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**Exploring Boundaries: Elevating Research Capabilities of Teachers in St. Agnes Academy, Inc.***Joan C. Alejo, Owen L. Del Castillo, Heidi C. Donhit*

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**Abstract** - The study aimed to determine research capabilities of teachers in St. Agnes Academy, Inc. specifically on writing a research paper and a publishable research paper. It was also geared to create a comprehensive and sustainable research program for the institution and serve as model for other provide IBED institutions in terms of framework, organization, manual, and activities. It made use of descriptive evaluative method. The teachers were moderately capable both in writing a research paper and writing a publishable paper. The profile of the teachers affects their capabilities in writing a research paper and publishable research paper. Age, number of years in teaching, undergraduate course, post graduate studies, and attendance to seminars and workshops related to research are the determining factors in terms of capabilities of the teachers. These factors were considered in the creation of a research program for the IBED institution.

**Keywords** - Research capabilities, teachers, writing a research paper, publishable research paper, research program

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**Introduction**

Research is an integral tool in local, national and global progress. It is thru research that solutions to social problems are addressed and innovations are implemented to attain development. Likewise, in the field of education, research is regarded as the aggregate of all the processes by which a person develops abilities, and other forms of behavior of practical values in the society in which she or he lives (Basu, 2020). Education has been founded on theories and continue to progress through research. Teachers at different institutions, however, do not all have the same level of research skills. According to a local study by Villanueva, Loma, and Simbulan (2017), some teachers have difficulty undertaking research because of a lack of research skills, access to resources, and time restraints. This could potentially prevent the use of research-based teaching methods in the classroom, which are crucial for resolving the issues that teachers face and improve performance of both teachers and students.

St. Agnes Academy, Inc. (SAA) is a school with the goal of giving its students a holistic and high-quality education. One of the key elements that will assist the school accomplish its goal is research, particularly in classroom-based or action research, teachers are crucial to research projects. In order to create a research program for the organization that is based on the requirements and abilities of the teachers and community members, it is necessary to evaluate the research capabilities of the teachers at SAA and identify the elements affecting their capabilities. This research will help SAA build a research program by identifying the variables that influence the institution's faculty members' capacity for conducting research. By conducting this study, the institution intends to lay a solid foundation for future research initiatives especially on policies, programs and activities that will aid in addressing issues that arise in the classroom and advancing the advancement of high-quality education.

This study aimed to determine the factors affecting the research capabilities of the teachers in SAA and eventually develop a research program for the institution. Specifically, the research will seek to answer the following questions:

1. What is the profile of the teachers in St. Agnes Academy in terms of:
  - a. Age;
  - b. Years of Teaching;
  - c. Undergraduate course;
  - d. Post graduate course; and
  - e. Seminars/Webinars attended related to research?
2. What is the level of research capabilities of SAA teachers in terms of:
  - a. Writing a research proposal; and
  - b. Writing a publishable research paper?

3. Is there a significant difference in the level of research capabilities of teachers in St. Agnes Academy, Inc. when grouped according to profile?

4. What possible program can be implemented in order to develop the research skills of teachers in St. Agnes Academy, Inc.?

**Methods**

The researchers made use of the descriptive evaluative method of research utilizing survey form to assess the research capabilities of faculty members of St. Agnes Academy, Inc. Legazpi City, Albay, Philippines. The respondents of the study were ninety-four (94) elementary and high school teachers of St. Agnes Academy, Inc. The samples excluded the three (3) teacher-researchers, those on leave, and some members of the Principal’s Council who do not have teaching assignments. The study utilized total enumeration sampling. The study made use of the Survey Questionnaire devised to answer the specific problems of the study. to score the checklist, mean was used. The analysis of variance was used in order to establish relationship in the level of research capabilities of teachers in SAA when grouped according to profile.

**Results and Discussions**

**Profile of the Teachers in St. Agnes Academy, Inc.**

The researchers made use of the descriptive evaluative method of research utilizing survey form to assess the research capabilities of faculty members of St. Agnes Academy, Inc. Legazpi City, Albay, Philippines. The respondents of the study were ninety-four (94) elementary and high school teachers of St. Agnes Academy, Inc. The samples excluded the three (3) teacher-researchers, those on leave, and some members of the Principal’s Council who do not have teaching assignments. The study utilized total enumeration sampling. The study made use of the Survey Questionnaire devised to answer the specific problems of the study. to score the checklist, mean was used. The analysis of variance was used in order to establish relationship in the level of research capabilities of teachers in SAA when grouped according to profile.

**Table 1. Profile of Teachers in St. Agnes Academy, Inc.**

AGE	NO. OF YEARS TEACHING IN SAA	EDUCATIONAL ATTAINMENT	POST GRADUATE	SEMINARS/ TRAININGS ATTENDED IN RESEARCH
20-25	34	1-3	27	BEED 34
26-30	29	4-6	26	Masteral 35
31-35	11	7-9	15	Doctoral 0
36-40	6	10-12	6	Others 55
41-45	6	13-15	6	NR 4
46-50	1	16-18	8	
51-55	1	19-21	2	
56-60	2	22-24	0	
NR	4	25-27	0	
		28-30	0	
		31-33	3	
		34-36	0	
		37-39	0	
		40 up	0	
		NR	1	
<b>TOTAL</b>	<b>94</b>		<b>94</b>	<b>94</b>

Table 1 displays the profile of St. Agnes Academy, Inc. teachers in terms of age, years of teaching, undergraduate course, post graduate course, and seminars/webinars attended related to research. Under the "Age" category, it's noteworthy that 34 respondents fall in the 20-25 age group, which is the highest response. The second highest, with 29 respondents, is the 26-30 age group. Additionally, 11 respondents are in the 31-35 age bracket. Both the 36-40 and

41-45 age brackets have 6 respondents. There are 2 respondents in the 56-60 age bracket. The 46-50 and 51-55 age brackets each have 1 respondent, the lowest among the age groups. However, 4 out of 94 respondents chose not to specify their age bracket.

In terms of "Years of Teaching in SAA," 27 respondents have 1-3 years of experience, making it the highest response. The 4-6 years group follows with 26 respondents. Additionally, 15 respondents have 7-9 years of experience, while 8 respondents fall into the 16-18 years bracket. Both the 10-12 years and 13-15 years brackets have 6 responses. The 31-33 bracket has 3 respondents. Only 2 respondents have 19-21 years of experience, the lowest among responses. However, 1 respondent did not specify their years of teaching. Regarding "Educational Attainment," 44 respondents hold BSED degrees, the highest response. The BEED group follows closely with 34 responses. There are 13 respondents with educational backgrounds other than BSED or BEED. However, 7 out of 94 respondents did not provide information about their educational attainment.

In the "Post Graduate" category, 35 out of 94 respondents are pursuing post-graduate studies, while 1 is pursuing a doctoral degree. In contrast, 55 respondents are pursuing something else. Additionally, 7 respondents chose not to disclose their current pursuits. In the "Attended Seminar in Research" category, 34 out of 94 respondents have attended research-related seminars. Meanwhile, 44 respondents have not attended any research-related seminars. Additionally, 16 respondents did not specify whether they have attended such seminars.

Based on the data presented, it can be concluded that the profile of teachers at St. Agnes Academy reveals a youthful teaching staff, with the majority aged 20-30. While many have 1 – 6 years of teaching experience and hold BSED or BEED degrees, there is diversity in qualifications. A significant portion is pursuing post-graduate studies, but there is room for increased participation in research-related seminars.

#### Level of Capabilities of SAA Teachers

Under the level of research capabilities of St. Agnes Academy teachers regarding technical skills, the table shows that writing definitions of terms got a mean of 3.66 with a verbal description of moderately capable. This particular indicator got the highest mean among the indicators. This reveals that the teachers can write definitions of terms for research.

**Table 2. Level of research Capabilities of Teachers in St. Agnes Academy Inc. in Writing a Research Paper**

Indicators	MEAN	VERBAL INTERPRETATION
<i>I am capable of...</i>		
formulating research title	3.60	Moderately Capable
writing rationale/introduction/background of the study	3.50	Moderately Capable
writing the research conceptual framework and research paradigm	3.12	Moderately Capable
writing statement of the problem	3.48	Moderately Capable
formulating hypothesis/hypotheses	3.32	Moderately Capable
writing significance of the study	3.48	Moderately Capable
writing scope and limitation of the study	3.51	Moderately Capable
writing definition of terms	3.66	Moderately Capable
writing the review of related literature and studies	3.32	Moderately Capable
writing a research proposal	3.32	Moderately Capable
writing research methodology	3.05	Moderately Capable
determining the research design to apply in my study	3.02	Moderately Capable
adopting/constructing/modifying research instrument	2.99	Slightly Capable
writing abstract	3.16	Moderately Capable
writing results and discussion	3.22	Moderately Capable

<b>writing conclusions</b>	<b>3.22</b>	<b>Moderately Capable</b>
<b>writing recommendations</b>	<b>3.10</b>	<b>Moderately Capable</b>
<b>applying APA format</b>	<b>3.05</b>	<b>Moderately Capable</b>
<b>OVERALL MEAN</b>	<b>3.28</b>	<b>Moderately Capable</b>

According to statisticssolutions.com, the definition of terms gives the readers an understanding of the concepts or factors being discussed in the study, as well as contextual information as to how the concepts will be used. With this definition, it can be noted that when the term is defined conceptually, the researcher can search for its definition on the internet or in the dictionary. In other words, defining terms in the study is fundamental and does not require in-depth analysis and interpretation. Thus, in the context of the results from this study, it is understandable that writing definitions of terms got the highest rating.

On the other hand, the indicator “adopting/constructing/modifying research instrument” got the lowest mean. It only got a 2.99 mean, interpreted as slightly capable. The result implies that the teachers are not perfectly capable of adopting, constructing, or modifying research instrument which is appropriate for their research. Research design, as defined by libguides.usc.edu, encompasses the overarching strategy and analytical approach selected to integrate the various components of a study coherently and logically, thereby ensuring a comprehensive investigation of the research problem. The blueprint guides the collection, measurement, and interpretation of information and data. Consequently, selecting an appropriate research design demands a high level of expertise in research writing due to its technical nature.

In general, the research capability of teachers in St. Agnes Academy is moderately capable, as indicated by an overall mean of 3.28. This suggests that there is room for improvement in their research writing skills. The teachers at St. Agnes Academy have yet to attain full proficiency in this area. They may require further development and support to enhance their abilities in conducting research and writing research papers effectively.

**Table 3. Level of Research Capabilities of Teachers in St. Agnes Academy Inc. in Writing a Publishable Research Paper**

<b>Indicators</b>	<b>MEAN</b>	<b>VERBAL INTERPRETATION</b>
<i>I am capable of...</i>		
<b>writing the abstract</b>	2.96	Slightly Capable
<b>writing an introduction</b>	3.10	Moderately Capable
<b>writing the objectives</b>	3.47	Moderately Capable
<b>writing research methodology</b>	2.86	Slightly Capable
<b>writing results and discussion</b>	2.88	Slightly Capable
<b>writing conclusions</b>	2.98	Slightly Capable
<b>writing recommendations</b>	2.99	Slightly Capable
<b>OVERALL MEAN</b>	<b>3.03</b>	<b>Moderately Capable</b>

Based on the results, the table reveals that among the indicators measuring teachers' research capability in writing a publishable research paper or journal, the indicator "I am capable of writing the objectives" obtained the highest mean of 3.47, indicating a moderate level of capability. This suggests that Agnesian teachers have a solid understanding of writing research objectives.

As Eoghan (2022) described, research objectives serve as a roadmap for a research project, outlining its goals and explaining its pursuit. They are crucial in summarizing the project's approach and purpose while ensuring focus throughout the research process. Considering the teachers' familiarity with writing objectives for their lessons, it is logical that they perceive themselves as capable of writing research objectives. Hence, it is understandable that this indicator received the highest mean among all the assessed indicators. However, the indicator "I am capable of writing Research Methodology" received the lowest mean of 2.86, suggesting a slightly capable level of capability. This

finding aligns with Table 1, which indicates a low rating for the indicator related to determining and applying research design in their study. These results imply that while research methodology and research design are interconnected, they are distinct components of the research process that require advanced knowledge and skills in writing research.

Thus, Agnesian teachers must strengthen and develop their capability in research methodology to produce publishable research. This need for improvement is also emphasized in an article published on [skilfulacademy.com](http://skilfulacademy.com), highlighting the advantages of engaging in a well-executed study that provides reliable evidence to support arguments. Conversely, inadequately applied research methodology poses risks such as an inability to address the research question effectively or introducing biases into the study. With an overall mean of 3.03, indicating a moderately capable level, Agnesian teachers should focus on acquiring the essential skills in writing research to generate publishable research papers or journals.

Relationship of Levels of Research Capabilities of Teachers in St. Agnes Academy, Inc. when Grouped According to Profile

**Table 4. Analysis of Variance Table on Research Capabilities of Teachers in St. Agnes Academy with Respect to Writing a Research Paper**

PROFILE	F-VALUE	p-VALUE	H <sub>0</sub>
Age	1.12	0.36	Do not Reject
Years of Teaching in SAA	0.37	0.96	Do not Reject
Educational Attainment (Undergraduate)	4.26	0.01	Reject
Post Graduate Studies	1.61	0.21	Do not Reject
Attendance to Seminar/ Workshop in Research	12.89	0.0006	Reject

As shown in Table 4, using the ANOVA as the statistical treatment in order to determine the relationship between the profile of teachers in St. Agnes Academy and to their research capabilities, age, years of teaching in SAA, and post graduate studies have significant relationship with the research capabilities of teachers, with a p-value of 0.36, 0.96, and 0.21. Having these p-value which is greater than 0.05, as set for level of significance, the null hypothesis is thereby accepted. Therefore, it can be concluded that age, years of teaching in SAA and post graduate studies do not affect the capabilities of the teachers with respect to writing a research paper. On the other hand, for educational attainment in the undergraduate level and attendance to seminar/workshop in research, result shows a p-value of 0.01 and 0.0006 respectively, which is less than 0.05. This result means that the null hypothesis should be rejected. This further indicates that these two profiles, namely, educational attainment and attendance to seminars/workshops in research affect the capabilities of the teachers in St. Agnes Academy in writing a research paper. Therefore, there is a significant relationship between post educational attainment and attendance to seminars/workshop in research, and to the capabilities of teachers in writing a research paper.

For the non-significant results, one implication is that the variables are not reliably linked to each other in terms of research capabilities. Also, the result suggests that other factors aside from those included in the study may be explored like institutional support and motivation. Future researchers may use this study as a starting point and conduct more in-depth investigations to uncover any potential associations. Similarly, in the context that research capabilities are essential for teacher's roles or the organizational goals, the result of this study can prompt administrators to reassess the current training and support provided to teachers in research-related areas. This can lead to the development of more targeted professional development programs to enhance research skills among educators.

The result is reinforced by the study conducted by Caingcoy, (2020) that notably showed that the research capability of teachers had a low, negative but significant relationship with their age and accumulated years of service. Thus, means that this capability deteriorates as they age and accumulate years of service. Another study related to the study was conducted by Matthew (n.d.), which found out that there is no other profile which affects the research capabilities of public secondary school teachers in writing a research proposal and publishable research paper or article except their position in the school.

On the other hand, for the significant results with p-values of 0.36, 0.96 and 0.21 for age, years of teaching in SAA, and post graduate studies, there is a statistically significant relationship between the variables mentioned and the capabilities of teachers in writing a research paper. The result suggests that enrolling in post graduate studies and obtaining a degree positively influence the capabilities of the teachers. This means that teachers with higher levels of education are likely to possess more knowledge, critical thinking skills, and research methodologies, which can enhance the quality of their research work. Another noteworthy implication of the result is that it highlights the importance of continuous professional development. In the study of Yuan-yuan (2018) on the effects of trainings and seminars to improve student and teacher performance, findings indicated the positive effects of seminars in enriching classroom learning and students' responsibility for their own learning which can be achieved through training for teachers and students.

The findings also imply that St. Agnes Academy should focus on both variables with significant relationship to writing a research paper, like providing opportunities for teachers to pursue higher education. It can also foster a stronger and more diverse research culture and research-oriented mindset among the teachers and within the community, which can contribute to academic growth, higher-quality research, improved teaching practices, and better performance.

A similar study that can be linked to the result of the present study was conducted by Matthew (n.d.) where it was concluded that the research capabilities of public elementary school teachers with respect to writing a research proposal and a publishable research paper or article are affected by sex, civil status, and research seminars/trainings attended and not age, position and by highest educational attainment. It was also noted in the study of Alipio (n.d.) on improving the research skills of teacher through revitalized research and development program that the program developed is very effective, and that research and development activities are essential in the development of teachers' research skills. Thus, the product of this research may be anchored upon the developed program proposed by this study.

In summary, the findings displayed in Table 4 provide strong backing for the study's objective, which is to develop a comprehensive research program for the institution and a research framework that can be utilized not only by the current school but also by other private basic education institutions. The results will guide administrators on where to prioritize their efforts concerning teacher profiles and how to implement policies that foster and enrich their research abilities.

**Table 5. Analysis of Variance Table on Research Capabilities of Teachers in St. Agnes Academy with Respect to Writing a Publishable Research Paper**

PROFILE	F-VALUE	p-VALUE	H <sub>0</sub>
Age	1.68	0.13	Do not Reject
Years of Teaching in SAA	0.61	0.82	Do not Reject
Educational Attainment (Undergraduate)	8.19	0.0001	Reject
Post Graduate Studies	3.40	0.04	Reject
Attendance to Seminar/ Workshop in Research	2.55	0.11	Do not Reject

Table 5 shows the result of the analysis of variance on research capabilities of teachers in St. Agnes Academy with respect to writing a publishable research paper. Profile of the teachers namely their age, years of teaching in SAA, educational attainment, post graduate studies and attendance to seminar/workshop in research were analyzed if they have significant relationship with the teachers' research capabilities in terms of writing a publishable research paper. Based on the table, for the profile of age, the p-value is 0.13, for years of teaching in SAA, the p-value is 0.82, and attendance to seminar/workshop in research has a p-value of 0.11. With the results shown for the three profiles, the p-value is greater than 0.05, which means that the null hypothesis should not be rejected. The null hypothesis is to be accepted which means that there is no statistically significant relationship between the profiles age, years of teaching in SAA and attendance to seminar/workshop in research to the capabilities of teachers with respect to writing a publishable research paper. For the profiles of educational attainment in the undergraduate studies and post graduate studies, the p-value results are 0.0001 and 0.04 respectively. With this result, whose p-value is less than 0.05, the null



hypothesis is thereby rejected. This result means that there is a statistically significant relationship between educational attainment and post graduate studies to the capabilities of teachers with respect to writing a publishable research paper.

### Conclusion

With the result presented above, it implies that based on the data and analysis, age does not appear to have a statistically significant impact on the outcome variable being studied. Similarly, the result suggests that the number of years a person has taught in SAA does not have a statistically significant effect on the teachers' capability of writing a publishable research paper. Likewise, the result indicates that attending or not attending seminars/workshop related to research does not have a statistically significant influence on the outcome of the variable. The main implication of these results is that, based on the data and analysis conducted in the study, none of the three profile variables – age, years of teaching in SAA, and attendance to seminar/workshop in research – show a statistically significant relationship with the outcome variable. The study was not able to find enough evidence to suggest that these profile variables have a meaningful impact on the capabilities of teachers in writing a publishable research paper.

On the other hand, for educational attainment in undergraduate studies and post graduate studies, results indicate that there is a statistically significant relationship between the two variables to the research capabilities of teachers in terms of writing a publishable research paper. Consequently, the result indicates that there is evidence to suggest significant relationship between the two variables and the outcome variable. This implies that the level of education achieved, both undergraduate and postgraduate levels, is likely to have an impact on the capabilities of teachers in writing a publishable research paper.

In the study of Abarro and Mariño (2016), they found out that the research capabilities of public elementary school teachers with respect to writing a research proposal and a publishable research paper or article are affected by sex, civil status, and research seminars/trainings attended, and not age, position, and by highest educational attainment. The result of this study supports the findings of the current study in terms of age and educational attainment. In another study conducted by Corpuz (2020), teachers considered support for research by management and environment being conducive to research as moderately provided and that the MOODLE is recommended as the most appropriate learning management system in the public schools' teachers in Nueva Viscaya. This study links the result to the present study emphasizing the need to support teachers in their post graduate studies in order to enhance their capabilities in writing publishable research. According to Tamban and Maningas (2020), there is no significant relationship between the teachers' profile and their research capability except from highest educational attainment. It is highlighted that there is a need for intensive seminar/training write-shop for teachers to be highly capable in writing completed research that can be presented and published. It was recommended that an action plan for the seminar/training write-shop activities contain the topics, timeframe, expected output, material requirements, and the responsible person. These recommendations will provide a groundwork for the proposed research program of the authors of this current study.

Overall, the results shown in Table 4 means that as teachers achieve higher levels of education, both undergraduate and postgraduate degrees, there is a discernible relationship with their research capabilities. This result emphasizes also that higher educational attainment may lead to better research skills and competence in producing publishable research paper. The finding underscores the importance of pursuing higher education if teachers want to improve their research capabilities. It suggests that investing in further education can lead to enhanced research productivity and the potential for contributing to the academic community through published research. In terms of professional development, the result highlights the significance of continuous professional development of teachers, especially in the context of research. Encouraging educators to pursue additional studies and training can foster a research-oriented mindset, enabling them to generate high-quality research papers that contribute to the advancement of knowledge in their field of specialization. Administrations may find the result for basis of designing policies and support structures to promote and incentivize higher education among teachers by providing opportunities for teachers to pursue advanced degrees and research-related workshops. The research capabilities of teachers play a crucial role in the overall quality of education they provide to their students. Therefore, teachers who engage in research are likely to be better equipped to teach their subjects effectively. Teachers with higher capabilities in writing a publishable research paper can potentially enrich the field and benefit other researchers, educators, and students alike. Finally, other researchers may explore the specific factors or teaching approaches that are influenced by higher educational attainment and how these factors contribute to improved research capabilities among teachers to research. The research capabilities of the teachers in St. Agnes Academy in writing a publishable research paper are affected by their undergraduate educational course and post graduate studies. Their age and years of teaching in St. Agnes Academy

does not affect both their capabilities in writing a research paper and a publishable research paper. A research program that will address the needs of the teachers in terms of capacitating them in their research skills will be in place, together with a research framework that will serve as a foundation for a comprehensive research program for St. Agnes Academy Inc.

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