Needs, Motivations, and Abilities: *Exploring the Perspectives of Science High School Educators in Performing and Writing Research*

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Abstract

Education is a constantly evolving field, driven by the increasing demand for innovative teaching methods. Teachers, often seen as the cornerstone of education, assume a multifaceted role that extends beyond the classroom. They actively engage in educational research, contributing significantly to the advancement of teaching and learning. This study aimed to collect, analyze, and comprehend the perceptions of teachers at the Philippine Science High School-Ilocos Region Campus in conducting and writing meaningful research. Utilizing a quantitative research approach, the study includes twenty-five (25) teachers from the Philippine Science High School-Ilocos Region Campus as respondents. A researcher-developed survey questionnaire, designed based on existing literature, serves as the primary data collection tool. Key findings from this research reveal that: teachers tend to hold a relatively negative perception of research-related factors within their school environment; teachers maintain a positive stance toward research in their professional roles; teachers are intrinsically motivated by research in their professional development; teachers recognize the presence of research-related difficulties within their professional roles; teachers exhibit a strong aptitude for planning research-related activities; teachers demonstrate impressive writing skills in the context of research. In summary, this study sheds light on the perceptions and experiences of teachers engaged in research activities at the Philippine Science High School-Ilocos Region Campus. It highlights the nuanced dynamics of their involvement, from mixed perceptions of research support to their unwavering motivation and commendable skills in planning and writing research papers. This research provides valuable insights for educators and institutions seeking to enhance research engagement and productivity among their teaching staff.

Keywords: *abilities, competencies, motivation, educational research, survey research*

INTRODUCTION

Education is a dynamic field, constantly adapting to meet the increasing demand for innovative teaching methodologies. Within this landscape, teachers, often hailed as the bedrock of education, shoulder a multifaceted role that transcends the confines of the classroom. Their responsibilities extend into the realm of educational research, where they play a pivotal role in advancing teaching and learning.

Teachers embody more than the role of educators; they are also researchers who make substantial contributions to the improvement of educational practices. Their research endeavors serve as guiding lights, illuminating the path for both current and future classroom activities (Anwer, 2019). Moreover, research serves as a potent motivator for teachers, not only in upholding professional standards (McDaid, 2010) but also in seeking career advancement opportunities (Wong, 2009). The narratives of teachers engaged in research unveil a crucial dimension of their professional journey. These narratives reveal their experiences, challenges, motivations, and the transformative impact of their research pursuits on the teaching and learning landscape.

The competence of teachers stands as a pivotal factor in their ability to conceptualize and execute research papers. Assessing their research aptitude is vital for understanding their specific needs in research paper creation and composition (Manila et al., 2022). Additionally, their attitude towards research plays a pivotal role in broadening their comprehension of the research process (Maravilla, 2020). Encouraging teachers to actively participate in the production of research papers is indispensable for motivating them to undertake substantial studies (Han & Yin, 2016).

Furthermore, it is imperative to gain insight into the challenges they face in conducting research. Mere engagement in research is insufficient; it is equally crucial to delve into the intricacies of their struggles in research creation (Tindowen et al., 2019). Efficient research planning (Ramos, 2023) holds paramount importance for teachers to successfully execute their studies. Equally crucial is honing their writing skills (Graham & Alves, 2021) to discern the boundaries and limitations that can be addressed through capability training. Seminars and training programs centered on research play a significant role in enhancing teachers' abilities and skills in creating research papers (Lander et al., 2019).

The process of conducting and writing research is an integral requirement, especially for teachers holding the ranks of Special Science Teacher IV and V within the Philippine Science High School System (PSHSS). However, at the Philippine Science High School-Ilocos Region Campus (PSHS-IRC), it is evident that many teachers do not fully engage in research-related activities. Additionally, a significant number of teachers lack interest in conducting research, whether individually or collaboratively. These observations underscore the rationale behind this study. This study embarks on a comprehensive examination of the research competencies and skills of teachers, aiming to unravel the intricacies of their research skills, the driving forces behind their engagement in research, the impediments they encounter, and the tangible impact of their research efforts on professional growth and student outcomes. Precisely pinpointing teachers' experiences in conducting and writing research is essential to enrich and further develop policies that can effectively motivate them to undertake these tasks.

PROBLEM STATEMENT

The general objective of this study is to collect, analyze, and understand the perceptions of teachers at the Philippine Science High School-Ilocos Region Campus in conducting and writing meaningful research. The specific goals being focused on are as outlined below:
1. Determine the demographic profile of the study's respondents based on age; gender; highest educational attainment; and position.
2. Identify teachers' perceptions regarding support, attitudes, motivations, and difficulties in conducting research.
3. Assess teachers' perceptions of their ability to plan and write meaningful research papers.

RESEARCH METHOD

Research Design

This study employed a quantitative research approach, aiming to investigate causal relationships between variables, make predictive inferences, and extend the applicability of findings to broader populations. Furthermore, it seeks to establish fundamental principles governing behaviors and phenomena across diverse contexts, as noted by McLeod (2023). Additionally, the research employed a descriptive-survey research design, which involves the collection of information from a sample of individuals through their responses to structured questions, as described by Check and Schutt (2012). This research design offers flexibility in participant recruitment, data collection methods, and the use of various research instruments. Survey research can incorporate both quantitative and qualitative research

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strategies, or a combination of both, as explained by Ponto (2015).

Population and Study Locale

The study's participants were twenty-five (25) teachers from the Philippine Science High School-Ilocos Region Campus. The researcher applied stratified random sampling, as recommended by Parsons (2017), to select the teachers who would respond to the survey questions.

Instrumentation

The researcher utilized a researcher-made survey questionnaires, which was developed based on existing literature and could be completed within five to seven minutes. This questionnaire encompassed a cover letter, a consent form, and inquiries aligned with the research paper's objectives. It encompassed inquiries regarding the demographic backgrounds of the respondents, employed Likert scales, included 14 indicators related to teachers' research support, 11 indicators concerning teachers' research attitudes, 13 indicators focusing on motivations for conducting research, 13 indicators addressing challenges in conducting research, 12 indicators assessing research planning skills, and 10 indicators appraising research writing skills. Additionally, the researcher employed a researcher-designed interview guide to delve into teachers' experiences in crafting research papers. These instruments underwent validation by three expert teachers from the Philippine Science High School-Ilocos Region Campus and received a descriptive rating of "very much valid."

Data Analysis Method and Ethical Standards

In carrying out the study, the researcher developed custom survey questionnaires in adherence to ethical guidelines. The research goals and informed consent document were delineated, and these were verified by experienced educators. The survey questionnaires were disseminated to teacher participants, who responded to them via Google Forms. Mean and 4-point Likert scales were employed for the analysis of the collected data. The Likert scales were utilized to furnish descriptive insights into the data. The data collected from the respondents were ensured to remain confidential and were not used for any other purposes.

Table 1. *The Likert scale used in interpreting the support, attitude, motivation, and difficulty questionnaires.*

Point	Mean Range	Description
4	3.51-4.00	Strongly Agree
3	2.51-3.50	Agree
2	1.51-2.50	Disagree
1	1.00-1.50	Strongly Disagree

Table 2. *The Likert scale used in interpreting the planning and writing skills questionnaires.*

Point	Mean Range	Description
4	3.51-4.00	Highly Capable
3	2.51-3.50	Very Capable
2	1.51-2.50	Moderately Capable
1	1.00-1.50	Not Capable

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RESULTS AND DISCUSSION

In total, there were 25 teachers who participated in the study from the Philippine Science High School Ilocos Region Campus, and they are currently active in service. The table reveals that out of these teachers, 12, or 12%, fall within the age bracket of 20-29, 6, or 24%, are in the 30-39 age group, 5, or 20%, are in the 40-49 age group, and 2, or 8%, are in the 50-60 age group. As for gender, 8, or 32%, are male, while 17, or 68%, are female.

Table 3. *Demographic Profile of Respondents*

Demographic Profiles	Frequency	Percentage	Total
Age Range			
20-29	12	48%	
30-39	6	24%	**N=25**
40-49	5	20%	
50-60	2	8%	
Gender			
Male	8	32%	
Female	17	68%	**N=25**
Prefer not to say	0	0%	
Educational Attainment			
Bachelor	12	48%	
Masters	10	40%	**N=25**
Doctorate	3	12%	
Position			
Special Science Teacher I	3	12%	
Special Science Teacher II	6	24%	
Special Science Teacher III	6	24%	**N=25**
Special Science Teacher IV	5	20%	
Special Science Teacher V	5	20%	

In the same table, among the teachers, 12, or 48%, have completed their bachelor's degree, 10, or 40%, have attained their master's degree, and 3, or 12%, hold a Doctorate degree. In terms of their positions, it can be observed that 3, or 12%, hold the rank of Special Science Teacher I, 6, or 24%, are Special Science Teacher II, 6, or 24%, are Special Science Teacher III, 5, or 20%, are Special Science Teacher IV, and 5, or 20%, are Special Science Teacher V.

Perspectives on the support provided to teachers for performing and writing research

Table 4 presents the results of a survey or questionnaire with various statements or indicators related to research support and engagement in a school or academic setting. The table provides the mean scores for each indicator, which are accompanied by an interpretation and the corresponding rating scale.

Table 4. *Views regarding assistance in performing and writing research.*

Indicator	Mean	Interpretation
1. My campus supervisors support and encourage me to do research.	3.80	Strongly Agree
2. My workload is enough to conduct research.	2.20	Disagree
3. My school has a culture of research.	2.40	Disagree
4. My school has research agenda.	2.56	Agree
5. My school has access to journals, reference books, and sample	2.92	Agree

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Indicator	Mean	Interpretation
research.		
6. My school gives financial assistance in conducting research.	2.28	Disagree
7. My school hires experts to capacitate teachers to do research.	3.04	Agree
8. My co-workers help me to do research.	2.76	Agree
9. I have enough knowledge to conduct research.	2.88	Agree
10. I have sufficient time to conduct research.	1.60	Disagree
11. I have already written a research article.	2.44	Disagree
12. I have already published a research article.	1.80	Disagree
13. I am conducting research annually.	1.32	Strongly Disagree
14. I experienced submitting research article to journal.	1.88	Disagree
Grand Mean	**2.42**	**Disagree**

The grand mean at the bottom of the table is calculated as the average mean score across all indicators, resulting in a mean score of 2.42, which is interpreted as Disagree on the rating scale. Overall, these results suggest that there is a mix of positive and negative perceptions regarding research support and engagement within the school. While some aspects, like support from the supervisors ($\bar{x}$=3.80) and access to resources ($\bar{x}$=2.92), received more positive ratings, other aspects, such as workload and publishing research articles($\bar{x}$=2.20), received more negative ratings. This result was also noted in the study conducted by Ulla (2018), wherein he mentioned that one common challenge faced by teacher-researchers when conducting research is the absence of support from the school. This lack of support encompasses financial, logistical, and training assistance. The Disagree rating for the grand mean indicates that, on average, respondents tend to have a more negative perception of research-related factors in their school.

Perspectives on the attitudes of teachers when it comes to performing and writing research

Table 5 shows the results of a survey or questionnaire measuring the attitudes of teachers towards research. It includes various statements or indicators related to how teachers perceive research in their roles. The table provides the mean scores for each indicator, along with an interpretation and the corresponding rating scale.

Table 5. *Views regarding attitudes of teachers in performing and writing research.*

Indicator	Mean	Interpretation
1. Conducting research is useful to my teaching.	3.32	Agree
2. Conducting research is helpful to my students learning.	3.40	Agree
3. Conducting research is beneficial to me.	3.32	Agree
4. Conducting research is helpful to my school administrators in crafting policies.	3.48	Agree
5. Conducting research is interesting.	3.40	Agree
6. Conducting research is fulfilling.	3.48	Agree
7. Conducting research is fun.	3.16	Agree
8. Conducting research is stressful.	3.20	Agree
9. Conducting research is laborious.	3.48	Agree
10. Conducting research is time-consuming.	3.68	Strongly Agree
11. Conducting research is difficult to do.	3.28	Agree
Grand Mean	**3.38**	**Agree**

The data reveals an average score of 3.38, indicating a prevailing sense of agreement on the rating

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scale. In essence, these results imply that teachers generally possess favorable attitudes towards research. They express consensus regarding research's advantages for their teaching (average score of 3.32), its benefits for both them and their students (average score of 3.40), and its supportiveness of school administrators in policy development (average score of 3.48). Furthermore, teachers view research as engaging (average score of 3.40), personally fulfilling (average score of 3.48), and even enjoyable (average score of 3.16). Nevertheless, they do acknowledge that research can be demanding in terms of time (average score of 3.68) and occasionally induce stress (average score of 3.20). Nevertheless, the overall agreement rating for the grand mean suggests that, on average, teachers maintain a positive perspective on research within their professional roles. These findings complement the study conducted by Drill, Miller, and Behrstock-Sherratt (2013), which found that some teachers see research findings to validate educational practices.

Perspectives on the motivation of teachers when it comes to performing and writing research

Table 6 presents the results of a survey or questionnaire that assesses the motivation of teachers towards research. It includes various statements or indicators related to how conducting research impacts their motivation and professional growth. The table provides the mean scores for each indicator, along with an interpretation and the corresponding rating scale.

Table 6. *Views regarding motivation of teachers in performing and writing research.*

Indicator	Mean	Interpretation
1. Conducting research enhances my chance for career promotion.	3.60	Strongly Agree
2. Conducting research provides opportunities.	3.60	Strongly Agree
3. Conducting research qualifies me for incentives.	2.80	Agree
4. Conducting research qualifies me for rewards.	3.04	Agree
5. Conducting research widens my professional network.	3.64	Strongly Agree
6. Conducting research markets my professional research capabilities.	3.64	Strongly Agree
7. Conducting research improves my teaching capabilities.	3.56	Strongly Agree
8. Conducting research strengthens my research skills.	3.72	Strongly Agree
9. Conducting research understands the cause and effect of widespread social problems.	3.72	Strongly Agree
10. Conducting research provides opportunity for prestige.	3.36	Agree
11. Conducting research fulfills my teaching targets and expectations.	3.44	Agree
12. Conducting research answers my queries and curiosity about phenomenon.	3.72	Strongly Agree
13. Conducting research is a source of intellectual joy of doing some creative work.	3.64	Strongly Agree
Grand Mean	**3.50**	**Agree**

The overall grand mean of the indicators stands at 3.50, signifying an interpretation of Agree on the rating scale. In essence, these results strongly suggest that teachers exhibit high levels of motivation when it comes to research. They express strong agreement that engaging in research augments their career prospects (average score of 3.60), opens various opportunities (average score of 3.60), qualifies them for incentives (average score of 2.80) and rewards (average score of 3.04), expands their professional network (average score of 3.64), and enhances their professional capabilities (average score of 3.56). Additionally, teachers derive intellectual satisfaction (average score of 3.64) and a profound sense of fulfillment (average score of 3.44) from their involvement in research. The Agree rating for the grand mean implies that, on

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average, teachers are deeply motivated by research within the context of their professional roles. These findings align with those of a study conducted by Ulla, Barrera, and Acompanado (2017), which emphasized the importance of reducing teaching workloads, offering research incentives, and providing opportunities for career advancement. The teacher-respondents in both studies disclosed that a substantial portion of their time is allocated to classroom instruction, grading assignments, and lesson preparation, leaving them with limited time for research activities.

Perspectives on the difficulties of teachers when it comes to performing and writing research

Table 7 displays the outcomes of a survey or questionnaire designed to evaluate the obstacles that teachers encounter when conducting research. The survey consists of multiple statements or indicators that reflect the challenges faced during the research process. For each indicator, the table provides the mean scores, along with their interpretations based on a rating scale.

Table 7. *Views regarding difficulties of teachers in performing and writing research.*

Indicator	Mean	Interpretation
1. I have difficulty in identifying researchable topics.	2.68	Agree
2. I have difficulty in allocating time in conducting research.	3.84	Strongly Agree
3. I have difficulty in finding enough resources.	3.12	Agree
4. I have difficulty in writing the research paper.	2.92	Agree
5. I have difficulty in selecting the proper research approach.	2.56	Agree
6. I have difficulty in selecting the proper research design.	2.60	Agree
7. I have difficulty in selecting the proper research method.	2.52	Agree
8. I have difficulty in applying correct/most appropriate statistical analysis.	2.80	Agree
9. I have difficulty in finding related literatures and studies.	2.36	Disagree
10. I have difficulty in discussing results.	2.20	Disagree
11. I have difficulty in formulating hypothesis.	2.12	Disagree
12. I have difficulty in crafting my paper due to limited funding.	2.88	Agree
13. I have difficulty in finding experts/adviser to review my research papers.	2.76	Agree
Grand Mean	**2.72**	**Agree**

The average score of the indicators stands at 2.72, categorizing it as falling within the Agree range on the rating scale. In essence, these findings underscore the challenges that teachers encounter when engaging in research activities. They express strong agreement that time management (average score of 3.84) poses a significant hurdle, and they also grapple with difficulties related to resource availability (average score of 3.12), the process of writing research papers (average score of 2.92) and making decisions regarding research methods (average score of 2.52), design (average score of 2.60), and approach (average score of 2.56). While they acknowledge the existence of some obstacles, they tend to hold a different perspective on certain challenges, such as formulating hypotheses (average score of 2.12) and discussing research results (average score of 2.20). This issue aligns with the findings of a study conducted by Biruk (2013), which confirmed that only a minority of teachers conducted research studies due to a lack of research skills and expertise among teachers. (Kusmawan, 2022) Despite their positive attitude towards research, teacher-participants' involvement and contributions were reported to be minimal. Factors such as insufficient research knowledge, a lack of research training programs for teachers to enhance and cultivate their research skills, and a shortage of reference materials hindered their research endeavors. The Agree rating for the grand mean implies that, on average, teachers recognize the presence of these research-related difficulties within their professional roles, highlighting the need for support and resources to address these challenges effectively.

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Perspectives on the planning skills of teachers when it comes to performing and writing research

Planning is a crucial skill that holds value in all facets of life and is closely linked to the concept of being well-organized. Irrespective of the career path one embarks on, it's highly probable that planning and organization will rank among the foremost professional skills sought after by employers. McMillan and Schumacher's study (2010) proposed that the impact of information planning skills extends beyond the mere generation of research outputs to meet minimal research output requirements. Rather, these skills contribute to improved research outcomes by involving the interpretation and contextualization of institutional knowledge.

In table 8, it offers an evaluation of teachers' planning skills in the context of conducting research. It comprises a range of indicators or statements that capture various facets of the research planning process. The table presents the mean scores for each indicator, along with their respective interpretations, all aligned with the corresponding rating scale.

Table 8. *Views regarding planning skills of teachers in performing and writing research.*

Indicator	Mean	Interpretation
1. Setting the overall objective of the research to be conducted.	2.96	Very Capable
2. Crafting specific objectives.	3.16	Very Capable
3. Crafting measurable objectives	3.12	Very Capable
4. Crafting attainable objectives	3.12	Very Capable
5. Crafting result-oriented objectives	3.00	Very Capable
6. Crafting time bound objectives.	2.88	Very Capable
7. Creating Gantt chart to track research activities.	2.88	Very Capable
8. Identifying related literature and studies to be used in research.	3.24	Very Capable
9. Identifying research approaches	2.76	Very Capable
10. Identifying research designs	2.72	Very Capable
11. Identifying research methods	2.84	Very Capable
12. Gathering data for the study	3.20	Very Capable
Grand Mean	**2.99**	**Very Capable**

The results of the indicators reveal an average score of 2.99, which, according to the rating scale, falls squarely into the category of "Very Capable." In essence, these findings strongly suggest that teachers exhibit a high level of proficiency in their planning skills when it comes to conducting research. They excel across various dimensions, including setting clear objectives (average score of 2.96), formulating specific and measurable goals (average score of 3.16), identifying pertinent literature (average score of 3.24), as well as making informed decisions about research approaches (average score of 2.76), designs (average score of 2.72), and methods (average score of 2.84), along with adept data collection (average score of 3.20). The "Very Capable" rating for the grand mean signifies that, on average, teachers possess a strong aptitude for meticulously planning research-related activities.

Perspectives on the writing skills of teachers when it comes to performing and writing research

Table 9 shows the writing skills of teachers in the context of writing research. It encompasses various indicators or statements that evaluate different aspects of writing in the research process. The table provides the mean scores for each indicator, along with their corresponding interpretations based on a rating scale.

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Table 9. *Views regarding writing skills of teachers in performing and writing research.*

Indicator	Mean	Interpretation
1. Writing the title of the study	3.48	Very Capable
2. Writing the abstract of the study	3.24	Very Capable
3. Writing the introduction of the study	3.36	Very Capable
4. Writing the research questions/objectives of the study	3.20	Very Capable
5. Writing the methodology of the study	3.12	Very Capable
6. Writing the results and discussion of the study	3.16	Very Capable
7. Writing the conclusion of the study	3.24	Very Capable
8. Writing the recommendation of the study	3.36	Very Capable
9. Writing the references used in the study.	3.36	Very Capable
10. Writing ready-for-publication research paper	2.56	Very Capable
Grand Mean	**3.21**	**Very Capable**

The average score across all the indicators stands at 3.21, aligning with the Very Capable rating on the rating scale. In summary, these findings unequivocally demonstrate that teachers exhibit a high level of proficiency in various aspects of research writing. They excel in crafting titles (average score of 3.48), abstracts (average score of 3.24), introductions (average score of 3.36), formulating research questions/objectives (average score of 3.20), outlining methodologies (average score of 3.12), presenting results and discussions (average score of 3.16), drafting conclusions (average score of 3.24), providing recommendations (average score of 3.36), and citing references (average score of 3.36). It's worth noting that in Uy's study (2019), the task of composing the scope and limitations, as well as compiling references, was perceived by respondents as being of moderate difficulty. However, there is an opportunity for improvement in the specific area of preparing research papers ready for publication (average score of 2.56), as indicated by the lower score for this indicator. In essence, the Very Capable rating for the grand mean underscores that, on average, teachers possess impressive writing skills within the context of research, with a particular potential for enhancement in the aspect of preparing research publication.

Implications

The survey results from the Philippine Science High School Ilocos Region Campus offer several important implications for both educators and administrators within the institution: the diverse age groups and educational backgrounds among teachers indicate the importance of catering to the specific needs and expectations of different generations within the teaching staff. Tailored support and resources may be required to accommodate these differences effectively. The mixed perceptions regarding research support within the school highlight the need for clear and consistent communication between teachers and administrators. It's crucial to address concerns related to workload and research article publishing to ensure a supportive environment for research activities. The generally positive attitudes of teachers towards research suggest that they are open to further engagement. Schools can leverage this positive outlook to foster a culture of research and innovation. The high motivation expressed by teachers for conducting research presents an opportunity to align their research interests with school objectives. This alignment can contribute to teachers' professional growth and positively impact the institution. The acknowledgment of research-related difficulties, particularly in time management and resource availability, highlights areas where the school can intervene. Providing training, resources, and mentorship can help teachers overcome these challenges. The high level of proficiency in planning and writing skills is an asset. Schools can encourage teachers to share their expertise and collaborate on research projects, further enhancing the research culture. The lower score for writing research papers ready for publication suggests an area for targeted training and development. Providing guidance on publishing processes and standards can enhance teachers' research dissemination capabilities. By addressing the implications and taking these actions, the school can foster a more supportive and research-oriented environment, ultimately enhancing the professional growth and effectiveness of its teaching staff.

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CONCLUSIONS

In conclusion, the survey conducted at the Philippine Science High School Ilocos Region Campus with 25 active teachers has provided valuable insights into various aspects of their engagement with research. The demographic profile of respondents indicates a diverse range of age groups and a significant representation of female teachers. A notable proportion of teachers have attained higher educational degrees, and they hold various positions within the school. The findings related to research support reveal a mixed perception among teachers. While they strongly agree with the support from campus supervisors and the availability of resources, there is a clear disparity in their opinions on workload and publishing research articles. On average, respondents tend to hold a more negative perception of research-related factors in their school. Regarding attitudes towards research, teachers generally display a positive outlook. They agree that research is beneficial for teaching, student learning, personal growth, and school administration. (Kusmawan, 2018) They also find research to be interesting, fulfilling, and enjoyable, although they acknowledge its potential challenges in terms of time and stress. Teachers demonstrate high motivation for conducting research, emphasizing its potential for career advancement, networking, skill development, and intellectual satisfaction. These results indicate a strong motivation among teachers to engage in research activities. In terms of difficulties encountered during research, teachers face challenges related to time management, resource availability, writing research papers, and selecting appropriate research methodologies. However, they express less difficulty in areas like formulating hypotheses and discussing research results. On average, teachers acknowledge the presence of these research-related difficulties in their professional roles. Regarding planning skills, teachers demonstrate a high level of proficiency. They excel in setting objectives, crafting specific and measurable goals, identifying relevant literature, and selecting research approaches, designs, and methods. These findings suggest that teachers possess strong planning skills for research-related activities. Finally, teachers exhibit very capable writing skills across various aspects of research writing, including titles, abstracts, introductions, research questions/objectives, methodologies, results and discussions, conclusions, recommendations, and references. However, there is room for improvement in writing research papers ready for publication. Overall, the survey results paint a picture of teachers who are motivated to engage in research activities, possess strong planning and writing skills, and generally hold positive attitudes towards research. However, they do face challenges and disparities in research support within their school, indicating areas where targeted interventions and support could further enhance their research engagement and productivity.

RECOMMENDATIONS

Considering the conclusions, the following recommendations are hereby recommended:
1. Professional Development: Offer training and workshops to address specific challenges identified by teachers, such as time management, resource utilization, and research paper writing. These programs can empower teachers to overcome barriers to research.
2. Resource Allocation: Ensure equitable access to research resources and allocate time for research-related activities within teachers' schedules. This can help alleviate some of the challenges highlighted in the survey.
3. Mentorship and Collaboration: Facilitate mentorship programs where experienced researchers can guide those who are less experienced. Encourage collaborative research projects that leverage the strengths of individual teachers.

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4. Research Support Services: Establish a centralized support system that assists teachers in publishing their research articles, navigating funding opportunities, and accessing research materials.
5. Promote a Research Culture: Create a school-wide initiative to promote research engagement. Recognize and celebrate teachers' research achievements and contributions to the school's academic community.

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