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Capability, Motivation, and Attitude in Research Writing: Basis for Faculty Research Development Program in Gen. Tomas Mascardo National High School (GTMNHS)

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Abstract

Research is a crucial aspect of a school's operations that must be cultivated and encouraged to strengthen the education system. The competence of a teacher in research is vital to address pressing societal challenges, starting within the classroom. This study assessed the research proficiency of the teachers at Gen. Tomas Mascardo National High School (GTMNHS), based on Bandura's Self-Efficacy Theory. The researchers obtained relevant information on the demographic characteristics of the teachers, as well as their research competence. Additionally, the study examined the respondents' proficiency and motivation in producing research papers. The results indicated that the teachers exhibited a positive attitude and strong motivation toward engaging in research writing. Nevertheless, their ability to conduct scientific projects was limited. Furthermore, no significant differences were observed in the teachers' research proficiency when categorized by their demographic characteristics. Conversely, a notable disparity exists between the research proficiency of instructors and their inclination and drive to engage in research writing. The study's findings led to the establishment of a research development program called STRAP (Strengthening Teachers' Research Ability Program). This program offers strategies to effectively address the issues and problems encountered by respondents during the research process. By providing support and guidance to teachers in conducting action research, the school's research culture is enhanced.

Keywords: Research Proficiency; Motivation; Disparity; Development

1. Introduction

In the dynamic educational landscape, educators play a pivotal role in shaping students' intellectual and social development. The efficacy of their pedagogical methodologies, adaptability to evolving educational paradigms, and unwavering commitment to continuous learning substantially impact the caliber of education dispensed. At the core of these attributes lies the research acumen of educators, which epitomizes their capacity to engage in systematic inquiry, critically evaluate educational practices, and make substantial contributions to the ongoing refinement of teaching and learning environments.

In alignment with Department of Education Order No. 16, s. 2017, and in furtherance of the objectives of the Governance of Basic Education Act of 2001 (Republic Act No. 9155), the Department of Education (DepED) is mandated to continuously strengthen the policies and mechanisms that ensure the delivery of high-quality basic education. Central to this mandate is the responsibility of the department across all governance levels to conduct systematic educational research and studies as the foundational basis for evidence-based reforms and the formulation of responsive, effective policies. The Department of Education (DepED) advocates and fosters evidence-based programs and policies designed to elevate the standard of education for learners, while concurrently improving existing school policies to address the

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essential and pertinent needs of educational stakeholders. The MATATAG agenda, created by the Department of Education (2023), aims to address the fundamental difficulties in basic education, namely MA. Revise the curriculum to ensure its relevance in preparing individuals who are ready for employment, engaged in society, and accountable for their actions. Implement measures to expedite the delivery of the curriculum. The objective is to enhance the quality and accessibility of fundamental educational infrastructure and provisions. Ensure the well-being and proper education of learners: This encompasses promoting student well-being, implementing inclusive education, and establishing a conducive learning environment. Assist educators: The agenda prioritizes the implementation of professional development programs and the advancement of further benefits for teachers.

Practically, the MATATAG agenda involves implementing measures such as providing instructors with up-to-date teaching techniques, guaranteeing opportunities for professional advancement, and establishing support networks that go beyond academic assistance. This is a comprehensive initiative designed to enhance the school system and empower all those involved. Encapsulating one of the goals of the MATATAG agenda, it aims to support teachers with research-capability skills that may be applied in curriculum development, the creation of instructional materials, strategies, and techniques, and the enhancement of the pedagogy. These would lead to the goal of enhancing students' learning, developing their holistic formation, and promoting effective teaching and learning experiences.

In accordance with the national mandate under Department of Education (DepED) policies, all educators are expected to actively engage in research initiatives aligned with the stipulated Basic Education Research Agenda (BERA). Such engagement is not merely encouraged but required as a core component of professional accountability and evidence-based school improvement. Notably, Gen. Tomas Mascardo National High School (GTMNHS) has produced no documented research output in recent years—a critical gap identified during the validation of the Enhanced Basic Education Information System (EBEIS) as a priority area for institutional development. This absence underscores an urgent need to operationalize the national research mandate at the school level and transform policy expectations into tangible scholarly practice.

This study investigates the relationship between teachers' professional experiences and qualifications and their ability to conduct research. Its primary purpose is to develop a practical, evidence-based Research Development Program that can guide and assist teachers as they strengthen their skills and confidence in doing more effectively. The program is designed to help educators develop the skills, confidence, and motivation to engage in research that genuinely connects to their classroom work. When teachers become capable of researching independently, they can explore real challenges they face in teaching and learning. By conducting action research on their lessons, teaching methods, curriculum designs, and assessment strategies, they can generate insights that lead to genuine improvements in classroom practice. In this way, research becomes more than an academic requirement; it becomes a tool for professional growth, school improvement, and innovation in basic education.

2. Literature Review

The primary intent of producing research-oriented teachers was achieved through this study, which aims to strengthen the impact of research techniques training. This is particularly significant since teachers are increasingly motivated to utilize evidence-based methods.

Tamban ang Maningas (2020) emphasizes that capability enhancement programs should prioritize the evaluation of teachers' research and technical writing competencies. These fundamental skills enable DepEd teachers to function as effective community members who can foster empowered communities through sustainable programs encompassing higher professional pedagogy, research, extension services, and production programs. According to Caingcoy (2020), instructors demonstrated a modest level of research proficiency and a neutral stance towards it. Nevertheless, they remained strongly motivated to engage in research despite encountering considerable obstacles. The study also found a moderate ability to devise and implement action plans, as well as early signs of coaching expertise. Laguador and Soverano (2022) found that while teachers had a strong preference for positive research attitudes, they could not achieve this professional growth objective without support from school administration. The researchers recommend strengthening these attitudes through training and practical applications.

When discussing educational research, the term "attitude" is a complex concept. As Papanastasiou (2015) describes, it examines how individuals think, feel, and act regarding research, i.e., their beliefs, emotional reactions, and value judgments. Although this positive mindset is key to keeping teachers involved and motivated (Papanastasiou, 2015; Wong, 2019), it is only one part of what is needed. A good attitude alone is not enough to make a competent researcher. Teachers also require a solid understanding of research concepts, methods, and procedures. For research practice to become sustainable and meaningful for educators, we must therefore focus on building both the right mindset and the

right skills. The Department of Education (DepED) has stepped up to meet this need. They established the Basic Education Research Fund (BERF) in 2010 to provide direct financial assistance and formally supported it with DepEd Order No. 24.

However, this proposed research aims to address the level of research capability among faculty members at Gen. Tomas Mascardo National High School (GTMNHS), contributing to the filling of knowledge gaps regarding the capacity to conduct research and develop a school-based research training plan. The study used a descriptive developmental design, and the researcher gathered quantitative data to understand the aspects that influence the research capability construct and how they relate to one another.

This study draws its theoretical support from Bandura's Self-Efficacy Theory. The concept of Self-Efficacy, as proposed by Albert Bandura, was employed to establish an understanding of teachers' abilities to conduct research.

Bandura's Self-efficacy Theory, as discussed by Byron-Cox (2023), contends that an individual's belief in their own abilities is a central determinant of their motivation and the expectations they hold for future outcomes. This belief system is considered a key driver of goal setting, effort, and persistence. Bandura's Self-efficacy Theory posits that a person's belief in their own skills is a key driver for their motivation, persistence, and choices. Our study aligns with this: we found that teachers' self-confidence is a vital indicator of their ability to initiate and complete the research process. Guided by this insight, a Research Development Program was designed to strengthen faculty members' self-efficacy, thereby enhancing their overall research competence and productivity.

As regards the conceptual framework, this research paradigm was used:

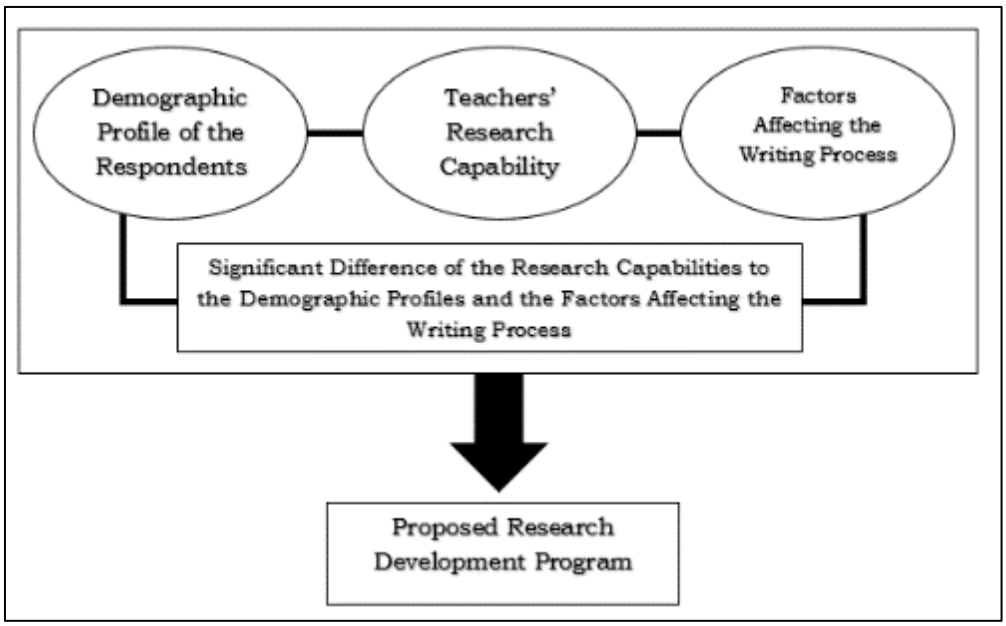

Figure 1 Conceptual framework

The research focused on identifying the demographic profiles of the respondents, the research capabilities of these teachers, and the factors that influence the teacher-respondents in writing research studies. Then, the teachers' research capabilities were tested to determine their significant differences in relation to demographic profiles and factors affecting the writing process. From that, the Research and Development Program was proposed.

2.1. Research Questions

This study addressed the following research questions:

- What is the demographic profile of the teacher respondents in terms of:
  - Highest Education Attainment
  - Number of years in the teaching profession
  - Teacher Rank/Designation

    - Written research in the current post
    - Number of training/workshops on research attended
- What is the level of teachers at GTMNHS to conduct research?
- What factors influence teachers in writing research:
    - Attitudes Toward Research
    - Motivation to Write Research
- Are there significant relationships between teachers' research capability and the:
    - Demographic profile
    - Attitude toward research
    - Motivation to write research
- What research development program can be recommended to address the gap found in the study?

2.2. Hypothesis

- **Ha:** There is a significant difference between the demographic profile, attitude toward research, and motivation to write research in terms of the research capability of teachers.
- **Ho:** The demographic profile, attitude toward research, and motivation to write research in the research capability of teachers are the same.

2.3. Scope and Limitation

This study assessed the research capability and influencing factors among 92 teachers at Gen. Tomas Mascardo National High School (GTMNHS) to inform the development of a research development program. This research also focuses on the teacher's attitude toward research and motivation to write research.

3. Research Methodology

The study employed a descriptive research design with the primary objective of examining the research capabilities of teacher-respondents in relation to two key influencing factors: their attitude toward research and motivation to engage in research writing. The study's findings served as the basis for designing a Research Development Program to address identified gaps and strengthen faculty research competence.

3.1. Sampling

The target population was all 122 teachers at Gen. Tomas Mascardo National High School (GTMNHS) for the 2023-2024 school year. The study used stratified random sampling to create a representative sample across different teaching experiences, academic fields, and qualifications.

3.2. Data Collection

A structured questionnaire served as the primary instrument for collecting quantitative data on teachers' qualifications and research capabilities. The tool was adapted from a previously validated instrument and further modified by the researcher, who added items tailored to the specific context and objectives of this study. The questionnaire covered areas such as academic background, professional certifications, teaching experience, prior research engagement, and perceived barriers to participation in research.

3.3. Ethical Issues Considerations

Ethical standards were strictly adhered to throughout the study. All participating teachers provided written informed consent after being fully briefed on the research's purpose, procedures, potential risks and benefits, and their right to withdraw at any time without consequence. To ensure confidentiality and anonymity, all collected data were de-identified: personally identifiable information was separated from responses and stored securely under restricted access. Results were reported exclusively in aggregated form, with no individual responses or identifiers disclosed, thereby safeguarding participants' privacy and upholding the principles of ethical research practice.

3.4. Data Collection

The research methodology employed a descriptive approach, utilizing a sample survey design to collect quantitative data from a defined population of teachers within the selected department at Gen. Tomas Mascardo National High School (GTMNHS). The researchers distributed the survey questionnaires to the respondents after obtaining permission

to survey the principal. Once the data were collected, they were statistically treated, analyzed, and interpreted. From the analysis, a research development program was recommended.

3.5. Data analysis

The study's first objective was achieved by applying frequency distribution and percentages to systematically categorize and quantify the respondents, providing a clear demographic overview. To assess respondents' capabilities, attitudes, and motivation to write research papers, the study employed measures of central tendency, specifically the mean (average), and measures of dispersion, including the standard deviation. The study employed inferential statistical techniques, specifically t-tests for binary demographic variables (such as gender) and ANOVA for multi-categorical demographics (including age, marital status, educational attainment, years in the teaching profession, designation, and number of research trainings attended) to determine significant differences in responses.

4. Discussion of Results and Recommendations

Table 1 The Faculty Members ' Demographic Profile

		f	**Percentage**
	25-29	27	29.35%
	30-34	25	27.17%
	35-39	14	15.22%
Age	40-44	11	11.96%
	45-49	8	8.70%
	50-54	4	4.35%
	55-60	3	3.26%
Sex	Male	25	27.17%
	Female	67	72.83%
	Single	36	39.13%
Marriage Status	Married	52	56.52%
	Separated	1	1.09%
	Widow	3	3.26%
	College Graduate	37	40.22%
	M.A. Undergraduate	42	45.65%
Educational Attainment	M.A. Graduate	8	8.70%
	Ph.D Undergraduate	4	4.35%
	Ph Graduate	1	1.09%
	0-3	32	34.78%
	4-7	18	19.57%
Number of years in	8-10	13	14.13%
Teaching Profession	11-14	17	18.48%
	15-18	3	3.26%
	19-22	9	9.78%
	Teacher I	66	71.74%
Teachers' Rank	Teacher II	15	16.30%

/Designation	Teacher III	9	9.78%
	Master Teacher	1	1.09%
	School Head	1	1.09%
	None	26	28.26%
Research Training	1-2	41	44.57%
Attended	3-4	12	13.04%
	5 and above	13	14.13%

Table 1 provides a comprehensive overview of the participants' demographic characteristics, detailing their age distribution, gender composition, marital status, highest educational qualifications, years of teaching experience, professional rank or designation, and the extent of their involvement in research training initiatives. The data show that the most significant proportion of respondents (29.35%) was aged 25-29, while the most minor proportion (3.26%) was aged 55 years and above. These results indicate that the faculty members are predominantly young. Regarding gender, 25 respondents (27.17%) were male and 67 (72.83%) were female. Regarding civil status, the majority were married, comprising 52 individuals (57%), whereas only one respondent (1%) reported being separated. Regarding educational attainment, the largest group (45.56%) was pursuing master's degrees, while only 1.09% had completed doctoral studies. In terms of teaching experience, the highest proportion of respondents (35% or 32 individuals) had been teaching for 0-3 years. The analysis of respondents' teaching experience showed that a small percentage (3%) fell within the 15–18-year range. Regarding professional designation, the data indicated that the most significant proportion, 66 individuals (71.74%), was categorized as Teacher I, while the most minor proportion, one individual (1.09%), was classified as Master Teacher I. Most faculty members who participated in research training attended 1-2 training sessions, accounting for 41 instances (44.57%), followed by 3-4 training sessions with 12 cases (13.04%).

The demographic profile of the respondents, as reflected in the data, indicates a predominance of young professionals in the early stages of their careers. Additionally, the majority of respondents have achieved a master's degree as their highest level of educational attainment. Our findings support what others have observed: early-career faculty are often primed to develop research skills. Tarigan and Wimbarti (2011) found that younger professionals bring a strong foundation to research training. This advantage is frequently credited to their active participation and an apparent enthusiasm for learning new things (Punia & Bala, 2021). Research capability is also influenced by educational attainment, as this predictor interacts with the knowledge and professional demeanor an individual has acquired (Berkowitz et al., 2017). Given the high educational attainment of the current respondents, the literature suggests that institutions should encourage these young faculty members to engage in professional development to further enhance their research aptitude and understanding (Zhao, 2017; Wong, 2019).

Table 2 Capability of Teachers in GTMNHS to Conduct Research

Statement	**Mean**	**SD**	**Verbal Description**
Recognizing pertinent issues for research.	2.70	0.72	Capable
Composing a well-structured introduction and rationale for my research.	2.51	0.86	Less Capable
Searching and synthesizing relevant literature and studies	2.55	0.83	Less Capable
Writing a conceptual and theoretical framework	2.43	0.80	Less Capable
Formulating precise and relevant research questions	2.53	0.80	Less Capable
Identifying the scope and limitations of my research.	2.68	0.81	Capable
Determining the valid sample to be used in my research	2.52	0.76	Less Capable
Developing a research instrument and the process of validation.	2.46	0.87	Less Capable
Choosing the appropriate strategy for gathering data or information about the topic.	2.49	0.79	Less Capable
Identifying the ethical issues and considerations in conducting research	2.63	0.86	Capable

Applying the appropriate statistical analysis for my study.	2.42	0.89	Less Capable
Analyzing the result.	2.60	0.93	Less Capable
Utilizing different statistical software for my research.	2.47	0.90	Less Capable
Interpreting research results judiciously and deriving implications from the findings.	2.52	0.83	Less Capable
Writing comprehensive summaries, structured conclusions, and recommendations.	2.58	0.87	Less Capable
Citing references in strict adherence to the guidelines.	2.59	0.92	Less Capable
Scale 1.00-1.74 Not capable; 1.75-2.49 Less capable; 2.50-3.24 Capable; 3.25-4.00 Very Capable			

Table 2 shows the research capability level of the respondents. It can be inferred that the highest mean of 2.70 is indicative of recognizing pertinent research issues. The teachers are inclined towards this, as it can be applied and practiced in various fields. Additionally, the respondents can also identify the scope and limitations of the research, with a mean of 2.68. The lowest score was for applying the appropriate statistical analysis for the study, with a mean of 2.42.

The data suggested that the respondents were less capable of researching, as they were unfamiliar with most of the research processes. This was parallel to the study of Caingcoy (2020), in which instructors possessed a moderate degree of research competence and maintained a neutral stance towards it. In his study, the respondents demonstrated a motivation to engage in research activities, but they encountered significant challenges during the research process. Additionally, they demonstrated a moderate level of proficiency in action planning. Also, they showed indications of aptitude in coaching.

The results suggest a critical need to enhance research productivity, particularly through increased engagement with scholarly publications. While the foundational knowledge and skills required for conducting research appear to be present among teachers, successful completion of studies is not guaranteed. This disparity implies that behavioral and psychological variables interact significantly with capability, thus playing a substantial role in hindering research completion.

This finding is also revealed in the study by Alumbro et al. (2015), who found that faculty members are less capable of statistical analysis and the dissemination of research works. Furthermore, practicing and applying what is being learned is much more meaningful as it impacts the development of skills and behavior.

Table 3 Attitudes toward research

Statement	**Mean**	**SD**	**Verbal Description**
Research is helpful for my career.	3.51	0.52	Strongly Agree
Research is connected to my field of study.	3.39	0.61	Strongly Agree
The skills I have acquired in research will be helpful to me in the future.	3.41	0.61	Strongly Agree
Research should be an indispensable part of my professional training.	3.27	0.58	Strongly Agree
Research courses make me anxious	2.71	0.70	Fairy Agree
Research courses scare me	2.61	0.84	Fairy Agree
Research courses are stressful.	2.86	0.75	Fairy Agree
The research course makes me nervous	2.65	0.75	Fairy Agree
The research course is challenging.	2.95	0.73	Fairy Agree
I enjoy my research course(s).	2.75	0.69	Fairy Agree
I love research courses.	2.76	0.70	Fairy Agree
I find research courses interesting.	2.95	0.69	Fairy Agree

Research courses are pleasant.	2.89	0.62	Fairy Agree
General Mean	2.98	0.68	Fairy Agree
Scale 1.00-1.74 Strongly Disagree; 1.75-2.49 Fairly Disagree; 2.50-3.24 Fairly Agree; 3.25-4.00 Agree			

As illustrated in Table 3, faculty members generally expressed a positive attitude toward research. The overall usefulness of research to the profession received a high General Weighted Mean (GWM) of 2.98, falling within the "Agreed" interpretation range. Analysis of specific items shows that teachers overwhelmingly perceive research as beneficial to their careers. The statement "Research is useful for my career" received the highest mean (M=3.51). Other high-scoring items supporting professional relevance included "The skills I have acquired in research will be helpful to me in the future" (M=3.41) and "Research is connected to my field of study" (M=3.39). In contrast, items related to anxiety received the lowest scores, such as "Research course makes me nervous" (M=2.65) and "Research courses scare me" (M=2.61). Overall, the high-scoring items confirm that teachers recognize the professional utility of research.

The present findings are consistent with those of Laguador and Soverano (2022), who also reported that teachers held a significantly favorable attitude toward the practicality of research and demonstrated a strong inclination to engage in research activities. However, Laguador and Soverano's respondents simultaneously exhibited a significant degree of anxiety regarding research. Furthermore, the previous study noted that teachers with only a bachelor's degree showed a markedly diminished inclination to value research compared to their counterparts with advanced degrees.

The evident positive research attitudes among teachers indicate a strong foundation that requires reinforcement through dedicated training and practical application to foster professional development. Crucially, the literature suggests that achieving research goals requires institutional commitment, as teachers are often unable to fully realize their research potential without robust support from the school administration.

Table 4 Motivation to write research

Statement	**Mean**	**SD**	**Verbal Description**
It enhances my chances for career promotion	3.43	0.60	Strongly Agree
It enhances my teaching efficiency.	3.37	0.72	Strongly Agree
My school head expects me to come up with action research by the end of the year	2.83	0.76	Agree
I want to interact with other teacher researchers.	3.08	0.68	Agree
It allows me to outrank other applicants (for promotion).	2.71	0.79	Agree
Most of my co-teachers have conducted or plan to conduct action research.	2.87	0.71	Agree
My school head will recognize my commitment to doing action research	2.83	0.62	Agree
I want to publish action research findings in research journals.	2.93	0.75	Agree
It is an interesting and meaningful educational practice.	3.20	0.63	Agree
I want to participate and be recognized in the research congress.	2.84	0.72	Agree
It allows me to come out financially ahead.	2.85	0.75	Agree
I want to demonstrate to my peers that conducting research is not as difficult as it may seem.	2.91	0.69	Agree
I have a passion for discovering new knowledge.	3.20	0.58	Agree
I feel empowered when I investigate and take action on classroom problems.	3.11	0.64	Agree
General Mean:	3.01	0.69	Agree
Legend: 1.00-1.74 Undecided, 1.75-2.49 Disagree, 2.50-3.24 Agree, 3.25-4.00 Strongly Agree			

As presented in Table 4, respondents generally agreed that they possess motivation for writing research, as reflected in a high overall mean (M = 3.01, SD = 0.69). Analysis of specific items revealed that extrinsic motivation related to career advancement was the strongest factor, with the statement "It enhances my chance for career promotion" receiving the highest mean score (M = 3.43, SD = 0.60). Conversely, recognition from school administration proved to be the lowest motivational factor, with "My school head will recognize my commitment to doing action research" scoring the lowest mean (M = 2.83, SD = 0.62).

The findings align with Ching (2022), whose study indicated that teachers are motivated to engage in academic writing primarily to document and accurately describe the effective teaching and learning strategies they have utilized. However, Ching also reported that this motivated group demonstrated only an average degree of overall research proficiency.

The high motivation scores confirmed that respondents acknowledged the professional importance of research writing. Beyond merely evaluating motivation, however, this study needed to analyze teachers' research proficiency. This dual assessment guided the researchers in developing a comprehensive schedule of activities specifically tailored for the research training and coaching program.

Table 5 The significant relationship between faculty members' research capability and their demographic, attitude toward research, and motivation to write research profiles

Independent Variables	**Dependent Variable**		
Demographic, Attitude toward Research, and Motivation to Write Research	**Research Capability**		
	Research Capability	***p-value***	**Remarks**
Age	0.06	0.56	Not Significant
Sex	-0.17	0.1	Not Significant
Civil Status	-0.08	0.45	Not Significant
Highest Educational Attainment	0.01	0.93	Not Significant
No. of years in the teaching profession	-0.06	0.59	Not Significant
Teacher rank	0.02	0.87	Not Significant
No. of research training	0.04	0.71	Not Significant
Attitude	0.27	0.008	Significant
Motivation	0.42	0.00027	Significant

Significant level at 0.05

Table 5 summarizes the significant relationships between faculty research capability and the three predictor sets: demographics, attitude toward research, and motivation to write research. Specifically, the analysis included seven demographic variables, including age, sex, civil status, highest educational attainment, years in the teaching profession, and teacher rank/designation.

Consistent with the findings of Caingcoy (2020), the teachers' research aptitude showed a substantial negative correlation with both age and total years of employment. This suggests that research aptitude tends to decline as instructors age and accumulate professional experience. Caingcoy further identified key factors—motivation to write research, the number of completed studies (productivity), and age—as crucial components of research competence. Ultimately, the study demonstrated that instructors' research aptitude can be assessed and anticipated based on their motivation, research productivity, and their age at initial engagement with scholarly inquiry.

The results indicate that the null hypothesis (H0) concerning the demographic profile was accepted, suggesting that demographic variables were not significantly related to teachers' research capability. Conversely, the alternative hypothesis (Ha) was accepted for both attitude toward research and motivation to write research, confirming that these factors do bear a significant relationship with research capability.

Table 6 Project STRAP (Strengthening Teachers' Research Ability Program**)**

Activities	**Description**	**Target date**	**Persons involved**
QATAME Orientation	30 minutes is required for the QATAME Orientation	August 5, 2024 (30 mins.)	M & E Associate
LAC Session 1: Introduction to Research Methodologies	Lecture on different research methodologies. *Objectives:* Write a conceptual and theoretical framework; Formulate precise and relevant research questions; Identify the right methodology for research questions; and Determining the valid sample to be used in my research;	August 19, 2024	Principal Teachers Invited Guest Speaker
LAC Session 2: Data Collection Techniques and Data Analysis	Lectures and Hands-on Training on Data Collection Techniques and Data Analysis *Objectives:* Develop a research instrument and the process of validation; Choosing the appropriate strategy for gathering data or information about the topic Utilize basic statistical software for my research.; and Applying the appropriate statistical analysis for the study	September 2024	Principal Teachers Invited Guest Speaker
LAC Session 3: Academic Writing and Reporting	Training on writing research proposals, citation, and referencing styles *Objectives:* Compose a well-structured introduction and rationale for the research; Search and synthesize relevant literature and studies; Write comprehensive summaries, structured conclusions, and recommendations; Cite references in strict adherence to the guidelines Analyze the result; and Interpret research results judiciously and derive implications from the findings	September, 2024	Principal Teachers Invited Guest Speaker
LAC Session 4: Presentation Skills	Presentation of research proposal by department or project (if possible)	October, 2024	Principal Teachers Invited Guest Speaker
LAC Session 5: Mentoring on Research Projects	Consultancy on approved research titles by the experts	October, 2024	Principal Teachers Invited Guest Speaker

Culminating Activity	Giving recognition to teachers	November, 2024	Principal Teachers
QATAME for the program Post-Evaluation.	A 60-minute program must also be given to QATAME for post-evaluation.	December, 2024	Principal Teachers

Table 6 presents the Research Development Program. This research development program was created based on faculty members' research capabilities, aligned with the MATATAG overview. From Table 2, statements "Applying the appropriate statistical analysis for my study" (2.42), "Writing a conceptual and theoretical framework" (2.43), "Developing a research instrument and the process validation" (2.46), "Utilizing the different statistical software for my research" (2.47), and "Choosing the appropriate strategy of gathering data or information about the topic" (2.49) are the five statements that garnered the lowest scores. The statements, along with those noted by the respondents as "Less Capable," were the main concerns of the faculty members of Gen. Tomas Mascardo National High School (GTMNHS) in Imus City, Cavite. If these difficulties are swiftly addressed, the school culture can be improved.

Given its comprehensive approach to resolving barriers to research completion, the Research Development Program can be conceptualized as an essential research facility. Accountability is built into the program through mandatory quarterly assessments and tracking, a process designed to verify its effectiveness in increasing output of research articles, publications, and citations (Salde and Mamaoag, 2021).

5. Conclusion

Employing a descriptive research design, this study revealed diverse demographic profiles among the teacher respondents at Gen. Tomas Mascardo National High School (GTMNHS). Quantitative analysis indicated significant limitations in research capability, with respondents demonstrating unfamiliarity with most research procedures. Despite these limitations, faculty members unanimously expressed positive attitudes towards research, acknowledging its practical value in their field and its importance to the holistic development of the learning process.

Statistical analyses yielded two key findings regarding research capability. First, no significant difference emerged when examined across demographic variables (highest educational attainment, years of teaching experience, rank/designation, current research output, and research training attendance). Second, significant differences were identified when research capability was analyzed in relation to attitude and motivation for research writing.

Conversely, at Gen. Tomas Mascardo National High School (GTMNHS), the Strengthening Teachers' Research Ability Program (STRAP) was introduced to help teachers enhance their practical skills at various stages of the research process. The program is designed to spark genuine research interest and encourage teachers to view it as a valuable and achievable endeavor in their own work. The program is designed to guide faculty teachers in building confidence as they create and carry out their own research, providing an opportunity to participate in a research conference organized by the Schools of Division Office of Imus City (SDOCI). By engaging in this process, teachers begin to recognize that research is not just an obligation in the school but a valuable tool that can enhance both their teaching practice and their overall professional development, ultimately leading to promotion as teachers.

To maintain this sense of engagement, faculty members should be encouraged to conduct continuous research through mentoring, collaboration with other faculty members in charge of research, and receive institutional support from the GTMNHS. As they become more curious and self-reliant, their skills naturally improve, and their work contributes to a stronger research culture within the school. In this way, the program not only enriches individual growth but also reinforces the spirit of learning and innovation across the institution. To ensure greater research productivity, education leaders at the division level and within public school research should consider these components in planning and implementing research capacity-building initiatives.

Recommendations:

This study recommends the following:

- Broaden Training Initiatives: Improve the STRAP by adding thorough and continuous training programs that encompass all research aspects, addressing faculty gaps in research procedures.

- Encourage Collaborative Research: Motivate educators to participate in joint research projects with peers or academic institutions, promoting a shared learning atmosphere and enhancing research skills through teamwork.
- Implement Incentive Programs: Establish a structured rewards system encompassing recognition awards, research grants, and career advancement opportunities to foster sustained teacher participation in research activities.
- Ensure Resource Accessibility: Provide teachers with essential research resources like academic journals, statistical software, and workshops on research methods to enhance their research capabilities.
- Implement Progress Monitoring: Set up a regular system for tracking and evaluating teachers' research progress, with feedback mechanisms to highlight improvement areas and celebrate achievements, fostering motivation and a positive research attitude.

Compliance with ethical standards

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Disclosure of conflict of interest

We, Ma. Jolina Nora Litan and Glore Vi Vinarao Gungog, the authors of this manuscript, affirm that there are no conflicts of interest associated with the content of this research. We confirm that this study was conducted unbiasedly, free from any financial or personal associations that could have influenced the interpretation of the results or the portrayal of the findings. In the event of any future conflicts of interest, we commit to promptly disclosing them.

Statement of informed consent

Before starting the study, we took the time to discuss with the faculty participants what would be expected of them. We explained that participation was completely voluntary and that they were free to stop at any point if they chose to, without it affecting their work, relationship with us, or the school in any way.

We personally discussed how their information would be managed, emphasizing that all responses would remain confidential and anonymous. All gathered data were carefully secured and used only for academic and research-related purposes.

We answered participants' questions thoroughly and gave them ample time to decide whether to participate. Each participant provided written consent before any part of the data collection began. Throughout the entire research process, we adhered to ethical research practices, meticulously recorded the consent process, and remained guided by the values of honesty, respect, and accountability at every stage of the study.

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Authors Short Biography

	Ma. Jolina Nora Litan is a dedicated university instructor, accomplished researcher, and inspiring leader in the field of education. With a Master of Arts in Educational Management and ongoing doctoral studies in Industrial Education Management at the Technological University of the Philippines, Manila. She has continually demonstrated her commitment to academic and professional excellence. Her extensive career includes serving as a Teacher III and Research Focal Person at Gen. Tomas Mascardo National High School (GTMNHS), where she played a pivotal role in guiding research initiatives and fostering a culture of innovation. As a proud member of the Division Research Enthusiast Advocates and Mentors (DREAM) Team, she has significantly contributed to enhancing the research capabilities of educators in her division, Also, having worked with renowned institutions like Hyundai Asia Resources Plant, Toyota Motor Philippines School of Technology and the Technology University of the Philippines Manila, and She specializes in Automotive Technology, Technical Education and Professional Education, showcasing her commitment to developing skills and knowledge in both students and professionals.
	Glore Vi Vinarao Gungog is an experienced educator specializing in Mathematics for secondary education. With a Bachelor of Secondary Education major in Mathematics from the University of Makati, where she graduated *Magna Cum Laude*, she has a strong academic foundation in teaching. She also holds a Master of Arts degree in Curriculum Development and Design from St. Paul University Surigao and earned units for a Master of Arts in Mathematics Education at the Philippine Normal University. Throughout her career, she has held various positions, including Senior High School Coordinator, Department Head of Mathematics, and Head of Instructional Services at St. Paul College of Makati. Currently, she serves as the Research Focal Person at Gen. Tomas Mascardo National High School (GTMNHS) and holds the position of Teacher III, where she plays a vital role in advancing educational research initiatives.