagement.

### Qualitative Findings

The qualitative findings support the quantitative results and provide deeper insights into teachers' experiences in research writing. Three major themes emerged:

#### 1. Limited Full-Cycle Research Experience

Teachers reported that they have not completed full research studies independently, indicating low readiness in applying the research process from beginning to end.

#### 2. Confusion in Research Methodology and Tool Selection

Participants expressed uncertainty in selecting appropriate research designs and statistical tools, particularly in distinguishing between qualitative, quantitative, and mixed methods.

#### 3. Inconsistency of Research Standards and Guidelines

Teachers highlighted the lack of a clear and unified research framework, resulting in confusion regarding formatting and expectations.

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**Table 9. Knowledge Base Qualitative Research**

| Main Theme<br>(RQ1<br>Dimension)  | Sub-theme                                                   | Description<br>(Focused<br>Weakness<br>Dilemma)                                                                                                                                                           | Data Excerpts / Representative Quotes                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge Base Limitations</b> | <b>Limited Full-Cycle Research Experience</b>               | Teachers demonstrate limited exposure to completing a full research process, resulting in gaps in procedural knowledge and confidence in conducting research independently.                               | <p>“Sa totoo lang, hindi talaga ako nakapag-full research ever since nagtuturo ako.” (“Honestly, I have not completed a full research study since I started teaching.”) (P1)</p> <p>“Last ko talaga nagawa na research nung college pa.” (“The last time I completed research was during college.”) (P2)</p> <p>“Ako mismo gumawa from start to finish, wala pa.” (“I have not personally conducted a study from start to finish.”) (P3)</p>                                   |
|                                   | <b>Confusion in Research Methodology and Tool Selection</b> | Teachers experience uncertainty in selecting appropriate research designs, methods, and statistical tools, particularly in distinguishing between qualitative, quantitative, and mixed-method approaches. | <p>“Pero pag methodology na... doon ako natutulala.” (“But when it comes to methodology, I get stuck.”) (P4)</p> <p>“Hindi ko alam kung qualitative or mixed methods dapat.” (“I don’t know whether to use qualitative or mixed methods.”) (P4)</p> <p>“Hindi ako sure kung tama ginagawa ko... ANOVA ba, chi-square ba?” (“I am not sure if what I’m doing is correct... should it be ANOVA or chi-square?”) (P3)</p>                                                         |
|                                   | <b>Inconsistency of Research Standards and Guidelines</b>   | Teachers struggle to comply with research standards due to varying formats, expectations, and lack of a unified institutional guideline or manual.                                                        | <p>“Minsan wala sa timing, minsan overwhelming kasi walang clear na manual o template na pwede sundan.” (“Sometimes the timing is off, sometimes it’s overwhelming because there is no clear manual or template to follow.”) (P1)</p> <p>“Iba ang format ng isang reviewer, iba ang format ng isa.” (“Each reviewer requires a different format.”) (P1)</p> <p>“Hindi ko alam ano exactly ang required format.” (“I don’t know exactly what the required format is.”) (P2)</p> |

**Source:** Author’s Data.

### Triangulation of Findings

The integration of quantitative and qualitative findings reveals a consistent pattern: teachers demonstrate moderate readiness but are not fully prepared to independently conduct research.

**Table 10. Triangulation of Findings**

| Dimension                       | Quantitative Results                                                                                                                                          | Qualitative Findings                                                                                                                                           | Convergence / Interpretation                                                                                                                                                                                     |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge Base Readiness</b> | The computed mean indicates that teachers demonstrate a <b>moderate level of readiness</b> in terms of knowledge base in research writing. This suggests that | Qualitative findings reveal that teachers have <b>limited full-cycle research experience</b> , uncertainty in selecting appropriate research methodologies and | The quantitative and qualitative findings <b>converge</b> , indicating that teachers possess foundational knowledge but are <b>not yet fully ready</b> to independently conduct research. While the quantitative |

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while teachers have basic statistical tools, and data show moderate readiness, the familiarity with research difficulty adhering to qualitative data explain the concepts, gaps remain in research standards due to the underlying gaps in experience, deeper conceptual and absence of clear and methodological competence, and procedural understanding. consistent guidelines. institutional clarity. This suggests the need for structured training, standardized guidelines, and sustained mentoring to enhance teachers' knowledge base readiness.

**Source:** Author's Data.

While quantitative data indicate foundational competence, qualitative findings explain the underlying gaps in experience, methodological knowledge, and institutional support. This convergence confirms that teachers require structured and sustained support to enhance their research writing competencies.

### Proposed Research Capability Enhancement Program

Based on the findings, a structured **three-year Research Capability Enhancement Program (RCEP)** is proposed to address identified gaps in research writing readiness.

**Table 11. Program Implementation (RCEP)**

| Topic / Module                                                  | Scope of Discussion                             | Target Competency                                  | Target Audience | Assessment for Target Audience | Activity for Audience      | Persons in Charge                 | Tasking Name                 | Time Frame | Materials Needed        | Success Indicators                  |
|-----------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------|-----------------|--------------------------------|----------------------------|-----------------------------------|------------------------------|------------|-------------------------|-------------------------------------|
| <b>YEAR 1 – FOUNDATION STAGE</b>                                |                                                 |                                                    |                 |                                |                            |                                   |                              |            |                         |                                     |
| <b>1. Research Orientation and Institutional Expectations</b>   | Research roles, ethics, expectations, timelines | Understanding research responsibilities and ethics | All Teachers    | Pre-test & post-test           | Orientation seminar        | Research Coordinator, School Head | Research Orientation Session | Month 1    | Research manual, slides | Improved scores; participation rate |
| <b>2. Research Topic Development and Problem Identification</b> | Classroom-based, student-centered research      | Ability to identify feasible topics                | All Teachers    | Topic evaluation rubric        | Topic development workshop | Research Committee                | Topic Dev't Workshop         | Month 2    | Sample topics, rubric   | Approved research topics            |
| <b>3. Research Design and Methodology</b>                       | Qualitative, quantitative, mixed methods        | Methodological decision-making                     | All Teachers    | Quiz & exercises               | Methods workshop           | Research Mentor                   | Methods Clinic               | Month 3    | Methodology guide       | Correct design selection            |
| <b>4. Ethics, Plagiarism,</b>                                   | Ethical standards, consent,                     | Ethical research practice                          | All Teachers    | Compliance checklist           | Ethics seminar             | Ethics Committee                  | Ethics Compliance Session    | Month 4    | Ethics forms            | Approved ethics outputs             |

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| Topic / Module                                    | Scope of Discussion                          | Target Competency                 | Target Audience | Assessment for Target Audience | Activity for Audience    | Persons in Charge    | Tasking Name               | Time Frame | Materials Needed  | Success Indicators       |
|---------------------------------------------------|----------------------------------------------|-----------------------------------|-----------------|--------------------------------|--------------------------|----------------------|----------------------------|------------|-------------------|--------------------------|
| and Professional Conduct                          | data privacy                                 |                                   |                 |                                |                          |                      |                            |            |                   |                          |
| 5. Data Collection and Instrument Development     | Tools, validation, sampling                  | Technical data collection skills  | All Teachers    | Instrument checklist           | Instrument design lab    | Research Mentors     | Instrument Design Lab      | Month 5    | Sample tools      | Validated instruments    |
| 6. Time Management and Research Planning          | Managing workload, scheduling research tasks | Self-management (RQ2 issue)       | All Teachers    | Reflection checklist           | Time management workshop | School Head, Mentors | Time Management Program    | Month 6    | Planner templates | Improved task completion |
| <b>YEAR 2 – SKILL DEVELOPMENT &amp; MENTORING</b> |                                              |                                   |                 |                                |                          |                      |                            |            |                   |                          |
| 7. Data Analysis and Statistical Treatment        | Basic statistics, tools (Excel/SPSS)         | Analytical skills (Cognitive gap) | All Teachers    | Output-based analysis          | Statistical workshop     | Statistician         | Data Analysis Clinic       | Month 7–8  | SPSS/Excel        | Accurate data analysis   |
| 8. Interpretation and Academic Writing            | Results discussion, academic language        | Writing & interpretation skills   | All Teachers    | Draft evaluation               | Writing clinic           | Research Mentors     | Write-Up Program           | Month 9–10 | Writing guides    | Improved manuscripts     |
| 9. Overcoming Writer's Block and Research Anxiety | Motivation, confidence building              | Emotional readiness (RQ2 issue)   | All Teachers    | Reflection & feedback          | Coaching sessions        | Guidance Counselor   | Research Wellness Program  | Month 11   | Modules           | Increased motivation     |
| 10. Mentoring and Research Collaboration          | Peer review, feedback systems                | Collaboration skills              | All Teachers    | Peer evaluation                | Research circles         | Master Teachers      | Research Circle Initiative | Month 12   | Templates         | Increased collaboration  |

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| Topic / Module                                        | Scope of Discussion                | Target Competency           | Target Audience | Assessment for Target Audience | Activity for Audience | Persons in Charge  | Tasking Name                 | Time Frame  | Materials Needed    | Success Indicators           |
|-------------------------------------------------------|------------------------------------|-----------------------------|-----------------|--------------------------------|-----------------------|--------------------|------------------------------|-------------|---------------------|------------------------------|
| <b>YEAR 3 – PRODUCTION &amp; DISSEMINATION</b>        |                                    |                             |                 |                                |                       |                    |                              |             |                     |                              |
| <b>11. Research Completion and Finalization</b>       | Editing, formatting, final outputs | Full research execution     | All Teachers    | Manuscript review              | Finalization workshop | Research Committee | Completion Program           | Month 13–14 | Templates           | Completed research           |
| <b>12. Research Presentation and Defense</b>          | Oral presentation, defense skills  | Communication skills        | All Teachers    | Panel evaluation               | Mock defense          | School Panel       | Research Defense Prep        | Month 15    | Rubrics             | Successful defense           |
| <b>13. Publication and Dissemination</b>              | Journals, conferences, indexing    | Research dissemination      | All Teachers    | Publication output             | Research conference   | School Admin       | Publish & Present Initiative | Month 16–17 | Journals access     | Presented/published research |
| <b>14. Research Incentives and Recognition System</b> | Rewards, CPD, workload support     | Motivation & sustainability | All Teachers    | Participation tracking         | Recognition program   | School Head        | Research Incentive Program   | Month 18    | Certificates, funds | Increased participation      |

**Source:** Developed by Author.

The program focuses on strengthening foundational knowledge, developing higher-order research skills, and providing continuous mentoring and institutional support.

### CONCLUSION AND RECOMMENDATIONS

The study concludes that high school educators demonstrate a moderate level of research writing readiness, characterized by strong foundational knowledge but limited competence in advanced research skills. Teachers are generally capable of understanding research concepts and ethical standards; however, their ability to apply these competencies in actual research writing remains insufficient. The findings reveal that teachers encounter significant challenges in higher-order skills such as data analysis, interpretation, and academic writing, indicating a gap between conceptual understanding and practical application. Furthermore, the presence of substantial hindrances—including time constraints, workload pressure, limited collaboration, and insufficient access to resources—further restricts their engagement in research activities.

The convergence of quantitative and qualitative findings confirms that while teachers are research-aware, they are not yet fully prepared to independently conduct research. These limitations highlight the need for structured, sustained, and context-specific interventions that address both competence gaps and systemic barriers.

#### Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Implementation of a Structured Research Capability Enhancement Program

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2. Educational institutions should adopt the proposed three-year Research Capability Enhancement Program to systematically develop teachers' research writing competencies, focusing on both foundational and advanced skills.
3. Strengthening Capacity-Building Initiatives
4. Schools and divisions should conduct regular training, workshops, and mentoring sessions focused on data analysis, academic writing, and research methodology to address identified gaps in higher-order skills.
4. Provision of Institutional Support Mechanisms
5. Administrators should provide adequate support in terms of time allocation, reduced workload, and access to research resources to enable teachers to engage in research activities more effectively.
5. Promotion of Collaborative Research Culture
6. Schools should encourage collaboration among teachers through research groups, mentoring systems, and peer review activities to enhance knowledge sharing and professional growth.
6. Enhancement of Research Funding and Resources
7. Educational institutions and stakeholders should strengthen funding mechanisms and resource allocation to support teachers in conducting and completing research.
7. Recommendations for Future Research
8. Future studies may focus on evaluating the effectiveness of the proposed Research Capability Enhancement Program and exploring other factors influencing teachers' research engagement.

### ETHICAL APPROVAL

Ethical approval for this study was obtained from the De La Salle University–Dasmariñas Ethics Review Committee (Approval No. DERC\_23-24\_222M). Permission to conduct the study was likewise secured from the appropriate school authorities prior to data collection. Participation was voluntary, and all participants provided informed consent. Confidentiality, anonymity, and data privacy were maintained throughout the conduct of the study.

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