RESEARCH WRITING COMPETENCIES OF TEACHERS: AN ANALYSIS

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ABSTRACT

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This study determined the research writing competencies of teachers at San Andres West District, SDO Catanduanes. Specifically, answers to the following questions were sought: (1) what is the profile of teachers in terms of (a) age, (b) gender, (c) marital status, (d) educational attainment, (e) teaching position and (f) research-related trainings attended? (2) what is the extent of mastery of research writing competencies of teachers (3) what are the motivating factors of teachers in writing research? (4) is there a relationship between profile and (a) extent of mastery of research writing competencies of teachers? (b) motivating factors? (5) what advocacy and dissemination plans are to be conducted to address the issues in research writing competencies of teachers?

This study used the descriptive-survey method. Analysis was facilitated through the use of frequency count, percentage, weighted mean, mean rank and chi-square test. In ascertaining the total number of respondents who participated in the study, simple random sampling was applied.

Findings revealed that 55 teachers out of the 128 respondents or 43% belong to the age bracket of 21-39, 54 of them or 42% of the respondents are with ages between 40-54 and 19 teachers or 15% of the respondents are 55 years old and above. Fifteen out of the 128 respondents are male while 113 are female. There are 33 teacher-respondents comprising 25.78% of the sample are single, 93 teachers equivalent to 72.65% are married and 2 teachers with 1.56% are widows. Twenty-three teacher-respondents comprising 18% of the sample earned their bachelor's degree, 101 teachers or 79% are with masteral units or have completed their academic requirements and only 4 of them finished their master's degree. There are 106 non-master teachers equivalent to 83% and

22 master teachers equivalent to 17% of the subjects. Twenty-two out of 128 respondents had training in action research writing, 15 of them were trained in basic research writing, and training in research statistics and research publication both recorded three trainees.

All 13 research competencies obtained a quantitative rating of “2” with a descriptive rating of “less mastered”. However, looking at the ranking of the weighted mean the first four competencies in the order of their ranking are, first, topic conceptualization and formulation; second, research questions and hypothesis formulation; three, selection of appropriate research design and methodology and fourth, sampling method and procedure. It was revealed as well that research report writing, paper presentation, utilization and application of research outputs and research publication on refereed journals are among the lowest in the ranks. These four competencies are the end part of the process to which necessary interventions can be formulated and provided to help teacher-researchers achieve the goals of their investigations.

These suggests that the teachers of San Andres West District in the Schools Division of Catanduanes at least possess the competencies to be able to write parts of both action and basic researches.

Of the 10 listed motivating factors, it obtained a weighted mean of 2.90 with a quantitative description of “3” and a descriptive rating of “moderately motivated”. Generally, teacher-respondents are moderately motivated to conduct research. It implies that while teachers possess less competence in research writing skills, they are well-motivated to conduct research.

The two major motivating factors of teachers are: (1) recommend possible solutions to address problems in the workplace and (2) apply intervention and innovation for the immediate resolution of problems in the grassroots level. On the course of data

gathering teachers raised suggestions that they be allowed to create an impact in addressing issues in the field through in-depth analysis or investigations which are beneficial to all stakeholders of the Department of Education particularly the pupils. It is further established, however, that teacher-respondents possess less motivation on: (1) present research in national and international fora and (2) publish research in the international refereed journals.

The results of the test of relationship between gender showed a computed value of 9.17 and tabular value of 9.49, for marital status its computed value is 11.19 with a corresponding tabular value of 15.51, for highest educational attainment its computed value is 6.19 with tabular value of 15.51, for teaching position the computed value is 6.81 with a tabular value of 9.49 and for basic research training its computed value is 8.44 with a tabular value of 9.49. The hypothesis that there is no significant relationship between two variables is accepted. This test result suggests that age, action research training, research statistics training and research publication training influenced the extent of mastery of research writing competencies of teachers.

The test of relationship between marital status and motivating factors obtained a computed value of 11.23 and a tabular value of 15.51, teaching position and motivating factors got a computed value of 5.68 with a tabular value of 9.49, action research training and motivating factors got computed value of 4.70 with a tabular value of 9.49, basic research training and motivating factors attained a computed value of 3.67 and a tabular value of 9.49, research statistics training and motivating factors reached a computed value of 2.48 and a tabular value of 9.49 and research publication training and motivating factors gained. The hypothesis that there is no significant relationship between two variables is accepted. This test result suggests that there is a significant relationship between age, gender and highest educational attainment and motivating factors.

Based on the findings, recommendations were offered. This basic research is funded through the Basic Education Research Fund Grant 2020 of Department of Education Regional Office V.

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JASJr.

RESEARCH WRITING COMPETENCIES OF TEACHERS: AN ANALYSIS

I. Introduction and Rationale

In the world of information, seeking for answers through inquiry is a must. Thus, it is through the systematic gathering of relevant information that people continue to seek progress and solve problems glaring at first hand which defines what research is all about (Naidoo, 2011).

Section 10, Article IV of the 1987 Philippine Constitution mandates that "the State shall give priority to research and development, invention, innovation, and their utilization; and to science and technology education, training, and services". This notion upholds the notion that research is considered one of the best strategies in acquiring new knowledge and skills for the improvement of the way of life in the country.

In consonance with this constitutional provision, Chapter 1, Section 7 of the Republic Act 9155 otherwise known as "Enhanced Basic Education Act of 2001" underscores the initiative and conduct of national educational research necessary for the improvement of education through the crafting of policies to solve widespread malady and provide necessary interventions to concerned teachers.

Basic Education Research Agenda of the Department of Education underscores four themes to focus on as regards the studies to be conducted pursuant to the existing provisions as mandated. These are: *teaching and learning, child protection, human resource development and governance* (See DepEd Order No. 39, s. 2016). Across the four major themes, teachers and school administrators have a wide dimension to choose from. Research endeavors are along policy formulation, improvement, and resolution of firsthand issues from the grassroots level.

Along with this mandate, records show that the San Andres West District public school teachers has no record of completed research or even proposals for approval by

the Division Research Committee for the past school year. Based from research management guidelines of the Department of Education every teacher particularly master teacher is encouraged and required to pursue educational research needed by the department.

With the above-mentioned dilemma in research writing, this study determined the research writing competencies and motivations of teachers at San Andres West District, Schools Division of Catanduanes.

II. Literature Review

Related Literature

The Department of Education's vision emphasizes that a learner-centered institution must continue to improve to better serve its clientele and stakeholders by supporting the different programs and activities. As such, research and development will help in determining the gaps in the implementation of programs, activities and projects along teaching and learning, child protection, human resource development and governance.

It is also mandated in the Department's mission that administrators and staff are stewards of the institution. It is their responsibility to nurture the learners, co-workers and the school for the betterment of the society. Research per se is the anchor of the whole educative process to which policies, strategies, standards and reforms are deeply rooted.

Pursuant to DepEd Order No. 16, s. 2017 entitled "Research Management Guidelines", the culture of research in the department should be strengthen through funding, partnerships and capability building. Quality research are produced via a strong background in research and support.

Abukari and Abubakar (2018) discussed that policy formulation and strategy implementation in the improvement of informed teaching practice and student learning is anchored on the principles of research. Its authenticity as to appropriateness and potential effectiveness lies within the heart of the teaching-learning process but has been deliberately argued by others to the extent of its derived essence.

The claim that educational research is of prime importance as depicted by the following research objectives; (1) seek answers through inquiry (academics); (2) policy formulation and sharing (policy makers) and (3) improved work practices for research practitioners (Alvarado, 2016). These objectives are towards improvement of education.

To pursue the goals of education, it should rely on the data-driven analysis of situations which lead to the very fundamentals of research called action research. It primarily answers the evident needs at the school level particularly in the classroom (Lim, 2007). Characterizing the essence of action research to be the most helpful form to classroom teachers, it should have clarity and significance of the purpose and objectives, quality of partnership, contribution to action research theory and practice, participative methods and process, actionability, developmental reflexivity and practitioner relevance and engagement (Bradbury et al., 2020). These characteristics are essential to the successful conduct of action research.

Strengthening research endeavor is necessary for the career progression of master teachers being stipulated to be one of their duties and responsibilities in the school, district, and division. To further enlighten our view on research writing, Bhakar and Sikarwar (2014) emphasizes that research is not a mere consolidation of information and review of related literature. A research paper's purpose is either to analyze a perspective or argue on a point supported by evidence and further readings to make your claim true. Empirical data is needed to discuss further and justify claims corroborated by studies similar or with resemblance to the variables contained in the study. Other relevant research may support the results of the study and giving a strong foundation to the results which cannot be questioned since it has followed the procedural undertaking.

Many higher education institutions around the world have established policies in converting university teachers to researchers. Universities are tasked to create teacher-researchers corresponding the demands of industrial revolution which happens rapidly from among top economic nations without barring the foundations necessary for progress of their citizens (Burns & Wesmacott, 2018).

Action research is more appealing focus to teachers because it only highlights their own practices at a classroom-level which are worth investigating for the purpose of either assessment, reinforcement, or achievement (Burns, 2014).

It was further argued that classroom-based research, action research in particular allows teachers to distinctively address issues in grassroots level while it further intensifies their professional growth since they can enhance their knowledge on a particular pedagogy, assessment, student developmental needs along teaching and learning process, motivations, infusion of new ideas and autonomy to better improve the educative process and most importantly the teaching practice of classroom teachers who cater to the day to day activities of learners (Atay, 2008; Banegas, Pavese, Velázquez, & Vélez, 2013; Burns, 2015; Hong & Lawrence, 2011 & West, 2011).

Borg and Sanchez (2014) explicitly discussed that while action research is a simple yet enormous process, questions may be raised as to how it is feasible for a teacher to conduct one since preparedness is at stake. Some aspects to be investigated are the technical assistance teachers will have, time constraints, access to support group of researchers, opportunities to sharing of results, integration to classroom practice, resources such as internet connectivity, and open educational resources. Thus, the next step would be research sharing through publications and presentations.

Furthermore, to publish research, it has to undergo a very tedious and time-consuming process wherein the research will be evaluated by experts from the different parts of the world. A systematic and comprehensive review of work from each of the parts of the research should be done. Details should be properly checked and undergo a verification process (Derntl, 2014).

Burns and Wesmacott (2018) argued that to encourage teachers to conduct research is through attendance to presentation and giving them the opportunity to publish their work with appropriate support be it technical or financial. In this case, a strong support

system is vital for the success of teacher-researchers. Support system means inclusive of all necessities vital for the research endeavor as an actual representation of the holistic development of every teacher-researcher.

Related Studies

The preceding studies have been found to have relationship to the present study.

Studies related to extent of mastery of research writing competencies of teachers

Abaro and Mariño (2016) clearly discussed that research is a skill needed by teachers in order to assess and provide intervention to their problems inside the classroom. Their study revealed important findings as regards capabilities of teachers in research writing. Results show that the teachers have average research writing skill. It also shows that the research writing skills are affected by sex, civil status, and research seminars/trainings. The age, position and highest educational attainment do not affect the writing skills of the teachers. This study is related to the present study as it also determined the research writing skills of teachers. The main difference between the previous and present study is that the previous study correlated the research writing skills with sex, civil status, research seminar/trainings, age position and educational attainment; whereas, the present study determined the profile of teachers, extent of mastery of research competencies, motivations and the relationships between profile and other variables.

Conducting research needs, a thorough preparation. Hence, such preparation to conduct research means a great challenge. Abelardo et al. (2019) stated that research hone the big picture of organizational development. Teachers who are the frontline service providers of the Department of Education, Philippines, need further support to be able to conduct research on their own. The issuance of the DepEd Order No. 39 series of 2016 opened the gateway of research for basic education teachers. It is now high time to

exemplify research in the field and use it to address issues and challenges at the school level. Their study depicts the picture of how high school teachers conduct action research focusing mainly along the challenges in research writing. It was revealed that the main challenge encountered by the teachers include insufficient seminar and trainings in research, heavy teaching loads, lack of clear role of teachers in the school to conduct research and business in their personal lives. In order to address this, recommendations were discerned such as encouragement to pursue higher or advance education to gain knowledge in research writing, workload of teachers should be lightened to have time for research, research development plan at the school level should be pursued and lastly, efficient cascading of research policies down to the school level. This study has a resemblance to the present investigation in terms of research design. Both studies have descriptive research designs to answer the research questions with the questionnaire as the main tool. Also, the two studies used frequency count and weighted mean in the interpretation of the tabulated responses. Notably, a difference in terms of variable is present. While the previous study focused more along profile of teachers, challenges, and the significant relationships between the two variables, the present study investigates not just the profile of teachers but the research writing competencies, motivations, and relationship between these three variables.

Akyürek and Afacan (2018) elaborated that the need for a background in research writing is necessary to come up with a quality paper. Their study discussed that many of the graduate students find difficulty in writing scientific research and formulating suggestions per se. This study uses a case study model. It used a semi-structured interview along problems met in writing scientific research, how to write recommendations in relations to the problems and experiences as regards scientific knowledge and skills. The suggestions include more time and practical work as regards research writing, and research courses or subjects. While it is more focused on the problems met in writing

research, the present study delves into more complex variables such as profile of the respondents, extent of mastery of research competencies, motivations and the relationship between profile and other variables. The latter as well used a descriptive research design with a questionnaire as the main tool in gathering data. However, the respondents are not the same, the previous study is focused on graduate students whereas the latter is focused on elementary school teachers.

It was explained by Basilio and Bueno (2019) the importance of training as an anchor towards successful educational research endeavor. They found out that many master teachers lack knowledge in research writing and few of them attended trainings, published research, and applied the results in the field of expertise. It was noted as well that many teachers have difficulty in searching, using, and evaluating information. Teachers also have a fair knowledge in crafting an experimental design including the development of instrument and statistical tools. The difference of the study is in terms of the variable. While the previous study focused on research skills and attitudes the present one is focused on profile of the respondents, extent of mastery of research competencies, motivations, extent of support of school administrators and the relationship between profile and other variables.

Caingcoy (2020) believes that to address organizational problems and issues research should be used because of its interdependence with important factors such as evidence-based practice, decision-making, policy formulation and program development. His study assessed the research capability of public school teachers in Malaybalay City, Bukidnon particularly the motivations, capabilities and action planning skills and determine the correlates, determinants and implications toward professional development. Findings revealed that teachers are slightly capable in conducting research with neutral attitude, motivated in research writing, had high level of difficulty along research processes and moderately capable in action planning. Notably, the results of test of relationship provides

that teachers had a low, negative but significant relationship with age and length of service which further defines that teachers' capability deteriorates as they age and accumulate more years in the service. It was also emphasized that research capability can be determined and predicted by how they are motivated with their work. It used descriptive, correlational, and explanatory designs with a questionnaire as the data gathering instrument. Also, data were analyzed using descriptive and inferential statistics. This study is similar to the present study in terms of research design and tool used in gathering relevant data. Both studies used descriptive research designs. The variables investigated were similar. Both studies focused on capability or competence and motivations. However, a difference was noted. While the previous study focused along capability, motivations and action planning skills, the present study focused on determining the profile and its relationship to the research writing competence and motivations.

One of the functions of higher education institutions is to conduct research. Thus, every faculty regardless of academic rank is mandated to do research along with other duties and responsibilities. Considering the foregoing attribute, Cocal, Cocal and Celino (2017) assessed the factors that affect the research productivity of faculty at a state university in Pangasinan, Philippines. Their study revealed that research productivity of faculty is very low, wherein only 46% of them conducts research, 25% have already presented in various research for a and 8.33% have research published in refereed journals. Generally, faculty member possesses moderate knowledge and skill along research processes. This was further attributed to insufficient financial resources, heavy teaching loads and more duties and responsibilities to attend to in the institution. This study is related to the present study in terms of research methodology. Both studies used descriptive survey design using questionnaire as its main toll for data gathering. Also, both studies used frequency counts and percentage in the interpretation of data. However, there is a great difference along variables covered by both studies, while the previous

study focused on profile, research productivity, level of knowledge and skills and factors affecting research productivity, the latter focused along research writing competencies, motivations and relationships between the variables.

Research is used as an instrument for progress and development of societies around the world. Hence, gathering data to answer various inquiries in our society is important to properly address issues at hand. Dullas (2020) investigated the outcomes of quantitative research writing of junior high school mathematics teachers at a school's division in Nueva Viscaya, Philippines. Combination of qualitative and quantitative methods were employed in determining the research focus. Quantitative design utilized descriptive research method in describing the research profile while qualitative design was utilized during the actual research writing performance. Their study presented that majority of the respondents lack academic preparation as to research writing, had never written any undergraduate and graduate studies theses, insufficient professional development in research involvement activities and with less teaching loads. Furthermore, it was revealed that teachers' prerequisite knowledge and skills in research writing has not been acquired and developed. Therefore, it was suggested that an intervention program needs to be undertaken to improve the research capabilities of teachers. This study is similar to the present study in terms of variables and research design. Both studies investigated the profile of the respondents together with the research methodology using quantitative design. However, the present study focused more research writing competency, motivations and relationships between profile and other variables. Also, the latter did not use qualitative research design as to gathering the relevant information or data needed.

As reported by Gonzales et al. (2020), educational research is essential for various reforms and transformation in the education sector. Thus, implications of the conduct of research along investigating facts, solutions and relationship to various phenomena are vital. Their study focused on describing the characteristics of respondents, level of

research capabilities and dissemination, and research management support. Descriptive method was the design of the study and descriptive-inferential statistics was used to interpret the significant findings. Stratified sampling method was used which drawn 218 respondents from a population. Findings revealed that (1) those teachers with higher educational qualifications and have attended national trainings have improved research skills and are more knowledgeable in the research process and dissemination, (2) respondents are moderately capable in research writing capabilities and research dissemination, and (3) the level of research capabilities was significantly correlated with their educational qualifications and trainings. This study is similar to the present study in terms of research design and variables covered. Both studies used descriptive research design and questionnaire as their main toll in gathering relevant data. Variables are similar as well including profile and research writing capabilities or competence together with the relationships between the two variables. However, a slight difference is noted in the variables covered. The present study also delves in motivations of teacher-respondents while the previous study had none.

Action takes reaction as preparedness is to outcomes. In line with research writing analysis, Morales, Abulon, Soriano, David, Hermosisima & Gerundio (2016) predominantly discussed that action research is the main tool to assess learners and students' academic standing and performance in the classroom activities. Together with the effects of pedagogy, assessment, and parental involvement. As such, it is imperative to note how action infused by teachers inside the classroom setting plays a significant role in assuring that quality diagnosis reciprocates quality intervention. Their study focused along assessing the teachers' conception along with the needs in action research. The respondents of their study are selected Science and Math teachers in the capital city of the Philippines - Manila. Using surveys and interviews, the significant data were gathered. Teachers posed a moderate level of difficulty along conduct of action research. It was

revealed that many teachers lack mastery of necessary competencies along research writing such as data organization, statistics, searching relevant literature and drafting reports. Given the results interpreted, it was strongly recommended to conduct action research training or capability building. This study is similar to the present since both delved in determining the capacity of teachers along research competencies. However, they became different in terms of one variable which is the conception which was not covered by the present study since it focused along profile of the respondents, motivations, extent of support of school administrators and the relationship between profile and other variables. While the previous study focused more on surveys and interviews the present study used descriptive survey method using a questionnaire as the main tool for data gathering.

In line with the research purposes, Nasser-Abu Alhija, & Majdob (2017) established in their study the relationship of productivity and their academic background as regards research writing including the attitudes, characteristics, motives, obstacles and time allotted for research. Sampling technique was done, and 161 teachers were randomly chosen. There was a 37.2% variance in research productivity among the indicators including academic degree, administrative position, rank, and desire to learn research and insufficient research competence and self-confidence. It was recommended that when hiring teachers, the indicators should be taken into consideration together with the professional development plan. This study has a resemblance with the present study as it both delve on determining the professional competence of teachers in relations to research writing. Sampling technique was also done from among the huge population of respondents. The only difference done is the statistical treatment. For the previous study, it used Analysis of Variance while the present study used mean, frequency count, rank and percentage. Also, the respondents for the previous study were teachers in the tertiary level while the present study focused on the elementary school teachers.

Şahan & Tarhan (2015) explained that scientific skills are increasing its complexity towards determining the issues and provide necessary intervention as an outcome of research. This means that in order to catapult a research practitioner one must be equipped with necessary knowledge and skills with emphasis on attitudes towards work to be done. Their study examined the scientific research competencies of prospective teachers and their attitude towards doing research in the field. The investigation used the "Scale for Identifying Scientific Research Competencies" which was developed by Doğan, Albayrak and Acar in 2007 and "Scale for Identifying the Attitude" originally developed by Papanastaiou in 2005. Findings revealed that the research methods course had no significant effect in acquiring scientific research writing competencies and that it has a negative effect on the attitudes of the prospective teachers. This study is similar to the present study in terms of variable and research design. Both studies used descriptive research design and determined the research skills. However, both studies differ in two aspects: one, which the latter did not use experimental research method and two that its focus is to assess the profile of teacher respondents, mastery of research writing competencies, motivations and the relationship between the profile and other variables.

As an instrument of societal transformation, research crosses borders and engulf the social, cultural, political, and economic dimensions of nation-building. The higher education institutions as the epitome of advanced education are then carrying not just academic excellence virtue but quality research outputs to be used in helping the society to be abreast with the trends and apply industrial progress across all disciplines (Salom, 2013). Their study focused along determining the research capability of faculty members at a state university. They investigated the level of competence of faculty members along identified research areas, degree of seriousness of problems encountered, level of competence of faculty members in using specific statistical measures and if the level of research capability is affected by academic rank, highest educational attainment, and

teaching load. Findings revealed that faculty members of the state university showed capability along areas pf research processes and obtained a competent level in using specific statistical measures. Likewise, a significant difference is noted as to the academic rank, educational attainment and teaching load related to the research capability. This study is similar to the present study as both figured out the competence of faculty and teachers along specified areas of research processes. Furthermore, research designs of both studies are descriptive in nature. However, while the previous has a focus in gauging the problems encountered, the latter focused merely along profiling of respondents (age, gender, marital status, educational attainment, and research-related trainings), motivations and the relationship of profile to other variables.

Research is a strong weapon to solve societal and national problems which gears the programs, activities, and projects towards nation-building. Hence, man, generally become more progressive as they utilize scientific and factual data based on research endeavor. Tamban and Maningas (2020) further discussed in their study the determinants of capability of teachers in writing research particularly those at the basic education sector. They investigated the research technical writing skills which become the basis for research capability building of the teachers limited to one school. Results showed that teachers are moderately capable of writing research. Also, it was upheld that there is no significant relationship between the profiles of teachers and the research writing capability except from the highest educational attainment which showed significant relationship with research capability of teachers. From the results suggestions given include conducting an intensified research capability building to all teachers in the school. This study used descriptive correlational design which used mean, standard deviation, Pearson r and Chi square test. The main tool for gathering the data is a survey questionnaire using purposive sampling procedure as well. The resemblance between the two studies is on using a survey questionnaire as the main tool for gathering the data. Also, the main objective of

the study is similar to the present since both determined the research capability or competence. Notable differences were present as well. While the previous study used descriptive correlational method, the present study used descriptive survey method.

Wong (2019) provided a deeper understanding of how master teachers delve into research writing. It was found out in their study that master teachers are incapable of research writing along the three dimensions including: process, utilization, and dimension. A notable correlation between research capability and variables such as age, length of service, teaching position, and training needed, and research conducted and projects. The resemblance with the two studies is the methodology of using descriptive survey design. However, the difference is on the correlational method used by the previous study while the present study used descriptive survey method with a questionnaire as the main tool.

Studies related to motivating factors

Caingcoy (2020) believes that to address organizational problems and issues research should be used barely because of its interdependence with important factors such as evidence-based practice, decision-making, policy formulation and program development. Their study assessed the research capability of public school teachers in Malaybalay City, Bukidnon particularly the motivations, capabilities and action planning skills and determine the correlates, determinants and implications toward professional development. Findings revealed that teachers are slightly capable in conducting research with neutral attitude, motivated in research writing, had high level of difficulty along research processes and moderately capable in action planning. Notably, the results of test of relationship provides that teachers had a low, negative but significant relationship with age and length of service which further defines that teachers' capability deteriorates as they age and accumulate more years in the service. It was also emphasized that research capability can be determined and predicted by how they are motivated with their work. It

used descriptive, correlational, and explanatory designs with a questionnaire as the main tool for data gathering. Also, data were analyzed using descriptive and inferential statistics. This study is similar to the present study in terms of research design and tool used in gathering relevant data. Both studies used descriptive research designs and a questionnaire in data gathering procedure while using descriptive statistics. Correspondingly, variables covered were similar. Both studies focused on capability or competence and motivations. However, a difference was noted. While the previous study focused along capability, motivations and action planning skills, the present study focused on determining the profile and its relationship to the research writing competence and motivations.

Work motivations has been gaining international academicians' interest in terms of research. This issue posed a highly significant area that should be investigated simply because of its implications in the didactic career of teachers both in the public and private sector. Claudia (2015) determined the role of motivations in the holistic development of teachers' career as a basis for future studies and policies to be formulated for their benefit. Findings of their study revealed that teachers' motivations include humanistic, professional, and work conditions. In terms of (1) humanistic aspect, teachers are motivated to work with children, transmit knowledge through teaching-learning process, and desire to give children equal opportunity to access education; (2) professional, it includes distinction in the teaching profession, exercising profession they feel passionate and (3) work conditions, it include working in a place full of cooperation and perform an evolving and demanding job. It used a qualitative research design using the review of related literature as the main methodology. This study is similar to the present study in terms of the main and lone variable focused – teacher motivations. However, a major difference is noted. While the previous study is purely qualitative, the present study is quantitative in nature. Also, the variables used are different. While the previous study

focused on motivations alone, the present study focused on profile of teachers, extent of mastery of research writing competencies, and the relationships between variables.

The works Juliano & Zabala (2019) discussed that teachers are given various work in relation to their practice of the profession. Teachers are vested with tasks starting from conduct of classes, preparation of lesson and audio-visual materials, evaluation of learners' written works and performance, classroom management and research. Their study aimed to determine the level of teachers' engagement in research writing, factors influencing their engagement experiences, training needs, and implications of teachers' engagement to teaching function and professional growth and development. Methodology employed was case analysis type of qualitative research. It used stratified sampling method. Data gathering instruments used were questionnaire, interview guide and journal writing form. Findings revealed that the level of engagement of teachers in the conduct of research is high, moderate, and low in the primary and intermediate levels individually – but not in both grade levels. Reasons why they conduct research include promotion and higher salary. Their problems in doing research include time constraints, heavy workload, low research skills and financial aspects. This study is similar to the present study in terms of variables such as research engagement and motivations. The present study, however, focused on profile of teachers and the relationship between variables which is not covered by the previous study. Research design is completely different. While the previous study is qualitative in nature, the present study is purely quantitative.

Narbarte & Balila (2018) argued that while there is a massive expansion to access to higher education in the Philippines, Filipinos, lag behind other nationalities in terms of skills developed including research. A challenge was at the forefront of higher education system including the balance between demand and quality and achieving strengthened research. Their research focused on research involvement and motivations of faculty members in research and research-related activities. It used descriptive method with a

combination of qualitative-quantitative approach using a questionnaire as the main tool for data gathering. Findings exhibited that the top five research involvement of respondents were being a member of the panel in the oral defense, supervision of undergraduate thesis, mentoring, self-enrichment in the areas of research writing, and paper presentation in national and international conferences. On the other hand, motivations of respondents are research utilization, personal satisfaction, expansion of network, research capability programs and support from administration. This study is similar to the present study in terms of research design and motivation as one of the variables covered. A minor difference is noted in the variables covered wherein the present study delve into the profile of teachers, research competence and relationship between variables.

Research writing for teachers is easy if they are motivated and guided in the whole process. Ulla, Barrera & Acompanado (2017) gauge the teachers' perceptions, motivations, and challenges experienced along research writing. It was found that they have a positive perception as regards research writing including the benefits to their students. Promotion anchored with successful research is the ultimate motivating factor for teachers. Challenges posed in the study include lack of background knowledge in research, heavy teaching load and lack of financial support. Attending research training, receiving incentives and lighter teaching load are among the perceived need of teachers. This study is related to the present study in terms of variable particularly the motivating factors. The only difference is that the present study gauged the profile of the respondents, extent of mastery of research competencies and relationship between profile and other variables.

Research as a work of art is done for the very purpose of sharing knowledge, ideas and skills among others. Zain et.al. (2011) clearly explained the motivations of researchers in their country particularly those who have published in international refereed journals.

Their study focused along determining the motivations of higher education learning institutes' lecturers in research and publications. This study used interviews such as face to face, via phone and email to gather relevant data for the intention of the study. It was that researchers' motivation includes deep interest in writing research, produce high-quality research and publish works in international refereed journals. This study has a resemblance in the present study because both are focused on motivations in writing research. The differences between the two studies include: different variables covered, present study focused on extent of mastery of research competencies, extent of support of school administrators and the relationship between profile and other variables while the previous is only focused on motivations. In terms of respondents, present study covered elementary school teachers while the previous study involved faculty of the higher education institutions and research design, present study used descriptive research survey while the previous study used face to face interviews and interviews through phone calls and email.

Studies to relationship of profile and extent of mastery of research writing competencies of teachers

As reported by Gonzales et al. (2020), educational research is essential for various reforms and transformation in the education sector. Thus, implications of the conduct of research along investigating facts, solutions and relationship to various phenomena are vital. Their study focused on describing the characteristics of respondents, level of research capabilities and dissemination, and research management support. Descriptive method was the design of the study and descriptive-inferential statistics was used to interpret the significant findings. Stratified sampling method was used which drawn 218 respondents from a population. Findings revealed that (1) those teachers with higher educational qualifications and have attended national trainings have improved research

skills and are more knowledgeable in the research process and dissemination, (2) respondents are moderately capable in research writing capabilities and research dissemination and (3) the level of research capabilities was significantly correlated with their educational qualifications and trainings. This study is similar to the present study in terms of research design and variables covered. Both studies used descriptive research design and questionnaire as their main toll in gathering relevant data. Variables are similar as well including profile and research writing capabilities or competence together with the relationships between the two variables. However, a slight difference is noted in the variables covered. The present study also delves in motivations of teacher-respondents while the previous study had none.

It was emphasized that the need for action research in addressing issues in respective classrooms within the school plays a vital role towards delivery of educational excellence. Pati (2014) reported that there is a significant relationship between teachers' perception and capability to undertake research. The perceptions as regards research writing greatly influence their capability. About 92.55 % of the other factors influence the capability but not covered with the study and only 7.45% of the perception affects their capability. The previous study has a resemblance with the present study in terms of focus as it gauges the capability of teachers to write research. A notable difference was seen in terms of the test of significant relationship which was not used by the present study.

Studies related to relationship of profile and motivating factors

In the works of Heidarian (2020) even in the healthcare management, employees' motivation is essential in its improvement, but motivations are a key problem. Their study focused on factors affecting the motivations of healthcare workers in Mazandaran, Ghaemshahr and the relationship of demographic characteristics and employee

motivations. Respondents of the study include all healthcare professionals and employees of selected hospitals in the Social Security Organizations (SSO). Descriptive correlational method was employed with a questionnaire as the instrument. Results show that there were significant relations regarding age, marital status, hiring, gender and length of service with motivations. Also, there were significant relations with hire status and degree with advancement and other variables. There were significant relations between marital status, gender, length of service and age with other variables. This study is similar to the present study in terms of design and variables. Both studies employed descriptive method and a questionnaire for gathering the data. Similar variables were covered by both studies; that is, profile and motivations with emphasis on their relationship. However, a slight difference is noted in terms of respondents, variables, and sampling procedure. While the present study covered teacher-respondents, the previous study covered healthcare professionals. The present study used simple random sampling in selecting respondents while the previous study used total enumeration. Lastly, the lone variable not covered by the previous study is the research competence while it is evident in the present study.

It was maintained by Hitka (2018) that one of the main tasks of an employer is to ensure that their employees are motivated to work and improve their performance. Thus, investment in human capital motivation plays a significant role in the overall performance of the organization. Their study focused on the dependencies of education and gender-based differences with the motivations. It used a descriptive-correlational research design using a questionnaire as the main tool for data gathering. The relationships of variables were interpreted using chi-quadrate tests. Findings disclosed that both genders have the same level of motivations. Also, educational attainment influence motivations of respondents. This study is similar to the present study in terms of research design and variable covered with emphasis on relationships. Both studies used descriptive research design and a questionnaire as the main tool for data gathering. But, a slight difference in

statistical treatment was used as the previous examination emphasized chi-quadrate test in the relationships of variables, the present study used chi-square test. In terms of variables, the previous study delves only on the relationship of education and gender with motivations while the present study focused on profiling of age, trainings and position and research competence.

Igbafe and Ogonor (2019) expounded those motivations of teachers are essential towards the success of schools in Nigeria. Teachers should realize their vital role in the educational systems to provide a strong impact to the society. Their study examined the effects of teachers' age, gender, marital status, and teaching experiences on work motivation of teachers. The study used descriptive-correlation method in ascertaining the relationship between variables. In terms of sampling technique, it used a multi-stage sampling technique involving stratified, random, and purposive respectively. Findings revealed that teachers are poorly motivated to work which is attributed to the problems met by the teachers such as promotion, social needs, career development, recognition, service, and availability of facilities. It was further emphasized that among the four demographic variables only age has significant relations with the work motivations. This study is similar to the present study in terms of design and variables investigated. Both studies used descriptive research design using a questionnaire as the main tool for data gathering. Significantly, demographic characteristics and motivations were covered by both studies including the relationships of variables. However, a slight difference was noted. The present investigation focused on extent of mastery of research writing competencies which is not covered by the previous study.

Weberova (2017) expounded that people spent more of their time working to earn money sometimes failing to be motivated for self-appreciation of their talent skills. Part of organizational development is the employee's welfare through improvement of their

motivations. Their study investigated the age and gender motivating differences of workers. Variables covered include demographic characteristics and qualifications of workers and work motivations. Research design used was descriptive and a questionnaire is the main tool for data gathering. Findings unveiled that the topmost motivating factors of workers is the base salary. Both genders have the same level of motivations in the preferences include are good working team and atmosphere in the workplace. This study is similar to the present study in terms of research design and variables investigated. The studies both delved into determining the demographic characteristics of respondents, motivations, and the relationship between them. However, a minimal difference is noted in terms of variables covered. The present study focused on research writing competence which is not covered by the previous investigation.

Work motivations of teachers is the main factor affecting the quality of education (Wiyono, 2016). If teachers are motivated, then optimal work performance can be seen to them as reflected in their day to day activities. Their study determined the differences of work motivations of teachers based on gender, age, educational level, work duration, rank, and school level. Simple random sampling technique was used in ascertaining the number of respondents to be involve in the study. Descriptive research design was employed using a questionnaire as the main tool in data gathering. Descriptive statistics, *t*-test and analysis of variance was used to interpret the results of the investigation. Findings exposed that there was no significant difference between the work motivation of teachers in terms of gender, age, educational level, work duration, rank, and school level. Also, it was explained that further studies should be done along work motivations of teachers. This study is similar to the present in terms of research design and variables covered. Both studies used descriptive research design. However, in terms of statistical treatment there is a slight difference wherein the present study used frequency count, weighted mean, mean rank and percentage which is not used in the previous examination. Variables

covered also was seen with difference. The current investigation presented results for research competence which was not covered in the previous study.

Human capital work motivations essentially drive the educational systems improvement and standing in the world arena (Yemesi, 2013). It was established in their study the influence of gender, age, training, and experience to work motivations of teachers. Their study primarily investigated how demographic variables significantly influence one's motivations towards work execution. Descriptive research design was employed with survey as the main method of data gathering and a questionnaire as the main tool. Stratified proportional random sampling was used to ascertain number of respondents to participate in the study. Data were analyzed using frequency counts, percentage, and *t*-test. Results disclosed that there were no significant difference male and female, trained and untrained and experienced and inexperienced teachers. However, a significant difference in the young and old teachers' motivations was noted. It was concluded that teachers' motivations are poor, and their motivations should be improved. This study is similar to the present study in terms of research design and variables covered. It was noted that both investigations used descriptive research designs and descriptive statistics was used to analyze and interpret the data gathered. Both studies also used sampling procedure and teachers as their respondents. However, a slight difference was used. The previous study did not cover research competence while the present focused on it.

III. Research Questions

This study determined the research writing competencies of teachers through an analysis. Specifically, it sought to answer the following questions:

1. What is the profile of the teachers in terms of:
    a. Age
    b. Gender
    c. Marital status
    d. Educational attainment
    e. Teaching position
    f. Research-related trainings attended?
2. What is the extent of mastery of research writing competencies of teachers?
3. What are the motivating factors of teachers in writing research?
4. Is there a relationship between the profile of the teachers and:
    a. the extent of mastery of research writing competencies and
    b. Motivating factors?
5. What advocacy and dissemination plans are to be conducted to address issues in research writing competencies of teachers?

IV. Scope and Limitation

This study focused on the profile of the teachers, extent of mastery of research writing competencies, motivations and the relationship between profile and other variables including the advocacy and dissemination plans after the conduct of research. Specifically, it focused on elementary school teachers at San Andres West District, Division of Catanduanes.

It is along the highlights of Basic Education Research Agenda which was further explained in DepEd Order No. 39 series of 2016 providing the track of studies focusing on themes essential for policy formulation and educational reforms, that this study was earmarked. After few years of information advocacy and dissemination, it is presumed that teachers are now given enough support along research writing.

V. Research Design and Methodology

a. Sampling

The respondents of this study include all the elementary school teachers of San Andres West District in the Division of Catanduanes. Simple random sampling method was used to determine the sample size as a representative of the total population of teachers belonging to non-master teacher positions while in terms of the master teachers, total enumeration was used. This was done in the notion that Master Teachers in San Andres West District, Schools Division of Catanduanes are mandated to have at least one action research per year.

In conducting the simple random sampling, Slovin's formula was adopted. In determining to take the representatives from each school lottery or fishbowl method was used. The subjects of the study are composed of 22 Master Teachers and 108 Non-Master teachers.

Table 1
Sources of Data
Non-Master Teachers

Name of School	Population	Sample Size
Cabcab Central ES	12	9
Agojo ES	7	5
Tominawog ES	5	4
Datag ES	7	5
San Vicente ES	3	2
Catagbacan ES	6	5
Bagong Sirang ES	6	5
Bislig ES	7	5
Codon ES	14	10
JMA Asgad ES	4	3
Maygnaway ES	18	13
San Isidro ES	7	5
Puting Baybay ES	4	3
Tibang ES	8	6
Barihay ES	3	2
Hilawan ES	7	5
Manambrag ES	16	12
Cabungahan ES	7	5
ALS	3	2
Total	**144**	**106**

b. Data Collection

The drafted questionnaire undergone pretesting and post-testing method with a span of 15 days. In testing the reliability of the questionnaire items, Pearson Product Moment Correlation (Pearson r) was used. Questionnaire was distributed and retrieved personally by the researcher to ensure a 100% rate of retrieval.

Of the 18 elementary schools and ALS teachers at San Andres West District who participated in the study, a 100% retrieval of questionnaires was achieved. This was attributed to the full support of the public school district supervisor, school heads and teachers who are very much willing to participate.

As shown in the table below, the overall result of the reliability test is 0.965 rounded off to 0.97 which signifies “very high reliability” (see Hinkle, Wiersma & Jurs, 2003: Paler-

Calmorin & Calmorin-Piedad, 2009). Hence, the research instrument used is valid and reliable.

Table 2

Reliability of the Questionnaire

Part of the Questionnaire	Test Statistic	Computed Value	Interpretation
1. Research Competency	Pearson Product Moment Correlation (r)	0.96	Very highly reliable
2. Motivating factors		0.97	Very highly reliable
Overall Result		**0.965**	**Very highly reliable**

VI. Discussion of Results and Recommendations

Results for Profile of the Teachers/Respondents

Age

As shown in Table 3, 55 teachers out of the 128 respondents or 43% belong to the age bracket of 21-39, 54 of them or 42% of the respondents are with ages between 40-54 and 19 teachers or 15% of the respondents are 55 years old and above.

Results can be interpreted that majority of the respondents belong to younger group while the least are those who have rendered decades of service in the profession.

Table 3

Age

Age	Frequency	Percentage
21-39	55	43%
40-54	54	42%
55 and above	19	15%
Total	**128**	**100%**

Gender

Table 4 show that 15 out of the 128 respondents are male while 113 are female. Hence, majority of the teacher-respondents in the research locale are dominated by females.

Table 4

Gender

Gender	Frequency	Percentage
Male	15	12%
Female	113	88%
Total	**128**	**100%**

Marital Status

There are 33 teacher-respondents comprising 25.78% of the sample are single, 93 teachers equivalent to 72.65% are married and 2 teachers with 1.56% are widows (See Table 5)

It shows that majority of the teacher-respondents are having and living with their families.

Table 5

Marital Status

Marital Status	Frequency	Percentage
Single	33	25.78%
Married	93	72.65%
Others	2	1.56%
Total	**128**	**100%**

Educational Attainment

As shown in Table 6, there are 23 teacher-respondents comprising 18% of the sample who earned their bachelor's degree, 101 teachers or 79% are with masteral units

or have completed their academic requirements and only 4 of them finished their master's degree.

It can be interpreted that majority of the respondents are venturing along professional growth through graduate studies while the least have hurdled the path of achieving another degree for their professional competence and the remaining number have not yet started their graduate studies.

Table 6

Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	23	18%
Master's Degree with units	101	79%
Master's Degree Holder	4	3%
Total	**128**	**100%**

Position

Table 7 shows that there are 106 non-master teachers equivalent to 83% and 22 master teachers equivalent to 17% of the subjects. It can be gleaned that majority of the teacher-respondents have Teachers I to III position while the least are with Master Teacher I to II positions respectively.

Breaking down the data for non-master teachers, there are 36 of them with Teacher I position, 28 with Teacher II position and 42 with Teacher III position respectively.

For Master Teacher positions, 2 levels include Master Teacher I and II respectively. In terms of Master Teacher I there are 17 of them while for Master Teacher II there are only 5 in the entire district.

Master Teacher positions are lesser compared to Teachers I to III positions generally because the creation of such positions is attributed primarily to number of lower level positions to mentor with.

Table 7

Teaching Position

Teaching Position	Frequency	Percentage
Non-master Teacher	106	83%
Master Teacher	22	17%
Total	**128**	**100%**

Trainings Attended

As shown in Table 8, both non-master and master teachers have a minimal number of research related trainings. Twenty-two out of 128 respondents had training in action research writing, 15 of them were trained in basic research writing and training in research statistics and research publication both recorded three trainees. As such, there is a dearth of attendance in research-related activities.

These provide a picture that there is less participation among teachers in research-related trainings. Reasons for such can be attributed to various factors. In this case, both the organization and teachers are duty-bound to help each other in capacitating the teachers with research writing skills.

Table 8

Research-related Trainings

Name of Training	Attended		Not Attended		Total (F)	Total (%)
	F	%	F	%		
Action Research Writing	22	17%	106	83%	128	100%
Basic Research Writing	15	12%	113	88%	128	100%
Research Statistics	3	2%	125	98%	128	100%
Research Publication	3	2%	125	98%	128	100%

Research Writing Competencies of Master Teachers

All 13 research competencies obtained a quantitative rating of “2” with a descriptive rating of “less mastered”. However, looking at the ranking of the weighted mean the first four competencies in the order of their ranking are, first, topic conceptualization and formulation; second, research questions and hypothesis formulation; three, selection of appropriate research design and methodology and fourth, sampling method and procedure.

These suggests that the teachers of San Andres West District in the Schools Division of Catanduanes at least possess the competencies to be able to write the first three chapters of part of both action and basic researches which are needed to submit a research proposal.

Conceptual and theoretical paradigm construction, construction and validation of research instrument, choice and use of appropriate statistical tool, data analysis and interpretation, and drawing conclusions and recommendations form the bridge of the research processes wherein teacher-researchers show an intensive connection between the quantitative and descriptive aspect of an investigation. The results disclosed that teacher-researchers lag behind these necessary skills.

It was revealed as well that research report writing, paper presentation, utilization and application of research outputs and research publication on refereed journals are among the lowest in the ranks. These four competencies are the end part of the process to which necessary interventions can be formulated and provided to help teacher-researchers achieve the goals of their investigations.

The findings are consistent with the results of profile in terms of trainings attended where the teacher-respondents disclosed that they need more trainings on action and basic research writing, research statistics and publication (see Table 8).

Table 9

Summary of Results of the Extent of Mastery of Research Competencies

RESEARCH COMPETENCY	Frequency					WM	MR	QnR	QlR
	5	4	3	2	1				
1. Topic conceptualization and formulation.	5	16	50	23	34	2.49	1	2	LM
2. Research questions and hypotheses formulation.	3	16	46	29	34	2.41	2	2	LM
3. Conceptual and theoretical paradigm construction.	3	13	47	25	40	2.32	5.5	2	LM
4. Selection of appropriate research design and methodology.	4	15	43	31	35	2.39	3	2	LM
5. Sampling method and procedure.	3	11	48	30	36	2.33	4	2	LM
6. Construction and validation of research instrument.	1	13	46	28	40	2.27	10	2	LM
7. Choice and use of appropriate statistical tool.	5	11	42	29	41	2.29	7.5	2	LM
8. Data analysis and interpretation.	5	13	40	27	43	2.29	7.5	2	LM
9. Drawing of conclusions and recommendations.	2	16	40	33	37	2.32	5.5	2	LM
10. Research report writing.	6	9	43	28	42	2.28	9	2	LM
11. Paper presentation.	4	15	35	30	44	2.25	11	2	LM
12. Utilization and application of research outputs.	4	11	36	31	46	2.18	12	2	LM
13. Research publication on refereed journals.	1	10	32	33	52	2.02	13	2	LM
Overall Weighted Mean						**2.29**		**2**	**LM**

Legend:

WM – Weighted Mean
QnR – Quantitative Response
QlR – Qualitative Response
MR – Mean Rank

5 – Very Highly Mastered (VHM)
4 – High Mastered (HM)
3 – Moderately Mastered (MM)
2 – Less Mastered (LM)
1 – Not mastered (NM)

Across the globe, both educators and students at all levels of education experienced less mastery of research writing competencies which is similar to the results of the present study. The studies of Abarro and Mariño (2016), Abelardo et al. (2019), Akyürek & Afacan (2018), Basilio & Bueno (2019), Cingcoy (2020), Cocal et al. (2017), Dullas (2020), Gonzales (2020), Morales et al. (2016), Nasser-Abu Alhija et al. (2017),

Sahan & Tarhan (2015), Salom (2013), Tamban & Maningas (2020) and Wong (2019) strongly corroborate the results of the present study highlighting that teachers and students experience difficulty in conducting researches due to lack of knowledge in the different aspects of research writing. It was further elaborated that along the different dimensions of research writing it is through literature review, citation and referencing, research design and methodology, data analysis and interpretation, results discussion, conclusion and recommendations, paper presentation and publication through refereed journals that difficulty is met.

It is highly recommended that an intensive, sustained, and updated training development program for teachers be prioritized in the field. With this move, teachers will gain more and master the research writing competencies.

Results of the Motivating Factors of Teachers

Of the 10 listed motivating factors, it obtained a weighted mean of 2.90 with a quantitative description of “3” and a descriptive rating of “moderately motivated”. Generally, teacher-respondents are moderately motivated to conduct research. It implies that while teachers possess less competence in research writing skills, they are well-motivated to conduct research.

The two major motivating factors of teachers are: (1) recommend possible solutions to address problems in the workplace and (2) apply intervention and innovation for the immediate resolution of problems in the grassroots level. On the course of data gathering teachers raised suggestions that they be allowed to create an impact in addressing issues in the field through in-depth analysis or investigations which are beneficial to all stakeholders of the Department of Education particularly the pupils.

It is further established, however, that teacher-respondents possess less motivation on: (1) present research in national and international fora and (2) publish research in the international refereed journals. These findings were strongly supported by the results on the extent of mastery of research writing competencies of teachers that teachers possess less mastery in: (1) paper presentation and (2) research publication on refereed journals (see Table 9).

Furthermore, it is recommended that teachers' motivation in conducting research be greatly improved and sustained. The need to be motivated in the field of research is necessary to achieve the goals of education.

Table 10

Summary of Results for Motivating Factors

MOTIVATING FACTORS	Frequency					WM	MR	QnR	QIR
	5	4	3	2	1				
1. Research writing as part of the promotion.	21	32	33	25	17	3.11	4	3	MM
2. Master the art of writing research.	14	35	22	36	21	2.88	7	3	MM
3. Present research in national and international fora.	5	23	37	26	37	2.47	9	2	LM
4. Publish research in the international refereed journals.	8	20	34	28	38	2.46	10	2	LM
5. Make completed research cited by other authors.	7	27	32	28	34	2.57	8	3	MM
6. Assess and identify root causes of problems in the workplace.	20	35	32	19	22	3.09	5	3	MM
7. Recommend possible solutions to address problems in the workplace.	23	38	29	20	18	3.21	1.5	3	MM
8. Apply intervention and innovation for the immediate resolution of problems in the grassroots level.	23	41	23	23	18	3.21	1.5	3	MM
9. Discover breakthroughs in the field of education.	21	37	28	21	21	3.12	3	3	MM
10. Help other people to write research easily.	17	33	31	21	26	2.95	6	3	MM
Overall Weighted Mean						**2.90**		**3**	**MM**

Legend:

WM – Weighted Mean
QnR – Quantitative Response
QIR – Qualitative Response
MR – Mean Rank

5 – Very Highly Motivated (VHM)
4 – High Motivated (HM)
3 – Moderately Motivated (MM)
2 – Less Motivated (LM)
1 – Not motivated (NM)

Passion for teaching is similarly equated with the robust stance to conduct research in the field. As one of the mandates of master teachers and encouragement brought by the issuance of DepEd's research management guidelines, it was further given emphasis to focus on the different cross-cutting themes. Findings of the present study was consistent with the studies of Caingcoy (2020), Claudia (2015), Juliano & Zabala (2019), Narbarte & Balila (2018), Ulla et al. (2017) and Zain et al. (2011) that teachers are well motivated by both intrinsic and extrinsic factors. Furthermore, authors unanimously agree that the major reason for a teacher to conduct research evolves along applying interventions and recommendation of possible solution in addressing first-hand issues.

Relationship between Profile and Extent of Mastery of Research Writing Competencies of Teachers

The relationship between profile and extent of research writing competencies of teachers was tested using Chi-square (χ^2) statistic with 0.05 level of significance. The following discussions are based from the data presented in Table 11.

Table 11

Summary of Test Relationships between Profile and Extent of Mastery of Research Writing Competencies of Teachers

Profile	Test Statistic	Df	Computed Value	Tabular Value	Decision	Interpretation
Age	χ^2	8	25.65	15.51	Reject H_o	**Significant Relationship**
Gender	χ^2	4	9.17	9.49	Accept H_o	No Significant Relationship
Marital Status	χ^2	8	11.19	15.51	Accept H_o	No Significant Relationship
Highest Educational Attainment	χ^2	8	6.19	15.51	Accept H_o	No Significant Relationship
Teaching Position	χ^2	4	6.81	9.49	Accept H_o	No Significant Relationship
Training for Action Research	χ^2	4	10.64	9.49	Reject H_o	**Significant Relationship**
Training for Basic Research	χ^2	4	8.44	9.49	Accept H_o	No Significant Relationship
Training on Research Statistics	χ^2	4	21.94	9.49	Reject H_o	**Significant Relationship**
Training on Research Publication	χ^2	4	21.94	9.49	Reject H_o	**Significant Relationship**

Ho: There is no significant relationship between profile and extent of mastery of research writing competencies of teachers.
df = degrees of freedom
α = 0.05 level of significance

The results of the test of relationship between gender showed a computed value of 9.17 and tabular value of 9.49, for marital status its computed value is 11.19 with a corresponding tabular value of 15.51, for highest educational attainment its computed value is 6.19 with tabular value of 15.51, for teaching position the computed value is 6.81 with a tabular value of 9.49 and for basic research training its computed value is 8.44 with a tabular value of 9.49. The hypothesis that there is no significant relationship between two variables is accepted. This test result suggests that age, action research training, research statistics training and research publication training influenced the extent of mastery of research writing competencies of teachers which is further reflected in Table 12a.

The test result between age and research competence provides a computed value of 25.65 with a tabular value of 15.51. Thus, enough to reject the hypothesis that there is no significant relationship between two variables. Further, it was established that age influence the extent of mastery of research writing competencies.

Table 11a

Summary of Responses Based on Age and the Extent of Mastery of Research Writing Competencies of Teachers

Age of the Teachers	Extent of Mastery of Research Writing Competencies of Teachers						
	NM (1)	LM (2)	MM (3)	HM (4)	VHM (5)	Weighted Mean	Interpretation
21-39 (56)	6	15	27	7	1	2.68	Moderately mastered
40-54 (53)	25	9	12	4	2	1.98	Less mastered
55> (19)	10	5	2	2	1	1.89	Less mastered

*Number in parenthesis represents the total respondents for each category.

Legend:

Very Highly Mastered (VHM)
High Mastered (HM)
Moderately Mastered (MM)
Less mastered (LM)
Not mastered (NM)

Results revealed that teachers with ages 21-39 “moderately mastered” the research writing competencies compared to other age bracket such as 40-54 and 55>. However, there was a slight difference in the weighted mean of two higher age brackets. Teachers with ages 40-54 gained 1.98 while those with ages 55> attained a weighted mean of 1.89. The table presented can be interpreted that young teacher is knowledgeable in terms of research writing compared to others.

Caingcoy (2020) provides that there is a significant relationship between age and the research writing competencies of teachers. It was further established that as teachers grow older, they become less capable or competent to conduct research as compared to the young teachers who are more enthusiastic because of its rigor which requires more time, energy, and effort. Thus, as they age the competence and capability deteriorates. However, this directly disputes the results of the study of Pati (2014) & Abarro (2016) that age does not affect perception in doing research since it was revealed that as teachers age they have a high level of capability to conduct research for they are more immersed in the workplace and spent more time in grasping knowledge through research development programs.

The test result between action research training and extent of mastery of research writing competencies provides a computed value of 10.64 with a tabular value of 9.49. Thus, enough to reject the hypothesis that there is no significant relationship between two variables. Further, it was established that action research training influences the extent of mastery of research writing competencies.

It was presented further in Table 11b that many of the teachers who have attended action research training “moderately mastered” the research writing competencies as compared to those who have not attended. A notable difference can be seen in their weighted mean. Teachers who have attended the action research training obtained a

weighted mean of 2.95 while those who have not attended got a weighted mean of 2.14. The latter “less mastered” the research writing competencies.

Table 11b

Summary of Responses Based on Attendance to Action Research Training and the Extent of Mastery of Research Writing Competencies of Teachers

Action Research Training	Extent of Mastery of Research Writing Competencies of Teachers						
	NM (1)	LM (2)	MM (3)	HM (4)	VHM (5)	Weighted Mean	Interpretation
Attended (22)	2	4	11	3	2	2.95	Moderately mastered
Not attended (106)	40	24	31	9	2	2.14	Less mastered

*Number in parenthesis represents the total respondents for each category.

Legend:

Very Highly Mastered (VHM)
High Mastered (HM)
Moderately Mastered (MM)
Less mastered (LM)
Not mastered (NM)

The test result between research statistics training and extent of mastery of research writing competencies provides a computed value of 21.94 and a tabular value of 9.49. Thus, enough to reject the hypothesis that there is no significant relationship between two variables. Further, it was established that research statistics training influences the extent of mastery of research writing competencies.

Table 11c

Summary of Responses Based on Attendance to Research Statistics Training and the Extent of Mastery of Research Writing Competencies of Teachers

Research Statistics Training	Extent of Mastery of Research Writing Competencies of Teachers						
	NM (1)	LM (2)	MM (3)	HM (4)	VHM (5)	Weighted Mean	Interpretation
Attended (3)	0	0	0	2	1	4.33	Highly mastered
Not attended (125)	41	28	42	11	3	2.26	Less mastered

*Number in parenthesis represents the total respondents for each category.

Legend:

Very Highly Mastered (VHM)
High Mastered (HM)
Moderately Mastered (MM)
Less mastered (LM)
Not mastered (NM)

As shown in Table 11c, teachers who have attended training on research statistics “highly mastered” the research writing competencies compared to those who have not

attended. Findings revealed that there is a high level of disparity in their weighted mean. Teachers who have attended training on research statistics gained a 4.33 weighted mean while those who have not attended reached 2.26 weighted mean.

The test result between research publication training and extent of mastery of research writing competencies provides a computed value of 21.94 and a tabular value of 9.49. Thus, enough to reject the hypothesis that there is no significant relationship between two variables. Further, it was established that research publication training influences the extent of mastery of research writing competencies.

As presented in Table 11d, teachers who have attended training on research publication "highly mastered" the research writing competencies compared to others who have not attended. It was further established that a great gap between the weighted mean of those who attended and have not attended.

Table 11d

Summary of Responses Based on Attendance to Research Publication Training and the Extent of Mastery of Research Writing Competencies of Teachers

Research Publication Training	Extent of Mastery of Research Writing Competencies of Teachers						
	NM (1)	LM (2)	MM (3)	HM (4)	VHM (5)	Weighted Mean	Interpretation
Attended (3)	0	0	0	2	1	4.33	Highly mastered
Not attended (125)	41	28	42	11	3	2.26	Less mastered

*Number in parenthesis represents the total respondents for each category.

Legend:

Very Highly Mastered (VHM)	Less mastered (LM)
High Mastered (HM)	Not mastered (NM)
Moderately Mastered (MM)	

It was unanimously agreed by Abarro (2016), Gonzales et al. (2020) and Wong (2019) that the level of research capability or competence was significantly related or correlated with the attendance to various trainings. Respondents who have attended trainings have high-level of research capabilities or competence. Furthermore, those who have attended posed an improved research skill and more knowledgeable along research process and dissemination as compared to those who have not attended.

Relationship between Profile and Motivating Factors of Teachers in Research Writing

The relationship between profile and motivating factors of teachers in research writing was tested using Chi-square (χ^2) statistic with 0.05 level of significance. The following discussions are based from the data presented in Table 12.

Table 12

Summary of Test Relationships between Profile and Motivating Factors of Teachers in Research Writing

Profile	Test Statistic	Df	Computed Value	Tabular Value	Decision	Interpretation
Age	χ^2	8	32.58	15.51	Reject Ho	**Significant Relationship**
Gender	χ^2	4	9.51	9.49	Reject Ho	**Significant Relationship**
Marital Status	χ^2	8	11.23	15.51	Accept Ho	No Significant Relationship
Highest Educational Attainment	χ^2	8	32.58	15.51	Reject Ho	**Significant Relationship**
Teaching Position	χ^2	4	5.68	9.49	Accept Ho	No Significant Relationship
Training for Action Research	χ^2	4	4.70	9.49	Accept Ho	No Significant Relationship
Training for Basic Research	χ^2	4	3.67	9.49	Accept Ho	No Significant Relationship
Training on Research Statistics	χ^2	4	2.48	9.49	Accept Ho	No Significant Relationship
Training on Research Publication	χ^2	4	2.48	9.49	Accept Ho	No Significant Relationship

Ho: There is no significant relationship between profile and motivating factors of teachers in research writing.
df = degrees of freedom
α = 0.05 level of significance

The test of relationship between marital status and motivating factors obtained a computed value of 11.23 and a tabular value of 15.51, teaching position and motivating factors got a computed value of 5.68 with a tabular value of 9.49, action research training and motivating factors got computed value of 4.70 with a tabular value of 9.49, basic

research training and motivating factors attained a computed value of 3.67 and a tabular value of 9.49, research statistics training and motivating factors reached a computed value of 2.48 and a tabular value of 9.49 and research publication training and motivating factors gained. The hypothesis that there is no significant relationship between two variables is accepted. This test result suggests that there is a significant relationship between age, gender and highest educational attainment and motivating factors.

The results of test of relationship between age and motivating factors of teachers obtained a computed value of 32.58 and a tabular value of 15.51 enough to reject the hypothesis that age has no significant relationship between the two variables. Furthermore, it suggests that age influenced the motivating factors of the teachers in research writing (see Table 12a).

Table 12a

Summary of Responses Based on Age and the Motivating Factors in Research Writing

Age of the Teachers	Motivating Factors in Research Writing						
	NM (1)	LM (2)	MM (3)	HM (4)	VHM (5)	Weighted Mean	Interpretation
21-39 (56)	6	9	18	17	7	3.18	Moderately Motivated
40-54 (53)	13	13	9	11	7	2.75	Moderately Motivated
55> (19)	7	2	3	5	2	2.63	Moderately Motivated

*Number in parenthesis represents the total respondents for each category.

Legend:

Very Highly Motivated (VHM)
High Motivated (HM)
Moderately Motivated (MM)
Less Motivated (LM)
Not Motivated (NM)

It was further supplemented in Table 12a. Results show that among the three age ranges, all of them show “moderately motivated” attitude in conducting research writing. Teachers with ages 21-39 obtained a weighted mean of 3.18, those belonging to the 40-54 age range attained a weighted mean of 2.75 and those who belonged to age range

55> reached a weighted mean of 2.63. Furthermore, it was established that regardless of age range motivation is at moderate level to write action and basic research.

Scholarly publications of Heidarian (2020), Igbafe & Ogonor (2019), Weberova et al. (2017), Wiyono (2016) and Yemesi (2013) strongly substantiated the results of the present study that there is a significant relationship between age and motivations. However, salient indicators were established in the test of hypothesis. It was arguably presented by Heidarian (2015) and Wiyono (2016) that there is almost or the same level of motivations between age groups similar to the present study, but, the preceding studies refutes the study of Ogonor (2019) profoundly stating that older persons possess higher level of motivation as compared to the results presented by Weberova et al. (2017) and Yemesi (2013) that younger persons exhibit high level of motivation than older who possess low level of motivation.

The result of test of relationship between gender and motivating factors of teachers as regards research writing showed a computed value of 9.51 and a tabular value of 9.49. The hypothesis that there is no significant relationship between two variables is rejected. This test result suggests that gender influence the motivations of teachers in terms of research writing (see Table 12). Further emphasis of significant results is reflected in Table 12b.

Table 12b

Summary of Responses Based on Gender and the Motivating Factors in Research Writing

Gender of Teachers	Motivating Factors in Research Writing						
	NM (1)	LM (2)	MM (3)	HM (4)	VHM (5)	Weighted Mean	Interpretation
Male (14)	0	2	7	3	10	3.35	Moderately Motivated
Female (114)	26	23	23	29	13	2.82	Moderately Motivated

*Number in parenthesis represents the total respondents for each category.

Legend: Very Highly Motivated (VHM), Highly Motivated (HM), Moderately Motivated (MM), Less Motivated (LM) and Not Motivated(NM)

As it was presented in Table 12b, male teachers obtained a weighted mean of 3.35 and the female teachers attained a weighted mean of 2.82. It can be interpreted that both gender of teachers is “moderately motivated” to write research.

The significant findings revealed was maintained by the studies of Heidarian (2015), Weberova et al. (2017), Wiyono (2016) and Yemesi (2013) that there is a significant relationship between gender and motivations and contrasts the study of Igbafe & Ogonor (2019) that gender does not influence motivations. However, Weberova et al. (2017) established that while gender has significant relationship in teachers’ motivations, the preference of male and female teachers is anchored with good working team and atmosphere while the present study revealed that teachers are more motivated to recommend possible solutions to address problems and apply interventions and innovations to identified problems in their respective workplaces.

The result of test of relationship between highest educational attainment and motivating factors of teachers as regards research writing showed a computed value of 32.58 and a tabular value of 15.51. The hypothesis that there is no significant relationship between two variables is rejected. This test result suggests that highest educational attainment influence the motivations of teachers in terms of research writing.

Table 12c reflects the result of the summary of responses based educational attainment and motivating factors. Teachers who earned bachelor’s degree obtained a weighted mean of 2.40 with interpretation of “less motivated”, those who earned units in master’s level attained a weighted mean of 3.01 with interpretation of “moderately motivated” and those who earned a master’s degree gained a weighted mean of 2.67 with an interpretation of “moderately motivated”.

Table 12c

Summary of Responses Based on Highest Educational Attainment and the Motivating Factors in Research Writing

Highest Educational Attainment	Motivating Factors in Research Writing						
	NM (1)	LM (2)	MM (3)	HM (4)	VHM (5)	Weighted Mean	Interpretation
Bachelors (25)	6	7	8	4	0	2.40	Less Motivated
MA units (100)	20	17	20	28	15	3.01	Moderately Motivated
MA Holder (3)	1	0	1	1	0	2.67	Moderately Motivated

*Number in parenthesis represents the total respondents for each category.

Legend:

Very Highly Motivated (VHM)
High Motivated (HM)
Moderately Motivated (MM)
Less Motivated (LM)
Not Motivated (NM)

In the test of hypothesis presented in Table 12, it was further established that there is a significant relationship between highest educational attainment and motivations of teachers. The result of this study was substantiated by Hitka (2019) and Wiyono (2016) discussing that levels of education and motivations are interdependent. It was argued further that those who have higher educational attainment are highly motivated than those who have just finished bachelor's degree.

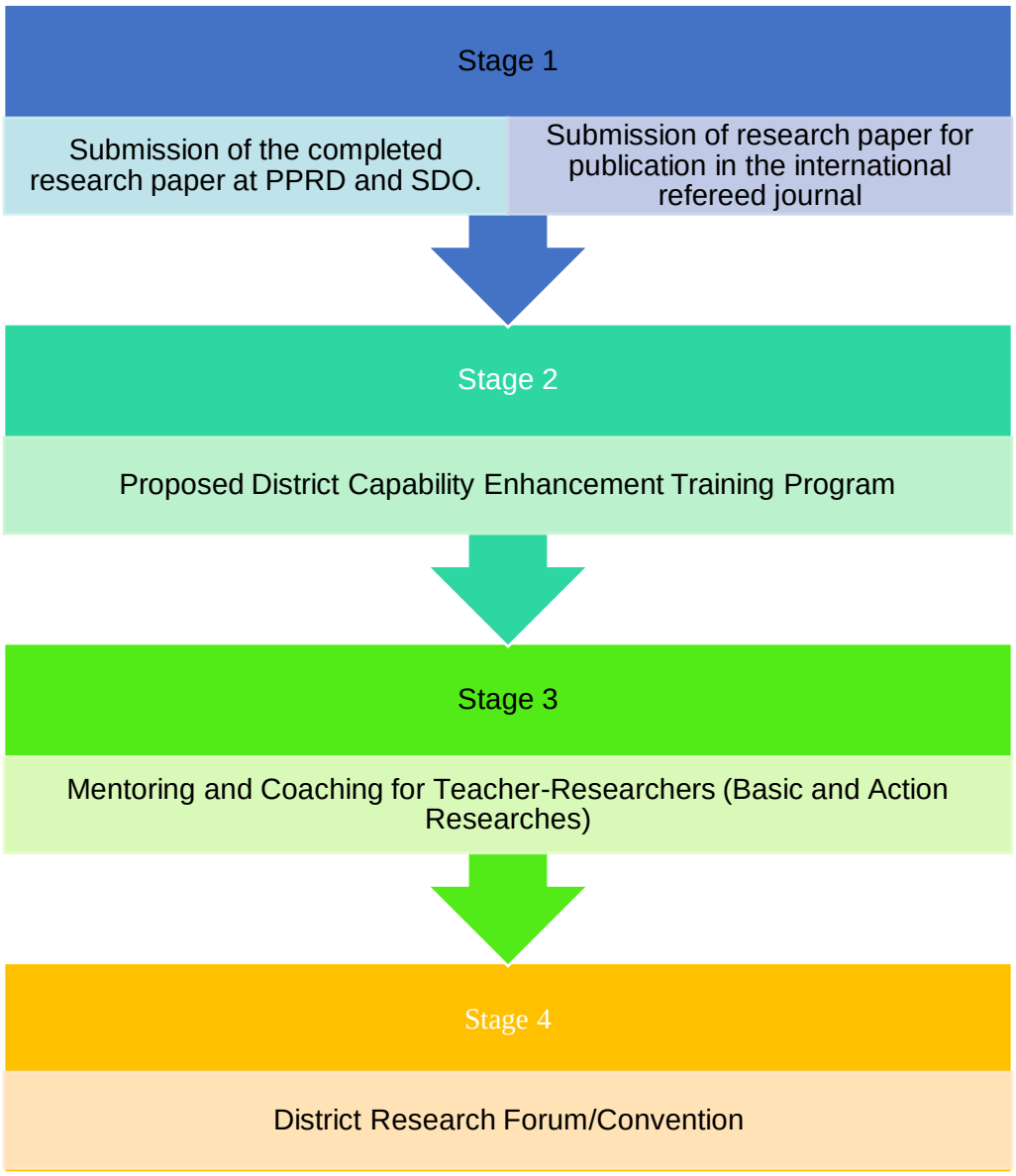
VII. Recommendations

Based on the findings, the researcher recommends that:

1. Teachers may be encouraged to pursue their graduate and post graduate studies for their professional growth and development.
2. Teachers may be provided with quality and comprehensive trainings to improve their research writing competencies and be included in the School Improvement Plan (SIP).
3. School heads must endeavor to sustain the motivation of teachers in research writing by providing technical assistance, funds, and time for the implementation of their investigations.
4. The School Governance and Operations Division should include in their Annual Strategic Plan (ASP) the sustained training and development program for research.
5. Replications of this study may be conducted in other districts to determine the research writing competencies of teachers and to address the problems met along its implementation.

VIII. Dissemination and Advocacy Plans

"ADVANCING RESEARCH WRITING IN THE NEW NORMAL: CAPACITATING TEACHERS OF SAN ANDRES WEST DISTRICT"



Stage 1

The first stage of the dissemination and advocacy of the research endeavor is to finish a comprehensive research paper as required by the PPRD pursuant to the existing provisions (DepEd Order No. 16, 2017). This will be done on the projected timeline in the research proposal wherein a basic research can be done within one year. After the completed paper has been accepted by the PPRD together with the SDO it will be submitted for possible publication in an international refereed journal with the help of the research adviser. The researcher will seek approval first from the Department of Education before proceeding to the submission of the research abstract in an international refereed journal following the necessary protocols.

Stage 2

The results of the study will be a basis for a Research Writing Capacity Building Program for the teachers at San Andres West District. After the completed research paper was accepted by the regional office incompliance with the requirements per se, a proposed capacity building program will be the next step. A proposal will be submitted to the SDO – SGOD to formally seek approval for such an enormous activity. This activity will enable teachers to learn the basics of research and allow them to draft their own proposals be it sole authorship, tandem or group.

Speakers shall be selected on the basis of expertise. Research experts can be invited to talk about technicalities regarding some dimensions of research which need more emphasis and clarifications.

Stage 3

While the capacity building program is vital for the second objective which is to have an increase in researches at San Andres West District, there is a need to have a

mentoring and coaching activity. Hence, mentoring and coaching activity will strengthen the abilities of teacher-researchers to have their own research, be it an action or basic research. This level will establish a good relationship or collaboration between and among colleagues within the school or district. At this stage, selected teachers who have finished their MA or PhD, possessing knowledge and expertise in the field of research shall be the mentor and coach for the teachers. Each teacher will be given a timeline to finish their research proposal or study.

Critiquing of the entire research manuscript regarding technical considerations will be done in this level. This effort is necessary for the purpose of having a good quality proposal or completed research.

Stage 4

At this level, showcasing and highlighting the studies made by teacher-researchers will be presented in a District Research Forum/Convention to be organized in cooperation with the officials of the district, Curriculum and Implementation Division, School Governance and Operations Division and the Schools Division Office.

Research presenters will be given credits for their presentations. As to the open forum, the audience can ask the researcher about the objective of the research, how was it done, the results or outcome and what will happen next after the results have been processed.

ACTION PLAN FOR THE RESEARCH DISSEMINATION AND ADVOCACY

Activity	Timeline	Persons Involved
Stage 1		
Submission of the completed research manuscript to the PPRD	November 2020 – December 2020	PPRD Officials, SDO – SGOD Officials and researcher
Submission of the research manuscript for a possible publication in the international refereed journal	January 2021 – December 2021	PPRD Officials, SDO – SGOD Officials and researcher
Stage 2		
Submission of a research training proposal.	February 2021	SDO – SGOD Officials, PSDS and other district officials and researcher
Planning Phase	March 2021 – May 2021	SDO – SGOD Officials, PSDS and other district officials and researcher
Implementation Phase	July 2021	SDO – SGOD Officials, PSDS and other district officials, researcher and teachers
Assessment and Evaluation Phase	August 2021	SDO – SGOD Officials, PSDS and other district officials and researcher
Stage 3		
Mentoring and Coaching Activity	September-November 2021	SDO – SGOD Officials, PSDS and other district officials and researcher
Stage 4		
District Research Forum/Convention	December 2021	SDO – SGOD Officials, PSDS and other district officials and researcher

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X. FINANCIAL REPORT

Republic of the Philippines
Department of Education
REGION V - BICOL

SCHOOLS DIVISION OF CATANDUANES
San Andres West District
BISLIG ELEMENTARY SCHOOL

STATEMENT OF ACCOUNT
For the month ended May 31, 2021

RECEIPTS	
Basic Education Research Fund	65,000.00
TOTAL RECEIPTS	**65,000.00**
DISBURSEMENTS	
Supplies Expense	25,707.40
Travel Expense	15,540.00
Communication Expense	3,000.00
Internet Expense	7,500.00
Food Expense	10,649.00
Miscellaneous Expense	1,677.35
Freight Charges	901.00
Notarial Fee	206.00
TOTAL DISBURSEMENTS	**65,180.75**
CASH BALANCE/ CASH DEFICIT	**(180.75)**

APPENDICES

Annex 1	**Declaration of Anti-Plagiarism and Absence of Conflict of Interest**
Annex 2	**Questionnaire and Letters**

Annex 1

Declaration of Anti-Plagiarism and Absence of Conflict of Interest

Republic of the Philippines
Department of Education
REGION V - BICOL
SCHOOLS DIVISION OF CATANDUANES
San Andres West District
BISLIG ELEMENTARY SCHOOL

DECLARATION OF ANTI-PLAGIARISM

1. I, **JOB AQUINO SAMUDIO JR.,** understand that Plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some parts of their work without proper acknowledgement and referencing.

2. I hereby attest to the originality of this research proposal and has cited properly all the references used. I further commit all deliverables and the final research study emanating from this proposal shall be of original content. I shall use appropriate citations in referencing other works from various sources.

3. I understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education and Basic Education Research Fund (BERF).

PROPONENT: **JOB A. SAMUDIO JR.**

SIGNATURE: _____

DATE: **January 10, 2020**

Republic of the Philippines
Department of Education
REGION V - BICOL
SCHOOLS DIVISION OF CATANDUANES
San Andres West District
BISLIG ELEMENTARY SCHOOL

DECLARATION OF ABSENCE OF CONFLICT OF INTEREST

1. I, **JOB AQUINO SAMUDIO JR.,** understand that conflict of interest refers to the situations in which financial or other personal considerations may compromise my judgment in evaluating, conducting or reporting research.

2. I hereby declare that I do not have any personal conflict of interest that may arise from my application and submission of my research proposal. I understand that my research proposal may be returned to me if found out that there is conflict of interest during the initial screening as per DepEd Order No. 16, s. 2017.

3. Further, in case of any form of conflict of interest, (possible or actual) which may inadvertently emerge during the conduct of my research, I will duly report it to the research committee for immediate action.

4. I understand that I may be held accountable by the Department of Education and Basic Education Research Fund (BERF) for any conflict of interest which I have intentionally concealed.

PROPONENT: **JOB A. SAMUDIO JR.**

SIGNATURE: _____

DATE: **January 10, 2020**

APPENDIX 2

Questionnaire and Letters

RESEARCH WRITING COMPETENCIES OF TEACHERS: AN ANALYSIS

Name (optional): _____
Grade level handled: _____
School Assignment: _____

I. PROFILE OF THE RESPONDENTS

Directions: Please check the appropriate information that suits your profile.

Age: 21-39 _____ 40-54 _____ 55 and above _____

Gender: Male _____ Female _____

Marital Status: Single _____ Married _____ Others: _____

Educational Attainment:

Bachelor's Degree Holder _____
Master's Degree (with units) _____
Master's Degree Holder _____
Doctorate Degree (with units) _____
Doctorate Degree Holder _____

Teaching Position:

Teacher I _____
Teacher II _____
Teacher III _____

Master Teacher I _____
Master Teacher II _____

Trainings Attended

Name of Training	Attended	Not attended
Training-Workshop on Action Research Writing		
Training-Workshop on Basic Research Writing (Qualitative and Quantitative)		
Training-Workshop on Research Statistics		
Training-Workshop on Research Publication		
Others, please specify: _____ _____		

II. RESEARCH COMPETENCIES OF TEACHERS

Directions: A list of research competencies were listed. Please rate the degree of mastery of each of the competencies.

Scale	Quantitative Description	Qualitative Description
5	When the extent of mastery of the competency is from 76 to 100%.	Very highly mastered (VHM)
4	When the extent of mastery of the competency is from 51 to 75%.	Highly mastered (HM)
3	When the extent mastery of the competency is from 26 to 50%.	Moderately mastered (MM)
2	When the extent of mastery of the competency is from 1 to 25%.	Less mastered (LM)
1	The research competency is not mastered.	Not mastered (NM)

RESEARCH COMPETENCY	SCALE				
	5	**4**	**3**	**2**	**1**
1. Topic conceptualization and formulation.					
2. Research questions and hypotheses formulation.					
3. Conceptual and theoretical paradigm construction.					
4. Selection of appropriate research design and methodology.					
5. Sampling method and procedure.					
6. Construction and validation of research instrument.					
7. Choice and use of appropriate statistical tool.					
8. Data analysis and interpretation.					
9. Drawing of conclusions and recommendations.					
10. Research report and writing.					
11. Paper presentation.					
12. Utilization and application of research outputs.					
13. Research publication on refereed journals.					
14. Others, please specify: _____					

III. MOTIVATIONS

Directions: A list of motivating factors as regards with research writing were listed. Please rate your degree of motivation.

Scale	Quantitative Description	Qualitative Description
5	When the degree of motivation is from 76 to 100%.	Very highly motivated (VHM)
4	When the degree of motivation is from 51 to 75%.	Highly motivated (HM)
3	When the degree of motivation is from 26 to 50%.	Moderately motivated (MM)
2	When the degree of motivation is from 1 to 25%.	Less motivated (LM)
1	Not motivated anymore.	Not motivated (NM)

MOTIVATING FACTORS	SCALE				
	5	**4**	**3**	**2**	**1**
1. Research writing as part of the promotion.					
2. Master the art of writing research.					
3. Present research in national and international fora.					
4. Publish research in the international refereed journals.					
5. Make completed research cited by other authors.					
6. Assess and identify root causes of problems in the workplace.					
7. Recommend possible solutions to address problems in the workplace.					
8. Apply intervention and innovation for the immediate resolution of problems in the grassroots level.					
9. Discover breakthroughs in the field of education.					
10. Help other people to write research easily.					
11. Others, please specify.					