

Attitudes and Capabilities Towards Research of the Teachers in Sibuco National High School: Basis for Research Enhancement Plan

Ruayna P. Pascua¹, Norhana A. Muktar¹, Raizana D. Puddin¹

¹PhD - Major in Curriculum and Supervision, Universidad de Zamboanga, Tetuan, Zamboanga City, Philippines

Email of Corresponding Author: ruayna.pascua@one.uz.edu.ph

Publication history:

Received: August 19, 2026

Revised: September 17, 2026

Accepted: September 18, 2026

Published: September 19, 2026

[International Journal of Sustainable and Integrated Studies, Vol. 1, No. 2, pp. 451–458, September 2026.](#)

Abstract

This study examined the attitudes and research capabilities of selected secondary teachers as a basis for developing a Research Capability Enhancement Program (RCEP). Anchored on the Theory of Planned Behavior, it employed a quantitative-descriptive and correlational design. Data were gathered using a validated 5-point Likert-type questionnaire-checklist and researcher-made interview guide questions, with 50% of the teacher population of Sibuco National High School selected through random sampling. Data were analyzed using arithmetic mean, t-test, one-way ANOVA, and Pearson r correlation. Results showed moderate perceived research usefulness ($M = 3.24$) and research anxiety ($M = 3.38$), but high research disposition ($M = 3.56$). Teachers demonstrated moderate capability in writing publishable research papers ($M = 3.26$) and moderate availability of research facilities, time, training, funding, resources, and support ($M = 3.37$). No significant differences in research attitudes and capabilities were found according to sex ($p = .26$) and rank ($p = .39$), whereas years of service showed a significant difference ($p = .02$). A very high positive relationship was found between research attitudes and capabilities ($r = .95$), indicating that more positive attitudes were associated with greater research capability. The findings supported the proposed RCEP and recommendations for research training, mentorship, resources, time, funding, and institutional support. The study aligns primarily with SDG 4 (Quality Education), while also relating to SDG 8 (Decent Work and Economic Growth) and SDG 17 (Partnerships for the Goals) through professional development, supportive research conditions, and stakeholder collaboration. Its sustainability impact centers on strengthening educational and institutional capacity, continuous professional learning, evidence-based practice, and a sustainable school research culture.

Keywords: Institutional Support, Quality Education, Research Anxiety, Research Capability, Research Capability Enhancement Program, Research Disposition, Research Usefulness, Teacher Research

1. Introduction

Research is an essential component of educational improvement because it enables teachers to systematically examine instructional practices, address school-based problems, strengthen professional knowledge, and contribute to evidence-based decision-making. Teachers' participation in research can improve pedagogical practices and support institutional development; however, research engagement depends not only on teachers' competencies but also on their attitudes, access to training and resources, and institutional conditions. This study therefore examines the attitudes and research capabilities of selected secondary teachers of Sibuco National High

School and Don Gregorio Evangelista Memorial School, particularly their perceptions of research usefulness, anxiety, positive research disposition, ability to produce research outputs, and access to facilities, time, training, funding, resources, and institutional support. It further considers demographic differences and the relationship between attitudes and capabilities as a basis for developing a Research Enhancement Plan.

Research contributes to educational development by providing a systematic means of expanding knowledge, testing ideas, addressing practical problems, and improving teaching and learning. Teachers with research competencies are better positioned to critically examine their practices, respond to diverse learning needs, improve instructional approaches, and contribute to educational innovation. Research engagement can also strengthen analytical thinking, collaboration, continuous professional improvement, and the development of a research-oriented institutional culture. Research allows teachers to systematically investigate instructional practices, student learning, and educational outcomes (Creswell & Creswell, 2023). It also enables them to identify school-based problems and develop evidence-based solutions that can improve teaching strategies and contribute to educational policy (Leuverink & Aarts, 2022). Recent teacher-research literature likewise positions research engagement as a form of professional development and a means of improving teaching practice (Leuverink & Aarts, 2022). Despite its importance, teachers differ in their attitudes and capabilities toward research. Positive perceptions of its usefulness can encourage participation, whereas anxiety and negative dispositions may discourage engagement. Some teachers consider research valuable for professional development, while others perceive it as tiring, expensive and irrelevant to their teaching responsibilities (Baildon & Ong, 2022). In the Philippine setting, limited experience and insufficient training can also contribute to apprehension toward research. These conditions demonstrate the importance of examining attitudes together with actual research-writing capabilities and the institutional conditions that support them.

The literature consistently identifies teacher attitudes, research competencies, professional development, institutional support, and working conditions as interconnected influences on research engagement. Administrative assistance through research grants, mentoring, training, dissemination opportunities, adequate resources, and supportive working conditions can facilitate participation. Conversely, heavy workloads, inadequate training, limited incentives, insufficient technical assistance, and weak research cultures can constrain teachers' willingness and ability to undertake research. The Department of Education has promoted teacher research through the Basic Education Research Fund and Basic Education Research Agenda, which provide opportunities for funding, training, and dissemination (Department of Education, 2024). Nevertheless, research engagement remains constrained by limited confidence, insufficient training, and competing professional responsibilities (Abella et al., 2024). Existing studies similarly identify lack of time, limited training, and organizational barriers as continuing concerns (Abella et al., 2024). Despite DepEd initiatives intended to strengthen teacher research participation, limitations in training, time, and institutional support remain evident (Abella et al., 2024). Teachers' attitudes also influence participation, as positive perceptions encourage engagement while negative perceptions may become barriers (Baildon & Ong, 2022). Research engagement extends beyond conducting studies to using research evidence to inform professional practice. Gleeson et al. (2023) emphasizes this broader conception of engagement and identifies research as an important means of professional and pedagogical development. However, the relationship between theoretical research knowledge and everyday school practice can restrict participation, highlighting the importance of institutional assistance and favorable conditions for teacher research. International studies reinforce these patterns. Li and Xu (2024) found moderate research engagement among Iranian English teachers, primarily motivated by professional and pedagogical development, while institutional limitations and unfavorable working conditions constrained participation. Similarly, Li and Xu (2024) identified institutional culture, research training, and resource availability as important conditions for research participation in an Omani higher education institution, emphasizing structured training, improved access to resources, and institutional incentives. Teacher autonomy and contextualized approaches also influence engagement. Chen (2022) found that practitioner-centered approaches that provide teachers with ownership and autonomy can strengthen participation despite contextual challenges. Chen (2022) likewise emphasize the importance of adapting teacher action research to local contexts rather than relying on overly technical or formulaic approaches. In the Philippine context, Bonganciso (2024) demonstrated through the Research Capability Project (ReCaP) at Philippine Normal University Visayas that structured research training, guidance, and collaborative proposal development can encourage greater teacher participation and interest in research. At the school level, sustainable improvement also depends on interconnected organizational supports. Li and Xu (2024) identify professional capacity, leadership, parent-community relationships, learning climate, and ambitious instruction as important supports for school improvement, with adequate resources and relational trust contributing to stronger teacher and student outcomes. Collectively, these findings indicate that teachers may recognize the value of research while still experiencing barriers related to training, time, resources, motivation, and institutional support. Strengthening research capability therefore requires attention to both individual competencies and the organizational environment in which teachers undertake research.

Globally, educational systems increasingly recognize teachers as active contributors to knowledge generation and educational improvement. Teacher education and professional-development systems in countries such as Finland, Singapore, and Australia emphasize research competencies, practitioner inquiry, and school-based research as mechanisms for improving educational practice. These contexts illustrate the broader recognition of teachers as potential agents of educational change through systematic inquiry. Within the Philippines, teacher research is supported through national policies and initiatives intended to establish a stronger culture of inquiry in basic education. The Basic Education Research Agenda, Basic Education Research Fund, and Philippine Professional Standards for Teachers provide institutional mechanisms for encouraging research participation, professional development, and knowledge generation. Nevertheless, implementation and participation remain uneven because teachers continue to encounter limitations involving time, training, mentoring, resources, workload, and institutional support. Philippine empirical studies further demonstrate variations in teachers' research competencies. Almonicar (2022) found that public elementary and secondary teachers were fairly capable of preparing sections of research proposals but experienced particular difficulty with American Psychological Association formatting and citation practices. The findings also indicated associations between research capability and demographic or professional characteristics, including position, sex, civil status, and participation in training. Abella et al. (2024) similarly reported moderate research and dissemination capability among public elementary teachers, with educational attainment and participation in national research training positively associated with capability. Their findings further indicated that teachers' research competence was associated with demographic and professional factors, including age, educational attainment, length of teaching experience, and rank or position. They also identified limitations in research support and barriers associated with heavy teaching workloads and numerous school activities, reinforcing the importance of institutional assistance, research training, and continuing professional development. Similarly, Bilbao et al. (2024) assessed the research capability needs of secondary school teachers and identified a need for additional research training based on teachers' research literacy. Their findings support the development of targeted capacity-building interventions that respond to teachers' specific research needs. Caballero-Jaum and Quirap (2026) likewise found that research capacities among master teachers were related to individual factors, including age, length of service, teaching level, prior training, and research experience, as well as organizational factors such as research climate, communication, incentives, and participative administration. These local, national, and international findings establish a common concern: teachers' research capability cannot be understood solely as an individual skill. Rather, it develops through the interaction of attitudes, demographic and professional characteristics, training experiences, resources, and institutional conditions. This interaction is particularly relevant to understanding the research experiences of teachers in Sibuco National High School and Don Gregorio Evangelista Memorial School.

This study is anchored on the Theory of Planned Behavior by Ajzen (2022), which stressed that an individual's actions are determined by their attitudes, perceived behavioral control (skills and capabilities), and subjective norms (external influences). Applied to teacher research, the theory provides a basis for examining how attitudes toward research, perceived research capability, and external institutional conditions may relate to teachers' engagement in research activities. The study conceptualizes teacher demographics and research-related conditions as factors associated with attitudes and capabilities toward research. Demographic characteristics include sex, rank or position, and length of service, while research-related conditions include access to training and resources and institutional support such as funding, mentoring, and time for research activities. Teachers' attitudes are examined through research usefulness, anxiety, and positive research disposition, while research capability concerns their proficiency in research-related tasks, including the preparation of proposals and publishable papers. Rather than presenting the conceptual framework as a figure, the relationship can be described as an input-process-output sequence. Teacher demographic characteristics and relevant support conditions constitute the inputs; teachers' attitudes and capabilities toward research constitute the central process variables; and the findings concerning these relationships provide the basis for a Research Enhancement Plan. The framework therefore connects teacher characteristics, research dispositions, competencies, and support needs to the development of interventions intended to strengthen research engagement and competence.

Although teacher research is widely recognized as important to professional development and educational improvement, a gap remains between institutional expectations and teachers' actual capacity and willingness to engage in research. Existing literature repeatedly identifies limited time, insufficient training, weak institutional support, inadequate resources, low confidence, and negative perceptions as barriers. However, there remains a need for localized evidence examining how teachers' attitudes and research-writing capabilities interact within specific school contexts. The literature also indicates limited empirical examination of how demographic and professional characteristics are associated with Filipino teachers' research attitudes and competencies. Although previous studies have considered variables such as teaching experience, educational attainment, research exposure, position, age, and training, their influence can vary across institutional settings. Consequently, findings from broader national or international contexts may not fully describe the conditions experienced by teachers in particular schools. The present study addresses this need by examining selected secondary teachers of Sibuco National High School and Don Gregorio Evangelista Memorial School. It focuses on attitudes toward research in terms of research usefulness, anxiety, and positive research disposition; research capabilities related to writing

research outputs; and the availability of facilities, time, training, funding, resources, and agency support. It also examines differences in attitudes and capabilities according to respondents' profiles and the relationship between teachers' attitudes and research capabilities. By identifying strengths, difficulties, and support needs within the study setting, the findings are intended to provide an empirical basis for a Research Enhancement Plan. Such a plan responds to the recurring need identified in the literature for contextualized training, mentoring, institutional support, adequate resources, and research-conducive working conditions.

The study is most directly aligned with Sustainable Development Goal 4 – Quality Education because its central concern is strengthening teachers' research attitudes, competencies, and professional development. Improving teachers' ability to conduct and use research can support evidence-based instructional practices, continuous professional learning, and educational improvement. The study's intended Research Enhancement Plan is likewise consistent with strengthening educators' professional capacity through appropriate training and institutional support. The study also relates to Sustainable Development Goal 8 – Decent Work and Economic Growth to the extent that it addresses teachers' professional capacity and working conditions for research. Time availability, workload considerations, training opportunities, institutional resources, mentoring, and professional support are conditions affecting teachers' ability to undertake research as part of their professional responsibilities. Strengthening these conditions can contribute to sustained professional development within the education sector. The study has a complementary connection with Sustainable Development Goal 17 – Partnerships for the Goals through its emphasis on collaboration among teachers, school administrators, educational leaders, teacher education institutions, and other stakeholders in strengthening research capacity. Its focus on mentoring, training, institutional support, and research dissemination recognizes that developing a sustainable research culture requires coordinated participation rather than reliance on individual teachers alone.

The study contributes primarily to educational, socio-economic, institutional, and community sustainability. Its educational sustainability relevance lies in strengthening teachers' capacity to systematically examine classroom and school problems and use evidence to improve instructional practices. Developing research competence can support continuous professional learning and help schools maintain practices that respond to changing educational needs. From an institutional sustainability perspective, examining teachers' attitudes, competencies, and support needs can provide school administrators and educational leaders with evidence for designing research training, mentoring, workload arrangements, and other capacity-building initiatives. A stronger institutional research culture can encourage sustained inquiry, collaboration, knowledge generation, and professional development rather than treating research as an isolated requirement. The study also has socio-economic relevance through teacher professional development and the improvement of educational practice. Teachers who are better equipped to conduct and apply research may contribute to more informed instructional and institutional decisions, while students may benefit from evidence-based teaching strategies and improved learning experiences. Teacher education institutions may also use findings on research capability and training needs to strengthen pre-service and in-service preparation. At the community level, a sustainable culture of teacher research can strengthen schools' capacity to investigate context-specific educational concerns and develop responses grounded in local evidence. The study therefore connects individual teacher development with broader institutional and community improvement by examining the conditions necessary for sustained research participation. Overall, the study recognizes teacher research as both a professional competency and an institutional capacity. By examining research usefulness, anxiety, positive disposition, research-writing capability, demographic characteristics, and available institutional support among selected secondary teachers, it seeks to generate evidence for a Research Enhancement Plan that can strengthen research engagement and contribute to sustained educational improvement.

2. Material and methods

2.1 Research Design

The study used a quantitative-descriptive research design to examine the role of teachers' demographic characteristics, particularly sex, length of service, and teaching position, in relation to their attitudes and capabilities toward research writing. Descriptive and quantitative research designs use systematic measurement and data collection to describe phenomena and examine patterns among variables (Creswell & Creswell, 2023). A correlational approach was also employed to determine the statistical relationship between the variables, particularly teachers' attitudes and research capabilities.

2.2 Locale of the Study

The study was conducted at Sibuco National High School, located in Población, Sibuco, Zamboanga del Norte, approximately 0.3 kilometers from the Municipal Hall. The school began operating on July 26, 1966 as Sibuco Barangay High School, initially with one teacher and 35 students. It subsequently expanded its facilities, personnel, and educational services to meet the increasing educational needs of the municipality. Over the years, Sibuco National High School expanded to serve other communities through its Pangian Annex, Lunday Annex, Cawit-Cawit National High School, and Sta. Maria Extension. Senior High School was opened during school year 2016–2017, offering HUMSS, Carpentry, and Cookery. At the time described in the manuscript, Sibuco National

High School–Main had 1,836 students, 56 teachers, two administrative personnel, four school utilities, and a Secondary Principal. The school also offered the Alternative Learning System to provide educational opportunities for out-of-school youth and returning learners.

2.3 Respondents of the Study

The target population consisted of secondary teachers from Sibuco National High School. The respondents represented the teacher population from which information concerning attitudes and capabilities toward research was gathered.

2.4 Sample and Sampling Procedure

The researcher selected 50% of the total population of Sibuco National High School as the study sample. Random sampling was employed in selecting the respondents to participate in the study.

2.5 Research Instrument

Data were gathered using a questionnaire-checklist consisting of a 5-point Likert-type questionnaire, together with researcher-made interview guide questions. The research instrument was developed based on the constructs and research problems of the study. It was submitted to the adviser for comments and suggestions regarding the relevance, suitability, and appropriateness of the statements to the constructs and research problems. For content validation, a validation form was provided to the validator to indicate agreement or disagreement with individual items and provide remarks and recommendations. The suggestions were incorporated into the final version, while items requiring revision were improved accordingly. The instrument was subsequently pilot-tested, and for reliability purposes, it was administered to non-respondents possessing characteristics similar to those of the intended respondents.

2.6 Data Gathering Procedure

Prior to data collection, the researcher sought permission through an official letter from the Schools Division Superintendent and School Principal. The letter was presented to the principal to arrange the schedule for questionnaire distribution, interviews, and focused group discussions. The researcher personally distributed the questionnaire-checklists to the respondents. After collection, questionnaire data were tabulated, computed, and interpreted according to the sequence of the research problems. For the qualitative questions, significant statements or quotations were identified and organized into clusters of meaning and themes. Textual descriptions were used to describe the experiences, while structural descriptions addressed the contexts, conditions, and situations influencing those experiences. These descriptions, together with the researcher's experiences, were used to develop a composite description representing the overall essence of the phenomenon.

2.7 Data Analysis Techniques

Data were analyzed using SPSS. Arithmetic mean was used to determine respondents' average responses regarding their attitudes and capabilities toward writing and publishing research papers and the level of support provided by DepEd. The t-test was used to determine significant differences in research attitudes and capabilities between male and female respondents. One-way ANOVA was employed to determine significant differences in attitudes and capabilities according to respondents' rank and length of service in the Department of Education. Pearson r correlation was used to determine the significant relationship between respondents' attitudes and capabilities toward research.

2.8 Ethical Considerations

The validated questionnaire was administered only after obtaining approval from the school principal. Respondents were informed that providing their names on the questionnaire was optional to protect their right to anonymity, and their right to refuse to answer the questionnaire was respected. Collected data were retained by the researcher for record purposes, while respondents' names were not published. Letters were used as substitutes for respondents' names to maintain anonymity.

3. Results and Discussion

3.1 Teachers' Attitudes Toward Research

3.1.1 Perceived Usefulness of Research

Teachers demonstrated a moderate perception of research usefulness, with a grand mean of 3.24. Most indicators were rated moderate, including the importance of research-oriented thinking in daily life (3.33), teaching research to students (3.30), usefulness of research knowledge (3.23), usefulness to professionals (3.20), use of research in daily life (3.20), future usefulness of acquired research skills (3.17), and perceived irrelevance of research to personal life (3.17). Research usefulness for teachers' careers received the highest rating at 3.40, classified as high. The findings indicate that teachers generally recognize research as relevant to professional growth and classroom improvement, although it may not yet be fully integrated into their routine professional practices. This

finding is consistent with Leuverink and Aarts (2022), who emphasize teacher research as a means of professional development and improvement in teaching practice.

3.1.2 Research Anxiety

Teachers demonstrated a moderate overall level of research anxiety, with a grand mean of 3.38. High ratings were recorded for perceiving research as difficult (3.47), having trouble with arithmetic (3.47), difficulty understanding research concepts (3.40), insecurity concerning research-data analysis (3.40), and being scared by research (3.40). Moderate ratings were recorded for making mistakes in research (3.37), perceiving research as stressful (3.30), feeling nervous about research (3.23), and feeling anxious about research (3.23). The moderate level indicates that teachers experience hesitation and difficulty when undertaking research but are not completely discouraged from engaging in it. The findings suggest that challenges may be associated with limited familiarity, confidence, or training in technical aspects of research. As confirmed by Gaoat (2022), teacher – researchers with partial exposure to training showed moderate anxiety and often viewed research as difficult but necessary.

3.1.3 Research Disposition

Teachers exhibited a high overall research disposition, with a grand mean of 3.56. High ratings were recorded for loving research (3.47), perceiving research as complex (3.43), liking research (3.43), intending to employ research approaches professionally (3.40), recognizing its connection to their field of study (3.40), and enjoying research (3.40). Other indicators were rated moderate, including interest in research (3.33), finding research pleasant (3.33), recognizing its value (3.30), believing students benefit from research (3.30), and considering research interesting (3.37). The high research disposition indicates generally favorable orientations toward research despite teachers' recognition of its complexity. Their willingness to employ research approaches professionally and their expressed interest in research suggest potential for sustained engagement when appropriate support is available. Al Malki & Abdullah (2023) found that positive research disposition was a strong predictor of research engagement, especially among teachers who had institutional support and leadership encouragement.

3.2 Teachers' Research Capabilities and Available Support

3.2.1 Capability in Writing a Publishable Research Paper

Teachers demonstrated moderate overall capability in writing a publishable research paper, with a grand mean of 3.26. Conceptualizing a research problem received a high rating of 3.47, while the remaining research-writing competencies were rated moderate. These included writing the rationale or introduction (3.37), hypothesis (3.37), and methodology (3.37); writing the significance of the study (3.33), statement of the problem (3.30), definition of terms (3.30), identifying an appropriate research design (3.30), and applying APA format (3.30). Writing the scope and limitation, review of related literature and studies, theoretical and conceptual framework, bibliography, and research instrument each received 3.27, while determining sample size using an appropriate sampling technique received 3.23. The results indicate that teachers possess a moderate level of research-writing competence. Their strongest reported capability was conceptualizing a research problem, while competencies involving the different technical components of research remained at the moderate level. The findings therefore indicate areas of research writing in which capability may still be strengthened.

3.2.2 Availability of Facilities, Time, Training, Funding, Resources, and Support

Teachers reported a moderate overall availability of research facilities, time, training, funding, resources, and support, with a grand mean of 3.37. Internet access and mentoring or coaching received the highest ratings at 3.47. Laboratories for experimental research, statistician services, consultation with research committees or staff, and budget for research fora were rated high at 3.43, while budget for writing research received 3.40. Moderate ratings were recorded for online journals, platforms, and publications and editor or grammarian services at 3.37; journals, books, research seminars or training, institutional research journals, and publication-related budgets at 3.33; computer units at 3.30; and available research time at 3.23. Overall, the findings indicate moderate access to the facilities and institutional conditions needed for research, despite relatively strong access to specific resources such as internet services, mentoring, consultation, and technical assistance. The comparatively moderate availability of time and several research resources indicates that support is not uniformly available across all areas. Al Malki & Abdullah (2023) found that positive research disposition was a strong predictor of research engagement, especially among teachers who had institutional support and leadership encouragement.

3.3 Differences in Research Attitudes and Capabilities According to Profile

3.3.1 Differences According to Sex

Male teachers obtained a weighted mean of 4.10, while female teachers obtained 3.90. Although males had a slightly higher descriptive mean, the t-test produced a t-value of 1.15 and a p-value of 0.26. The difference was therefore not statistically significant, and the null hypothesis was accepted. The findings indicate that sex did not produce a significant difference in teachers' attitudes and capabilities toward research. Both male and female teachers generally displayed positive attitudes and high capability, despite the small difference in their descriptive mean scores.

3.3.2 Differences According to Rank

Master Teachers I–III obtained a weighted mean of 3.98, while Teachers I–III obtained 3.86. The comparison according to rank produced an F-value of 0.78 and a p-value of 0.39. The difference was not statistically significant, resulting in acceptance of the null hypothesis. Although Master Teachers obtained a slightly higher descriptive mean than Teachers I–III, the statistical result indicates that research attitudes and capabilities did not significantly differ according to rank. Thus, the observed descriptive difference was insufficient to establish a significant difference between the groups.

3.3.3 Differences According to Years of Service

Teachers with 6–10 years of service obtained the highest weighted mean of 4.25, followed by those with 1–5 years of service at 3.70 and those with 10 years and above at 3.50. The analysis yielded an F-value of 4.52 and a p-value of 0.02, indicating a statistically significant difference. The null hypothesis was therefore rejected. The findings indicate that years of service differentiated teachers' attitudes and capabilities toward research. Teachers with 6–10 years of experience demonstrated higher capability and more positive attitudes than the other groups. The original findings attribute this pattern to optimal experience and recent training and indicate that capacity-building should address teachers at both early and later stages of service.

3.4 Relationship Between Research Attitudes and Capabilities

The analysis revealed a Pearson correlation coefficient of $r = 0.95$ between overall research capability and attitude, indicating a very high positive correlation. Research-writing capability had a general mean of 3.30, availability of facilities, time, and support had a mean of 3.14, overall capability had a mean of 3.22, and teachers' attitudes toward research had a mean of 3.26. The null hypothesis was rejected, indicating a significant relationship between teachers' attitudes and capabilities toward research. The result indicates that teachers reporting more positive attitudes toward research also reported higher research-writing capability and access to support systems. Respondents demonstrating greater enthusiasm and positive research dispositions were more likely to assess themselves as competent and confident in conducting research-related tasks. This finding is consistent with Al Malki and Abdullah (2023), who emphasized the importance of positive research disposition in research engagement, particularly when teachers receive institutional support and leadership encouragement.

3.5 Research Capability Enhancement Program

The findings showed moderate research-writing capability and moderate availability of research facilities, time, training, funding, resources, and institutional support. Teachers also demonstrated moderate research usefulness and anxiety but high research disposition. In addition, years of service produced a significant difference in attitudes and capabilities, while a significant positive relationship was found between research attitudes and capabilities. Based on these findings, the study proposed an intervention entitled the Research Capability Enhancement Program (RCEP). The program responds to the reported moderate research capabilities and difficulties associated with access to resources and available research time and serves as the proposed intervention arising from the study findings.

4. Conclusion & Recommendations

The study concludes that teachers generally have a favorable attitude toward research, characterized by a high level of research disposition and moderate levels of perceived usefulness and research anxiety. Teachers also demonstrated moderate capability in writing publishable research papers and reported moderate access to research facilities, time, training, funding, and institutional support. No significant differences in research attitudes and capabilities were found based on sex and rank, while years of service showed a significant difference. A very high positive relationship was established between teachers' attitudes and research capabilities, indicating that more positive attitudes are associated with greater confidence and competence in conducting research. These findings served as the basis for the proposed Research Capability Enhancement Program (RCEP) to strengthen teachers' research engagement and capability.

Teachers are encouraged to participate in research training, workshops, and conferences to strengthen their research knowledge, skills, and positive attitudes, while using research as a tool for improving instruction and student learning. School administrators should implement regular research capacity-building and mentorship programs to support teachers' research development. The Department of Education should continue providing adequate resources, time, funding, and administrative support to strengthen the research culture in schools. Teacher education institutions should enhance pre-service and in-service preparation in action research and educational inquiry, while future researchers are encouraged to examine additional factors related to research capability and attitudes to broaden understanding in this area.

The study was limited to selected secondary teachers of Sibuco National High School and focused only on teachers' attitudes toward research, research capabilities in writing publishable papers, and the availability of facilities, time, training, funding, resources, and institutional support. It also examined differences based on

respondents' profile variables and the relationship between attitudes and capabilities. The findings are therefore limited to the respondents and variables included in the study and do not cover students or other educational personnel.

5. Compliance with ethical standards

The authors adhered to ethical standards in conducting the study by securing appropriate permission before administering the research instrument and respecting the respondents' voluntary participation and right to anonymity. Respondents were given the option not to disclose their names and the right to refuse to answer the questionnaire. Their identities were protected through the use of letters as substitutes for their names, and respondents' names were not published. The collected data were retained by the authors for record purposes.

REFERENCES

- Abella, J. Y., Cadorna, E. A., Taban, J. G., & Ramirez, L. V. (2024). An assessment of Filipino public school teachers' research competence: A basis for an enhancement professional development programme. *International Journal of Learning, Teaching and Educational Research*, 23(12), 258–278. <https://doi.org/10.26803/ijlter.23.12.14>
- Ajzen, I. (2022). The theory of planned behavior. *Annual Review of Policy Design*, 10(1), 1–20.
- Al Malki, M., & Abdullah, A. M. (2023). Research disposition as a predictor of educational innovation among teachers. *Contemporary Educational Research Journal*, 5(2), 130–145.
- Almonicar, C. (2022). Research capability of teachers in public secondary schools in the Province of Masbate, Philippines: Basis for enhancement program. *Psychology and Education: A Multidisciplinary Journal*, 6(7).
- Baildon, M. C., & Ong, M. W. L. (2022). Singapore teachers' perceptions of research in practice: Contexts, constraints, and possibilities. *Teaching and Teacher Education*, 119, 103850. <https://doi.org/10.1016/j.tate.2022.103850>
- Bilbao, N. D., Bilbao, R. C. D., Mandaya, R. T., & Asaraji, J. M. (2024). Needs assessment on research capability of secondary school teachers: Basis for an extension program. *EduLine: Journal of Education and Learning Innovation*, 4(1). <https://doi.org/10.35877/454RI.eduline1884>
- Bonganciso, R. T. (2024). Enhancing teachers' research skills: A project Research Capability Program (ReCaP). *Kasetsart Journal of Social Sciences*, 45(1), 139–146. <https://doi.org/10.34044/j.kjss.2024.45.1.15>
- Caballero-Jaum, D. E., & Quirap, E. A. (2026). School research culture and teachers' research capabilities in select public elementary schools. *International Journal of Research and Innovation in Social Science*, 10(6), 3380–3389. <https://doi.org/10.47772/IJRISS.2026.100600243>
- Chen, L. (2022). Facilitating teacher learning in professional learning communities through action research: A qualitative case study in China. *Teaching and Teacher Education*, 119, 103875. <https://doi.org/10.1016/j.tate.2022.103875>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Department of Education. (2024, February 29). Prioritization of research proposals related to the pilot implementation of the MATATAG Curriculum [Memorandum]. Planning Service, Department of Education, Philippines.
- Gaoat, J. T. (2022). Teachers' research capabilities and the role of school-based mentoring. *International Journal of Research Studies in Education*, 11(2), 25–39.
- Gleeson, J., Cutler, B., Rickinson, M., Walsh, L., Ehrich, J., Cirkony, C., & Salisbury, M. (2023). School educators' engagement with research: An Australian Rasch validation study. *Educational Assessment, Evaluation and Accountability*, 35(2), 281–307. <https://doi.org/10.1007/s11092-023-09404-7>
- Leuverink, K., & Aarts, R. (2022). Changes in teachers' professional behavior through conducting teacher research. *Journal of Educational Change*, 23(1), 61–84. <https://doi.org/10.1007/s10833-020-09409-9>
- Li, Y., & Xu, L. (2024). Exploring the influence of teachers' motivation, self-efficacy, and institutional support on their research engagement: A study of Chinese university EFL teachers. *System*, 121, 103272. <https://doi.org/10.1016/j.system.2024.103272>