

# Research Capabilities of Public Secondary and Elementary School Teachers in the Division of Antipolo City

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**Abstract-** The study aimed to determine the factors affecting the research capabilities of public secondary and elementary school teachers in the Division of Antipolo City. The study made use of the descriptive method.

The public secondary and elementary school teachers are moderately capable in writing a research proposal and publishable research paper or article.

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. 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.

**Index Terms-** public elementary school teachers, research capabilities

## I. INTRODUCTION

Research is a very important tool in national and global progress. Its value cannot be underestimated for it is directed towards the preservation and improvement of quality of life (Calderon and Gonzales, 1993). Moreover, the purpose of research is to serve man and the goal of research is good live. Hence, due to research man becomes progressive because man is utilizing the products of research.

Research serves as a solution to societal problems that are apparent from community level up to different government and non-government agencies. Thus, most government and non-government agencies are developing research agenda in order to find solutions to prevailing problems observed in the society.

The Department of Education as an agency of the government should take part in addressing problems particularly the teaching-learning process. In other words, the teachers should conduct research relative to the solutions of the problems in their classrooms which will in turn improve the educational system of the country. Although there is no specific mandate coming from the higher authorities of the Department of Education requiring teachers to conduct research, conduct of research should be promoted by the middle level educational managers in order make realistic decisions. To corroborate this concept, the DepEd issued DO No. 65, s. 2003 which institutionalizes the research-based decision and policy making in the department. This order stipulates that policies in the department should be based on research.

Hypothetically, some teachers are not skillful in conducting research particularly classroom based or action research. Thus, how can these teachers help address the problems encountered in classrooms if they are not skillful in conducting research? This situation should not be neglected and should be given attention not only by the Department of Education but also other institutions who are affected by their outputs, the high school graduates.

The University of Rizal System with a mission to “nurture and produce upright and competent graduates and empowered community ,through relevant and sustainable higher professional and technical instruction, research, extension and production services” should take part in helping the DepEd teachers as a member of the larger community. In view of the need to concretize this mission, the research proponents conducted this study on “Research Capabilities of Public Secondary and Elementary School Teachers in the Division of Antipolo City”.

## II. OBJECTIVES

The study aimed to develop an extension training on research for public elementary and secondary school teachers in the Division of Antipolo City during the Schools Year 2015-2016 and 2016-2017.

Specifically, it sought answer the following questions:

1. What is the level of research capabilities of public secondary and elementary school teachers in terms of the following:
  - 1.1. writing a research proposal; and
  - 1.2. writing a publishable research paper?
2. Is there a significant difference in the level of research capabilities of public secondary and elementary school teachers when grouped according to profile?

## III. RESEARCH METHODOLOGY

The made use of the descriptive evaluative method of research utilizing survey form to assess the research capabilities of faculty members in public secondary and elementary schools in the Division of Antipolo City, Philippines.

The respondents of the study were the one hundred sixty (160) public secondary and 160 elementary school teachers in the different public schools in the Division of Antipolo City. The number of respondents was pre-determined by the researchers and was selected using multi-stage random sampling.

The study made use of the Questionnaire Checklist devised to answer the specific problems of the study. It was subjected to

validation by Ten (10) experts and the suggestions were checklist, mean was used. considered in the finalization of the checklist. To score the

IV. RESULTS

**Table 1. Level of Research Capabilities of Public Secondary School Teacher Research Capability of Public Secondary and Elementary School Teachers In Writing a Research Proposal**

Aspects	Secondary		Elementary	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Writing Rationale	3.62	Moderately Capable	3.77	Moderately Capable
2. Writing Significance of the Study	3.75	Moderately Capable	3.75	Moderately Capable
3. Writing Definition of Terms	3.90	Moderately Capable	3.86	Moderately Capable
4. Writing Expected Output of the Study	3.71	Moderately Capable	3.67	Moderately Capable
5. Writing the Review of Related Literature	3.63	Moderately Capable	3.71	Moderately Capable
6. Writing the Research Methodology	3.69	Moderately Capable	3.70	Moderately Capable
7. Writing the Research Framework	3.67	Moderately Capable	3.71	Moderately Capable
8. Applying APA Format	3.32	Less Capable	3.42	Moderately Capable
<b>Overall</b>	<b>3.66</b>	<b>Moderately Capable</b>	<b>3.70</b>	<b>Moderately Capable</b>

**Table 2. Research Capabilities of Public Secondary and Elementary School Teachers in Writing A Publishable Research Paper or Journal Article**

Aspects	Secondary		Elementary	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Writing abstract	3.46	Moderately Capable	3.48	Moderately Capable
2. Writing an Introduction	3.66	Moderately Capable	3.56	Moderately Capable
3. Writing the Objectives	3.71	Moderately Capable	3.61	Moderately Capable
4. Writing Research Methodology	3.56	Moderately Capable	3.50	Moderately Capable
5. Writing Results and Discussions	3.62	Moderately Capable	3.57	Moderately Capable
6. Writing Conclusions	3.65	Moderately Capable	3.55	Moderately Capable
7. Writing Recommendations	3.65	Moderately Capable	3.63	Moderately Capable
Overall	3.62	Moderately Capable	3.56	Moderately Capable

**Table 3. Analysis of Variance Table on Research Capabilities of Public Secondary and Elementary School Teachers with Respect to Writing a Research Proposal In Terms of their Profile**

Profile	Secondary			Elementary		
	F-Value	p-value	Ho	F-Value	p-value	Ho
Age	1.519	0.200	FR	0.54	0.700	FR
Sex	2.450	0.123	FR	9.583	0.002	R
Civil Status	.276	0.603	FR	6.605	0.002	R
Position	2.812	0.043	R	2.113	0.101	FR
Highest Educational Attainment	0.085	0.924	FR	1.053	0.354	FR
Research Seminars/Trainings Attended	1.095	0.383	FR	3.472	0.003	R

Legend: FR-Fail to reject, R-Reject

**Table 4. Analysis of Variance Table on Research Capabilities of Public Secondary and Elementary School Teachers with Respect Writing a Publishable Research Paper or Article In Terms of their Profile**

Profile	Secondary			Elementary		
	F-Value	p-value	Ho	F-Value	p-value	Ho
Age	0.746	0.570	FR	0.490	0.740	FR
Sex	0.970	0.332	FR	5.641	0.020	R
Civil Status	0.001	0.983	FR	3.991	0.020	R
Position	1.430	0.243	FR	1.317	0.271	FR
Highest Educational Attainment	0.631	0.534	FR	2.379	0.094	FR
Research Seminars/Trainings Attended	1.570	0.134	FR	3.820	0.002	R

V. DISCUSSIONS

As presented in Table 1, the research capabilities of public secondary and elementary school teachers in writing definition of terms has the highest mean rating of 3.90 and 3.86 respectively both with verbal interpretation of moderately capable. While, applying American Psychological Association (APA) format has the lowest mean rating of 3.32 verbally interpreted as less capable and 3.42 verbally interpreted as moderately capable respectively. The data indicates that the public secondary and elementary school teachers are moderately capable of writing the different parts of a research proposal. However, they are less capable of applying the American Psychological Association format. The results of the interviews with the teachers revealed that they are hard up in applying American Psychological Associations format in texts and bibliographical citations. This implies that the teachers shall be provided with trainings in applying American Psychological Association format in writing not only in research proposal, but also in writing a publishable research paper or article.

As shown in Table 2, the research capabilities of public secondary schools teachers in terms of writing objectives of research has the highest mean rating of 3.71 and the public elementary school teachers has the highest mean rating of 3.46 in writing abstract. Both the highest and lowest mean ratings have verbal interpretation as moderately capable. The research capabilities of public elementary school teachers in writing recommendations has the highest mean rating of 3.63 and writing abstract has the lowest mean rating of 3.48. Both the highest mean and lowest mean ratings and other mean ratings have verbal interpretations of moderately capable. The results emphasizes that both the public secondary and elementary school teachers are moderately capable in writing the different parts a publishable research paper or article.

As manifested in Table 3, the probability value on research capabilities of public secondary school in writing a research proposal when grouped according to position is lesser than 0.05 level of significance which is enough to reject the null hypothesis. On the other hand, the probability values on research capabilities of the public secondary school teachers when grouped according to age, sex, civil status, highest educational attainment, and seminars/trainings attended are greater than greater than 0.05 level of significance which are not sufficient to reject the null hypothesis. The result explains that the capabilities of public secondary school teachers in writing the

different parts of a research proposal is affected by their position and not with their age, sex, civil status, highest educational attainment and research seminars/trainings attended. In relation to the research capabilities of public elementary school teachers in writing a research proposal, the table revealed significant difference in terms of sex, civil status and research seminars/trainings attended as indicated of the lower probability values compared to 0.05 level of significance. On the other hand, there is no sufficient evidence to show that there significant difference in the research capabilities of teachers when grouped according to age, position, and highest educational attainment. The finding illustrates that the research capabilities of public elementary school teachers are affected by sex, civil status and research seminars/trainings attended and not certain by age, position and highest educational attainment.

As presented in Table 4, there is no sufficient evidence to reject the null hypothesis that there is no significant difference on the research capabilities of public secondary school teachers in writing the different parts of a publishable research paper or article when grouped according to age, sex, civil status, position, highest educational attainment and research seminars/trainings attended as indicated by the higher probability values compared to 0.05 level of significance. On the other hand, the probability values on the research capabilities of public elementary school teachers in writing a publishable research paper when grouped according to sex, civil status and research seminars/trainings attended are low compared to 0.05 level of significance which is enough to reject the null hypothesis. On the other hand, the probability values in terms of age, position, and highest educational attainment are higher compared to the 0.05 level of significance which are not sufficient to reject the null hypothesis. The result emphasizes that the research capabilities of public elementary school teachers are affected by sex, civil status and research seminars/trainings attended and not by age, position, and highest educational attainment.

VI. CONCLUSIONS

The public secondary and elementary school teachers have average level of research capabilities in writing different parts of a research proposal and publishable research paper or article and low level in applying American Psychological Associations format.

The research capabilities of public secondary school teachers in writing a research proposal is affected by their

position and not affected by age, sex, civil status, highest educational attainment and research seminars/trainings attended. 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.

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