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Research Capabilities of Public Secondary School Teachers in the Schools Division of Zambales

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ABSTRACT

The study aimed to assess the research capability of public secondary school teachers in the Division of Zambales and utilized a descriptive research design with a questionnaire as the main instrument in gathering data from seven hundred (700) teacher-respondents who were randomly selected. The researcher found out that the respondent is a married female Teacher-I in her early adulthood, with 21-25 hours of teaching load, baccalaureate degree holder had no research conducted and published but had attended a school-based seminar on research with knowledge on basic computer applications. The respondents were assessed "moderately capable" of writing a research proposal and writing a research report. There is significant differences in civil status, academic rank, specialization, number of seminars attended, number of research published, and the level of computer literacy towards writing research proposal while the significant difference in age, specialization, number of seminars attended number of research published, and the level of computer literacy towards writing a research report. There is a slight or weak relationship between the number of research conducted and the research capability and a negligible relationship between the number of seminars attended and the research capability as to writing a research proposal and writing a research report.

1. Introduction

Research is instrumental in transforming society. It has expanded into the education setting and much has been written about the importance of action research in teacher education (Hine, 2013; Hong & Lawrence, 2011; Young, Rapp, Murphy, 2010). Teachers are encouraged by the Department of Education to conduct research, particularly school-based action research as part of their performance appraisal. This directs teachers to do well not just in classroom teaching but also in publishing academic papers. Thus, aside from delivering effective lessons every day to the students, doing research has also become part of the teachers' routine. Through the DepEd Order 39 series of 2016, the Department of Education adopted the Basic Education Research Agenda which provides guidance to DepEd and its stakeholders in the conduct of educational research. The research agenda should build on gains from existing research, generate new knowledge on priority research areas, focus DepEd's attention on relevant education issues, and maximize available resources for research within and outside the Department. Teachers, master teachers, academic teaching, and non-teaching personnel, are encouraged to do research regarding education and learning, child protection, human resource development, governance, disaster risk reduction management, inclusive education, and gender and development.

With professional growth and development as one of the key result areas for the individual teacher's performance commitment and review, doing action research has also become part of the annual performance appraisal for all teachers. In a related field, master teachers are required to conduct action research as mandated in their position description form and Philippine Professional Standard for Teachers (PPST). Admittedly, of the almost 5000 teachers in the Schools Division of Zambales, a minimal number is doing action research and most researchers are those who participate in ranking within the school's division. It seems that

promotion and career development remain to be the key motivating factor among teachers in doing research. Though the schools' division is conducting research training intensive training and workshops, a large number of teachers are still not fond of doing action research. Thus, this study aims to identify the teachers' profiles, capabilities in doing research and to fill the gap to provide additional literature. The implication of this study is for the Schools Division of Zambales concerned personnel to consider the findings of this study and address the needs of the teachers in order to create a community of teacher-research based.

1.1 Statement of the Problem

The study assessed the research capabilities of public secondary school teachers in the Division of Zambales. It identified the major factors that enable or hinder teachers in doing research undertakings and as such, innovative programs for conducting research to be developed. Specifically, the study sought to provide answers to the following questions:

1. How is the socio-demographic profile of the respondents described in terms of age, sex, civil status, position/academic rank, specialization/major, teaching load, years in teaching service, highest educational attainment, research seminars/training attended, number of research conducted, number of research published, and level of computer literacy?
2. What is the level of research capabilities of teacher respondents in terms of writing a research proposal and writing a research report?
3. Is there a significant difference in the level of research capabilities of teacher respondents when grouped according to their profile variables as to writing a research proposal and writing a research report?
4. Is there a significant relationship between research capabilities and:

    4.1. Number of Research Conducted

    4.2. Number of Seminars Attended?

2. Literature Review

The adoption of Basic Education Reform Agenda through DepEd Order 39, s. 2016, DepEd encourages teachers to do research that encompasses topics on teaching-learning, child protection, human resource development, governance, disaster and risk reduction management, and gender and development. In light of the adoption of the Research Agenda, mechanisms would be set up to support researchers. DepEd would ensure wide dissemination of the research results through publication, conferences, forums, and other platforms. With this, orientation materials would be prepared and distributed to national and local events. This Research Agenda dissemination would cover DepEd internal and external stakeholders with the intention of getting the active participation of research institutions and the academe. For BERF-funded research, DepEd would collect and upload the completed research studies on the website for ready reference. Research results would be considered in the development of a knowledge management system for the Department. Academics and researchers can find in the Research Agenda prospects for scholarly study and discourse. To ensure full use of the research studies emanating from the Research Agenda, PRD would analyze the findings to come up with recommendations for policy and/or program development.

Formeloza and Pateňa's (2013) teachers research capability study has findings that the faculty are competent in grammar, sentence construction, and communication skills. Among the major parts of the research paper, the faculty need more improvement on the methods particularly in the construction of questionnaires, developing research designs, and determining statistical tools and treatment. On the other hand, the result of the study Desta in his study "Primary School Teachers Involvement in Action and its Implication for Quality Education", found out that a significant number of teachers in the study area do not have adequate knowledge and skills to undertaking action research because 44.56% of respondent teachers have not acted research course at a higher education institution. Even from those teachers who took the training, a sizable number of teachers was not equipped with adequate research skill and knowledge. From teachers who had taken research methodology courses, 35.42% of them assured that the training they have taken was not adequate enough to enable them to undertake action research. The reason they mentioned this was that the research course offered in a higher institution was highly theory-ridden and did not provide them with sufficient experience.

Teachers' attitude towards research activities is a major driving force behind engagement in educational research. Teacher researchers need to become familiar with and develop an appreciation of the nature of the research process itself, and ultimately change their attitude and behavior before conducting any piece of research.

3. Methodology

Since the research capabilities of public secondary school teachers in the Schools Division of Zambales is to be studied, the study used a descriptive method of research. The respondents of the study were the seven hundred (700) public secondary school teachers within the Schools Division of Zambales. Data on the total population of teachers were gathered through the School Division of Zambales Form 3- Secondary School Principals Report on Attendance of Students and Teachers. The number of respondents was obtained using Slovin's formula, 30% of the total number of teachers' population in the entire division as approved and recommended by the school and department heads.

For this study, a questionnaire from Salom (2016) and Formeloza and Pateňa (2013) was adapted, modified, and used. The first part of the questionnaire focused on the demographic profile of the respondent. The second part of the questionnaire focused on the level of capabilities of teacher respondents in writing a research proposal and the third part focused on the level of capabilities of teacher respondents in writing a research report.

4. Results and Discussion

4.1 Profile of the Respondents

4. 1.1. Age.

Out of seven hundred (700) respondents, mostly with 104 or equivalent to 14.90% are from the age group of 21-25 years old; 150 or 21.405, 26-30 years old; 152 or 21.70%, 31-35 years old; 119 or 17%, 36-40 years old; 83 or 11.90%, 41-45 years old; 45 or 6.40%, 46-50 years old; 31 or 4.40%, 51-55 years old and 16 or 2.30% from 56 years old and above. The computed mean age of the respondents was 34.9 or 35 years' old

4.1.2. Sex.

Out of seven hundred (700) respondents, there were 182 or equivalent to 26.00 % are males while 518 or equivalent to 74.00 % are females. This clearly demonstrates the dominance of the female respondents, and this could be ascribed to the noted dedication and commitment of women in the teaching profession. The shifting of the male sector in engaging skilled manpower is attributed to the decrease in the number of males engage in the teaching profession.

4.1.3. Civil Status.

Out of seven hundred (700) respondents, there were 280 or equivalent to 40.00 % are single; 401 or 57.30 % are married; 11 or 1.60% are widows, and 8 or 1.10 % are separated from the spouse. It manifests that majority of the teacher-respondents were already handling marital and family responsibility. It further demonstrates their emotional, psychological, physical, and financial readiness of having family and children in providing the basic needs of food, clothing, shelter, education, and hospitalization.

4.1.4. Academic Rank.

Out of seven hundred (700) respondents, the majority with 469 or equivalent to 67.00 % are occupying Teacher -1 position; 102 or 14.60%, Teacher-II; 81 or 11.60%, Teacher-III; 28 or 4%, Master Teacher-1; and 20 or 2.90%, Master Teacher 2. Majority The majority of the teachers are occupying the lowest academic rank. The entry-level in the Department of Education is Teacher-1 and attaining the highest academic rank is the by-product of pursuing masters and doctorate education.

4.1.5. Specialization.

Out of seven hundred (700) respondents, there were 102 or equivalent to 14.60% with specialization in English; 133 or 19.00%, Math; 128 or 18.30%, Science; 94 or 13.40%, Social; 86 or 12.30%, Filipino; 114 or 16.30%, Technology and Livelihood Education (TLE); 24 or 3.4%, Values Education and 19 or 2.70% in Music, Arts, Physical Education and Health (MAPEH). The subjects major for the respondents denote that secondary school teachers should have a specific line of specialization to assure competence and quality of learning.

4.1.6. Teaching Loads.

Out of seven hundred (700) respondents, there were 184 or equivalent to 26.30 % with 15-20 hours of teaching loads; 273 or 39.00%, 21-25 hours; 206 or 29.40%, 26-30 hours, and 37 or equivalent to 5.30%, 31 hours or more of teaching loads. As provided in the Civil Service Manual, the government employee should render an equivalent of 40 hours per week. In the Magna Carta of Teaching Profession, the six hours equivalent per day should be observed in actual teaching while the remaining two hours shall be devoted to other paper works such as checking of the test, recording of student accomplishments, and preparation of instructional materials and devices and other teacher-related works like the home visitation or ancillary works.

4.1.7. Years in the Service.

Out of seven hundred (700) respondents, there were 266 or equivalent to 38% have already served for 1 to 3 years; 195 or 27.90%, 4-6 years; 57 or 8.10%, 7-9 years; 49 or 7.00%, 10-12 years; 37 or 5.30%, 13-15 years and 96 or equivalent 13.70%, 16 years and

above in the service. It clearly implies that most of the teacher-respondents were novices and new in the teaching profession. The mean year of service, equivalent to 6.65 denotes satisfaction and contentment in the profession. The year in service implied that teachers would remain loyal to the teaching profession and desirous to stay up to the age of retirement. They enjoyed dealing with their students and treated them as their children or younger siblings.

4.1.8. Highest Educational Attainment.

Out of seven hundred (700) respondents, there were 238 or equivalent to 34.00% are BSE/BEED holders; 68 or 9.70 %, BS with CPE units; 317 or 45.30 %, with MAED/MSE/MAT units; 50 or 7.10%, MAED/MSE/MAT graduate; 21 or 3.00%, with Ed.D./ Ph.D. units and 6 or equivalent to 0.90% are Ed.D. /Ph.D. graduates. Good numbers of respondents pursue higher education by taking their masters and doctorate degrees. This holds to the desire of not remaining Teacher-I for the rest of their life but driven by the desire to be promoted and become school administrators someday. Another is the means of teacher promotion called Equivalent Record Form application in which a Teacher I could be promoted to Teacher II or III depending on the number of units they acquire in post-graduate studies. Meanwhile, in order to sustain teachers' competence, they must continue to develop themselves through relevant learning and development interventions as provided in the CPD Act of 2016. Continuing Professional Development ensures professionalism in all spheres of society, especially in the teaching profession. Enabling teachers to be abreast with the demands of modern teaching practices, pedagogy, and teaching methodology, and to follow the latest developments in their profession, it is necessary to systematically organize and ensure teachers' participation in various professional development activities (Farooq, 2016).

4.1.9. Number of Seminars Attended.

Out of seven hundred (700) respondents, there were 155 or equivalent to 22.10% have already attended school-based seminars; 21 or 3.00%, District-based; 41 or 5.9 %, Division based; 22 or 3.10%, Regional; 13 or 1.90%, National; 6 or 0.90%, International; 135 or 19.30%, School/Division; 110 or 15.70%, School/District; 79 or 11.30% School/District/Division; 61 or 8.70%, School/ District/ Division/ Regional; 32 or 4.60%, School/ District/ Division/ Regional/National; 24 or 3.40%, School/District/Division/Regional/International and only 1 or equivalent to 0.10% had attended District/Division based seminars. The data clearly shows the effort of the school head and principal in conducting a school-based research seminar and so with the division level. The school officials understand the importance and relevance of conducting action research for their teachers in looking for solutions to small problems confronting the teaching and learning process. Most teachers are engaging experimental studies on determining the effectiveness of intervention for better academic gains and performance.

4.1.10. Number of Research Conducted.

Out of the seven hundred (700) respondents, there were 490 or equivalent to 70.00% have no research conducted; 198 or equivalent to 28.30 % have already conducted 1 to 3 research; 7 or 1.00 %, 4-6 research, and 5 or equivalent to 0.70%, 7 or more research conducted. The failure to conduct research is accounted for by the difficulty encountered in writing the research report. Moreover, according to the respondents, they have problems doing the statistics and providing interpretation and analysis. Those noted with research output have attended graduate studies programs that help build their competence and capabilities in conducting research.

4.1.11. A number of Research Published.

Out of the seven hundred (700) respondents, there were 641 or equivalent to 91.60% have no published research; 54 or equivalent to 7.70 % have already published 1 to 3 research; 2 or 0.30 %, 4-6 research, and 3 or equivalent to 0.40%, 7 or more published research. Publication of research output is not an easy endeavor. The entire manuscript is being transformed into a publishable article by capturing the results of the investigations. For research to be able to be published, it entails costs ranging from Php5, 000.00 to Php12, 000 .00 which amount greatly depends on the publishers.

4.1.12. Level of Computer Literacy.

Out of seven hundred (700) respondents, there were 4 or 0.60% who do not know computer; 62 or 8.90%, with little knowledge on a computer; 526 or 75.10%, with knowledge on computer and 108 or equivalent to 14.40% with full knowledge on computer. Teachers today are considered millennials. Learning computers is indispensable in the teaching profession. Computers provide help not only in conducting research but also facilitate the preparation and submission of monthly, quarterly, and year-end reports. They have the basic knowledge on typing, setting up of margins, application of several icons and menus as to the selection of font type, border designs, page layout, checking of grammar usage. The teachers also have the knowledge on using computer or laptop in writing business letters and reports.

4.2. Research Capabilities

4.2.1. Writing a Research Proposal

The respondents were assessed moderately capable on all indicators particularly in writing the bibliography (9) manifested in the weighted mean of 3.22 and ranked 1st while least on indicator 10, identifying the appropriate statistical tools with a mean of 2.98 and ranked 10th. The computed overall weighted mean on the responses was 3.10 with a qualitative interpretation of "moderately capable". The respondents demonstrate moderate capability in writing the bibliography. The respondents understand the importance of citing, giving recognition, and acknowledgment of authors in order to avoid a penalty in violation of the Anti-Intellectual Property Right Law. The bibliography is usually written in the Appendix part immediately after Chapter 5. It is written and arranged in alphabetical order.

Table 1. Perception towards Level of Research Capabilities in Writing a Research Proposal

	Level of Research Capabilities in Writing a Research Proposal	WM	QI	Rank
1	Conceptualizing a problem	3.21	MC	2
2	Writing the rationale/ introduction	3.13	MC	5
3	Writing the significance of the study	3.17	MC	3.5
4	Writing the statement of the problem	3.17	MC	3.5
5	Formulating the theoretical and conceptual framework	3.04	MC	7
6	Formulating the hypotheses	3.09	MC	6
7	Writing and identifying the research design	3.01	MC	9
8	Determining sample size using the appropriate sampling technique.	3.03	MC	8
9	Writing the bibliography	3.22	MC	1
10	Identifying the appropriate statistical tools	2.98	MC	10
	Overall Weighted Mean	3.10	MC	

It could also be noted the dilemma and predicament of the teacher respondents towards identifying the appropriate statistical tools to be used in the study. The statistics provide a tool to describe the data as to frequency counts, percentage, mean, and rank distribution and to determine significant differences and relationships by using inferential statistics such as t-test, z-test, U-test, H-test, F-test or Analysis of Variance, Pearson-r, Spearman Rank and Chi Square-test and many others. The determination of the appropriate statistical tools is based and anchored on how the statement of the problems and hypothesis had been formulated. As admitted by the majority of the respondents, not only identifying the statistical tools even as well on the computation of the data is a big problem for them. Abu-Bader (2006) explains the importance of using statistical methods in social work practice with a Complete SPSS Guide, one that provides a step-by-step description of the process to organize, analyze, and interpret data instead of focusing on the memorization of formulas.

4.2.2. Writing a Research Report

The respondents were assessed moderately capable on all indicators particularly in (4) writing the statement of the problem and objectives manifested in the weighted mean of 3.13 and ranked 1st while least on indicator 10, in applying and submitting requirements to research publications with a mean of 2.80 and ranked 10th. The computed overall weighted mean on the responses was 3.03 with a qualitative interpretation of "moderately capable".

Table 2. Perception towards Level of Research Capabilities in Writing a Research Report

	Level of Research Capabilities in Writing a Research Report	WM	QI	Rank
1	Writing the abstract	2.99	MC	8.5
2	Writing the keywords	3.11	MC	2
3	Writing the rationale/ introduction	3.09	MC	3
4	Writing the statement of the problem and objectives	3.13	MC	1
5	Writing the research methodology	2.99	MC	8.5
6	Writing the results and discussion	3.01	MC	7
7	Writing the conclusion	3.05	MC	6
8	Writing the recommendation	3.07	MC	5
9	Writing the bibliography applying the appropriate format	3.08	MC	4

10	Applying and submitting requirements to research publications	2.80	MC	10
	Overall Weighted Mean	3.03	Moderately Capable	

4.3. Test of Differences on the Perception of the respondents towards Level of Research Capabilities

4.3.1. Writing a Research Proposal

There is no significant difference in the perception towards the level of research capabilities in writing a research proposal when grouped according to age, sex, years in the service, and highest educational attainment profile variables respectively manifested in the weighted mean of 0.086, 0.275, 0.058, and 0.333 which are higher than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted.

On the other hand, there are significant differences in the perception towards the level of research capabilities in writing a research proposal when grouped according to civil status, academic rank, specialization, number of teaching loads, number of research conducted, number of seminars attended, number of research published and level of computer literacy manifested in the weighted mean of 0.026, 0.000, 0.013, 0.002, 0.000, 0.000, 0.000 and 0.000 which are lower than (<) 0.05 Alpha Level of Significance, hence the Null Hypothesis is rejected.

The data reflected in the data revealed the opposing views of the respondents towards research capability as to writing a research proposal. This finding is similar to the study of Salom (2013) as he found out that faculty members are capable in all the identified areas of writing a research proposal and writing a publishable research paper. His findings imply that research is a familiar activity to the respondents because of research and seminars. However, 63.86% of the faculty did not engage in research because of first, lack of time; second, lack of interest; third, not enough incentive; and fourth, lack of research writing skills.

Table 3 Analysis of Variance to test differences in the perception towards the level of research capabilities in writing a research proposal when grouped According to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decisions
Age	Between Groups	6.199	7	.886	1.791	0.086	Accept Ho
	Within Groups	342.216	692	.495			Not Significant
	Total	348.414	699				
Sex	Between Groups	.596	1	.596	1.196	0.275	Accept Ho
	Within Groups	347.819	698	.498			Not Significant
	Total	348.414	699				
Civil Status	Between Groups	4.615	3	1.538	3.115	0.026	Reject Ho
	Within Groups	343.799	696	.494			Significant
	Total	348.414	699				
Academic Rank	Between Groups	13.819	5	2.764	5.733	0.000	Reject Ho
	Within Groups	334.595	694	.482			Significant
	Total	348.414	699				
Specialization	Between Groups	8.855	7	1.265	2.578	0.013	Reject Ho
	Within Groups	339.560	692	.491			Significant
	Total	348.414	699				
Number Teaching Load	Between Groups	15.402	12	1.284	2.648	0.002	Reject Ho
	Within Groups	333.012	687	.485			Significant
	Total	348.414	699				
Years in the Service	Between Groups	3.724	3	1.241	2.507	0.058	Accept Ho
	Within Groups	344.690	696	.495			Not Significant
	Total	348.414	699				
Highest Educational Attainment	Between Groups	2.859	5	.572	1.148	0.333	Accept Ho
	Within Groups	345.556	694	.498			Not Significant
	Total	348.414	699				
Number of Research Conducted	Between Groups	30.906	5	6.181	13.511	0.000	Reject Ho
	Within Groups	317.508	694	.458			Significant
	Total	348.414	699				

Number of Seminars Attended	Between Groups	40.368	3	13.456	30.403	0.000	Reject Ho
	Within Groups	308.046	696	.443			Significant
	Total	348.414	699				
Number of Research Published	Between Groups	23.619	3	7.873	16.871	0.000	Reject Ho
	Within Groups	324.796	696	.467			Significant
	Total	348.414	699				
Level of Computer Literacy	Between Groups	30.351	3	10.117	22.138	0.000	Reject Ho
	Within Groups	318.064	696	.457			Significant
	Total	348.414	699				

Salom (2013) inferred from his study that the faculty had, indeed, gained knowledge and developed research skills, but due to lack of time, it was quite difficult for them to focus on research; the bulk of their work was more on instruction and in administration designation. In the same vein that the faculty members could not concentrate on doing some areas of the research process, such as reviewing related literature, constructing research instrument, conducting the validity and reliability test of the data-gathering instrument, identifying the research variables, collecting and processing data, establishing an interconnection between and among data, using parallel observations with contemporary events to give credence to the situation presented in the introduction, and drawing out implications. His study stated also that the research capability of the faculty was affected by their academic rank, highest educational attainment, and teaching load.

4.3.2. Writing a Research Report

Table 4 Analysis of Variance to test differences on the perception towards the level of research capabilities in writing a research report when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decisions
Age	Between Groups	10.473	7	1.496	2.905	0.005	Reject Ho
	Within Groups	356.459	692	.515			Significant
	Total	366.932	699				
Sex	Between Groups	.348	1	.348	.663	0.416	Accept Ho
	Within Groups	366.584	698	.525			Not Significant
	Total	366.932	699				
Civil Status	Between Groups	3.165	3	1.055	2.018	0.110	Accept Ho
	Within Groups	363.767	696	.523			Not Significant
	Total	366.932	699				
Academic Rank	Between Groups	14.616	5	2.923	5.758	0.000	Reject Ho
	Within Groups	352.316	694	.508			Significant
	Total	366.932	699				
Specialization	Between Groups	18.136	7	2.591	5.140	0.000	Reject Ho
	Within Groups	348.796	692	.504			Significant
	Total	366.932	699				
Number Teaching Load	Between Groups	15.513	12	1.293	2.527	0.003	Reject Ho
	Within Groups	351.419	687	.512			Significant
	Total	366.932	699				
Years in the Service	Between Groups	3.667	3	1.222	2.342	0.072	Accept Ho
	Within Groups	363.265	696	.522			Not Significant
	Total	366.932	699				

Highest Educational Attainment	Between Groups	2.113	5	.423	.804	0.547	Accept Ho
	Within Groups	364.820	694	.526			Not Significant
	Total	366.932	699				
Number of Research Conducted	Between Groups	27.849	5	5.570	11.400	0.000	Reject Ho
	Within Groups	339.083	694	.489			Significant
	Total	366.932	699				
Number of Seminars Attended	Between Groups	44.826	3	14.942	32.287	0.000	Reject Ho
	Within Groups	322.106	696	.463			Significant
	Total	366.932	699				
Number of Research Published	Between Groups	22.827	3	7.609	15.390	0.000	Reject Ho
	Within Groups	344.106	696	.494			Significant
	Total	366.932	699				
Level of Computer Literacy	Between Groups	25.335	3	8.445	17.207	0.000	Reject Ho
	Within Groups	341.597	696	.491			Significant
	Total	366.932	699				

There is no significant difference in the perception towards the level of research capabilities in writing a research report when grouped according to, sex, civil status, years in the service, and highest educational attainment profile variables respectively manifested in the weighted mean of 0.416, 0.110, 0.072 and 0.540 which are higher than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. On the other hand, there are significant differences in the perception towards the level of research capabilities in writing a research report when grouped according to age, academic rank, specialization, number of teaching loads, number of research conducted, number of seminars attended, number of research published and level of computer literacy manifested in the weighted mean of 0.005, 0.000, 0.000, 0.003, 0.000, 0.000, and 0.000 which are lower than (<) 0.05 Alpha Level of Significance, hence the Null Hypothesis is rejected.

The data clearly manifest the opposing perspective of the respondents towards writing a research report. This finding supports the study of Abarro and Mariño (2016) found that research capabilities of teachers with respect to a research proposal is affected by their position and not affected by age, sex, highest educational attainment, and research training attended while with respect to writing a publishable research paper, the research capabilities of teachers are affected by sex, civil status and training and seminars attended and not age, position, and highest educational attainment.

4.4. Test of Relationship

4.4.1. Between the number of research conducted and the research capability

Table 5. Pearson Product Moment Coefficient of Correlation to determine the relationship between the number of research conducted and the research capability

Sources of Correlations		Number of Research Conducted	
Writing a Research Proposal	Pearson Correlation	1	0.339**
	Sig. (2-tailed)		0.000
	N	700	700
Writing a Research Report	Pearson Correlation	1	0.347**
	Sig. (2-tailed)		0.000
	N	700	700
**. Correlation is significant at the 0.01 level (2-tailed).			

There is a weaker or slight relationship between the numbers of research and the research capability as to writing a research proposal and writing a research report manifested in the computed Pearson r-value of 0.339**, and 0.347** respectively. The computed P-value of 0.000, and 0.000 are lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there is a significant relationship. The data further reveals that the number of research conducted is slightly influenced by their capability in writing a research proposal and research reports. Those teachers who have experienced in conducting more

research could have seemingly taken it easy and not a problem compared to those with novice and beginners in conducting research. The law of repetition and exercises explains that more experience in writing research accumulates mastery and develops higher competence.

4.4.2. Number of Seminars Attended and the research capability

Table 6. Pearson Product Moment Coefficient of Correlation to determine the relationship between the number of seminars attended the research capability

Sources of Correlations		Number of Seminars Attended	
Writing a Research Proposal	Pearson Correlation	1	0.069
	Sig. (2-tailed)		0.069
	N	700	700
Writing a Research Report	Pearson Correlation	1	0.089
	Sig. (2-tailed)		0.078
	N	700	700
**. Correlation is significant at the 0.01 level (2-tailed).			

There is no relationship between the number of seminars attended and the research capability as to writing a research proposal and writing a research report manifested in the computed Pearson r-value of 0.069, and 0.089, respectively. The computed P-value of 0.069, and 0.078 are higher than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is accepted, hence there is no significant relationship. The data provides sufficient evidence to conclude that the number of attendances to seminars does not influence research capabilities.

5. Conclusion

Based on the summary of the investigations conducted, the researcher has concluded that:

1. The respondent is a married female Teacher-I in her early adulthood, major in Math with 21-25 hours of teaching load, baccalaureate degree holder, no research conducted and published and had attended school-based seminar on research with knowledge on basic computer applications.
2. The respondents were assessed "moderately capable" of writing research proposals and writing a research report.
3. There are significant differences in civil status, academic rank, specialization, number of seminars attended, number of research published, and the level of computer literacy towards writing research proposal while significant differences in age, specialization, number of seminars attended number of research published, and the level of computer literacy towards writing a research report.
4. There is a slight or weak relationship between the number of research conducted and the research capabilities and a negligible relationship between the number of seminars attended and the research capabilities in writing a research proposal and writing a research report.

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