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TEACHERS' ENGAGEMENT AND CHALLENGES IN EDUCATION RESEARCH: BASIS FOR INTERVENTION

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ABSTRACT

This study aims to determine the extent of teachers' engagement in educational research, focusing on basic and action research, research publication, collaborative research, and professional development. It also identifies the challenges teachers face and examines whether engagement varies based on position, educational attainment, and the number of research-related trainings. A descriptive quantitative design was employed with 109 respondents. Findings reveal that teachers are actively involved in various types of educational research but encounter significant barriers such as time constraints, scheduling conflicts, limited access to academic resources, lack of mentorship, insufficient institutional support, and limited understanding of the research-education connection. These challenges hinder full participation in research activities. The study also concludes that engagement significantly differs according to teachers' position and the number of research trainings attended, highlighting the importance of professional development opportunities. However, educational attainment does not significantly affect research engagement, suggesting that higher degrees alone do not guarantee increased participation. To improve teachers' involvement in research, the study recommends implementing research-friendly policies, such as dedicated research time, reduced workloads, and flexible schedules. Establishing mentorship programs and expanding access to academic resources are vital. Institutional support through grants, incentives, and recognition can further motivate teachers. Additionally, fostering a research culture via workshops and collaborative activities, alongside enhanced professional development in research methodology and academic writing, will equip teachers with the skills needed for successful research engagement.

Keywords: *Research Challenges, Teachers Engagement, Educational Research, Mentorship Programs, Professional Development, Professional growth, Research culture.*

INTRODUCTION

Educational research shapes and enhances educational landscapes, influencing practices, policies, and overall outcomes. Its multifaceted impact spans from identifying effective teaching methodologies and strategies to guiding the development of instructional design, curriculum, and assessment practices. Esteemed scholars underscore the pivotal role of educational research in refining the quality of educational process experiences (Hattie, 2009; Darling-Hammond, 2017). Moreover, the legal framework provided by the *Education Act of the Philippines (Republic Act 9155)* mandates continuous improvement and innovation in education through evidence-based approaches, reinforcing the necessity of educational research as a foundation for policy and practice.

Beyond the classroom, educational research plays a pivotal role in the decision-making processes of policymakers, administrators, and educators. It serves as a compass, steering them towards evidence-based practices that result in superior educational outcomes (Biesta 2007; Coburn and Penuel 2016). Through a continuous cycle of exploration and implementation, research becomes the bedrock upon which educational policies and reforms are crafted and refined. A critical dimension of academic research lies in its contribution to understanding and mitigating disparities in educational outcomes. Researchers delve into the complex factors influencing achievement gaps, offering interventions to rectify inequities and foster inclusive education systems (Ladson-Billings 2006; Darling-Hammond 2017).

Educators are direct beneficiaries of ongoing educational research. By staying abreast of the latest findings, they engage in continuous professional development, honing their teaching methods, adapting to the dynamic educational landscape, and generating new knowledge that propels the entire field forward (Cochran-Smith and Lytle, 2009; Ingersoll and Strong, 2011; Kuhn, 2012; Gitomer and Bell 2013).

Even with these benefits, numerous educators remain hesitant to involve themselves in research due to various factors. Teachers refrain from participating in research due to limited resources, a school culture lacking collaboration, restricted awareness, personal beliefs, insufficient skills and knowledge, demotivating factors, and economic considerations (Yen et al., 2022). Corroborating this perspective, other studies found that teachers exhibit lower engagement partly due to a diminished interest in reading research (Borg 2009).

Similarly, educators at Sta Maria Central School SPED Center exhibit a reluctance toward embracing research. There exists a prevailing mindset among teachers that perceives research as arduous and seemingly insurmountable. Furthermore, despite receiving training, their limited time, heavy workload, and divided attention contribute to their diminished engagement in research endeavors. In the recent School-Based Learning Action Cell in Research Writing Workshop, only 50 out of 123 teachers displayed interest in participating. Out of this group, 10 proposals were successfully crafted, with some teachers opting to initiate their proposals collaboratively as a group. However, the submission of these

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proposals does not guarantee their progression to completion, as challenges related to the research process, time constraints, and economic considerations may impede their advancement.

This study defines teacher engagement in educational research as the active involvement of educators in planning, conducting, and disseminating research to inform their practice. Challenges in research engagement refer to the various barriers teachers encounter that limit their participation, including resource limitations, time constraints, and motivational factors. Research culture denotes the collective attitudes, support systems, and practices within a school that encourage or discourage research activities.

Hence, this study aims to assess the extent of teachers' engagement and the challenges they encounter during educational research, seeking to understand their concerns thoroughly. This understanding will inform the design of a comprehensive program geared towards enhancing the capacities of educators.

This research is significant not only because it addresses the professional growth of teachers but also because increased teacher engagement in research ultimately benefits students by improving instructional quality, fostering equity, and promoting better educational outcomes. Moreover, empowering teachers to participate actively in research aligns with the Department of Education's Basic Education Development Plan 2030, which advocates for innovation and teacher empowerment as key drivers of quality education.

Finally, the findings of this study have important policy implications. They can guide school administrators and education policymakers in developing supportive frameworks and initiatives—such as workload adjustments, professional development programs, and incentives—that encourage research participation among teachers. By fostering a strong research culture, these policies can contribute to sustainable improvements in educational practice and student achievement.

RESEARCH METHODOLOGY

RESEARCH DESIGN

This study employs a descriptive quantitative design, a widely adopted approach for elucidating phenomena and their characteristics from a broader perspective. Its primary objective is to unveil individuals' emotional and psychological preferences through a systematic investigation. The research adopts a substantial sample size, prioritizing the volume of responses. The resultant data is meticulously presented in numerical format and subjected to analysis using statistical tools, following the methodology advocated by Gall, Gall, and Borg (2007).

Specifically, this study endeavors to ascertain the level of teacher engagement and the obstacles encountered during the execution of educational research, employing a systematic and quantitative approach. Teachers are tasked with pinpointing the challenges they encounter and elucidating the reasons behind their decision to either engage or abstain from educational research participation. The researcher contends that this design is well-suited for the study's objectives, as it specifically aims to identify and scrutinize the challenges faced by teachers in the realm of educational research.

RESEARCH PARTICIPANTS

This research included 109 teachers of Sta Maria Central School SPED Center from Kinder to 6th Grade and teachers teaching in Special education programs.

This study employed total population sampling, which is categorized as purposive sampling. It entails examining an entire population possessing specific characteristics. This method is commonly selected by researchers dealing with small, precisely defined populations to avoid potential biases associated with other sampling techniques. Canonizado (2021)

This method is well-suited to the study because despite demanding significant resources, its advantages encompass utilizing diverse quantitative research designs, enabling generalizations, establishing connections between multiple study phases, economizing time and costs, targeting specific demographics, attaining maximum variation, analyzing weighted mean averages, delving into information from population extremes, considering everyone as potential respondents, reducing errors, and yielding real-time results. These benefits underscore its significance, leading to the preference for total population sampling among many instructors and research paper advisers when conducting studies.

RESEARCH INSTRUMENT

This study employed a self-structured questionnaire to ensure its content's relevance and coherence. The first segment of the instrument focuses on gathering personal data from respondents, specifically about their educational attainment, position, and the number of relevant research-related training sessions attended.

The second section emphasizes the extent of teachers' engagement in conducting educational research in terms of basic and action research, research publication, collaborative research, and professional development. The respondents will check the box that corresponds to their answer using a scale of 1-4, where 4 is Highly Engaged, 3 – Engage, 2 is less Engage, and 1 Is not at all Engaged.

The third section focuses on the challenges teachers face in conducting educational research. Respondents will assess these challenges using a scale of 4 where 1 (Not at all challenged) to 4 (Highly Challenged). Statements such as "No existing mentorship program" and "Lack of institutional support" are integrated into the questionnaire to capture the spectrum of challenges comprehensively.

The fourth section of the instrument involves collecting data from the school's research evaluator committee, contributing additional insights to the study. Moreover, the questionnaire is crafted in English and tailored to the proficiency level of the respondents, ensuring clarity and precision. Respondents can efficiently complete the questionnaire within 5-10 minutes, emphasizing accessibility and ease of participation.

Before embarking on the data collection process, the instrument's validity and reliability were conducted by experts in educational research. The first validator is a Professor of Research and Statistics at Zamboanga Peninsula Polytechnic State University. He also serves as the Head of the Planning and Research Office in Region IX, Zamboanga Peninsula. The second validator holds a Doctor of Education in Educational Administration and is currently an Elementary Public School

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Principal. She likewise serves as the Vice-Chairperson of the District Research Committee. The third validator is a Master Teacher in the Elementary Public Schools and also holds a Doctor of Education degree in Educational Administration and Supervision. She teaches Research at Zamboanga Peninsula Polytechnic State University and has numerous research publications, too. Her works have even been cited by other researchers in various international journals. Additionally, the instrument's reliability yields a score of 0.9 when tested using Cronbach's Alpha; thus, the instrument is reliable.

DATA GATHERING PROCEDURE

The researcher initiated the final phase of the study by preparing a comprehensive letter of permission addressed to the school division Superintendent through the Planning and Research Office. This letter, once approved, becomes an integral part of the informed consent and the research instrument. Simultaneously, the researcher provided a separate letter of permission to the school principal of Sta Maria Central School SPED Center.

During the implementation of data gathering, the researcher takes measures to inform and involve teachers, ensuring that every respondent is fully cognizant of their participation and rights. The researcher emphasizes the voluntary nature of their involvement, and they will be assured that they can withdraw their participation without any repercussions. The respondents are explicitly briefed on the anonymity of their identity, and the commitment to treating their responses confidentially will be underscored.

Additionally, respondents are provided with information regarding the anticipated time required to complete the questionnaire, recognizing their busy schedules. The researcher retrieves and tabulates the gathered data after administering the questionnaire checklist. The subsequent statistical treatment, analysis, and presentation utilize the Statistical Package for Social Sciences (SPSS).

Upon completion of data analysis and interpretation, the researcher submits the finalized paper to the District Research Evaluator's Committee for a thorough review, approval, and subsequent endorsement. In the event of suggested revisions or comments from the committee, the researcher diligently complies and secures the necessary endorsement after addressing the feedback. Subsequently, the researcher will submit the paper to the School's Division of Office Planning and Research for a final round of validation and approval of the completed research paper.

DATA ANALYSIS

The researcher will utilize the Statistical Package for Social Sciences (SPSS) for the following statistical procedures to enhance the data analysis process. For Research Questions 1 and 2, a Descriptive Mean analysis employed to gauge the level of teacher participation and identify challenges encountered during the research. Conversely, Research Problem Question Number 3 underwent a One-Way Analysis of Variance (ANOVA) to ascertain the presence of significant differences when variables are categorized based on position, educational attainment, and the number of relevant research-related training attended.

RESULTS AND DISCUSSION

Extent of teachers' engagement in conducting educational research in terms of basic and action research, research publication, collaborative research, and professional development.

Table 1: Teacher's Engagement in Basic and Action Research

Statement	Mean	Verbal Description
Develops research projects	2.67	Engaged
Conducts research for professional growth	2.60	Engaged
Integrates research findings for teaching and learning	2.69	Engaged
Practice new methods to foster innovative education	2.82	Engaged
Utilizes research findings for policy	2.58	Engaged
Over-all mean	2.67	Engaged

Legend: 4.0 – 3.25 Highly Engaged 3.24-2.50 Engaged 2.49-1.75 Less Engaged 1.74-1.0 not at all Engaged

Table 1 shows that teachers are "Engaged" in practicing new methods to foster innovative education in Basic and Action, which obtained the highest mean of 2.82, followed by integrating research findings for teaching and learning, which obtained a mean of 2.69. This means that many teachers may recognize the value of research in enhancing teaching and learning processes however, their engagement might not be that high because of several reasons, such as, but not limited to lack of time and research skills. Additionally, teachers prioritize practices that have immediate classroom application, focusing on integrating findings rather than conducting extensive research themselves.

Although teachers have revealed that they are "Engaged" in utilizing research findings for policy, they still obtained the lowest mean of 2.58 among the statements. This means that the school culture of research may not have been strongly encouraged, which can affect teachers' motivation and capacity to go beyond the "Engaged" level.

This finding aligns with the study by Comon and Corpuz (2024), which emphasized that multiple coordinator ship significantly hinder teachers' ability to engage in research activities. This underscores the critical role of workload management in fostering meaningful research participation among educators. Furthermore, a 2024 study showed the importance of school leadership support in sustaining teachers' engagement during periods of educational change. Effective school leaders should acknowledge and prioritize teachers' belief systems when implementing change initiatives, as aligning these efforts with teachers' values and professional perspectives can cultivate a more supportive and research-driven educational environment.

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Thus, with these collective studies, it can be noted that the teachers are still "Engaged" in basic and action research as shown in the obtained overall mean score of 2.67. This means that the necessity of enhancing research competence, strengthening institutional support, and integrating teachers' belief systems into professional development efforts may be necessary. These factors are essential in fostering sustained engagement in educational research and practice among public elementary school teachers, ultimately contributing to a culture of continuous improvement and innovation.

Table 2: Teacher's Engagement in Research Publication

Statement	Mean	Verbal Description
Submits for publications	2.31	Less Engaged
Presents research findings in a research conference.	2.37	Less Engaged
Discusses finding during In-Service Training or LAC Session	2.47	Less Engaged
Contributes in the research article	2.37	Less Engaged
Collaborates in publication	2.56	Engaged
Over-all mean	2.42	Less Engaged

Legend: 4.0 – 3.25 Highly Engaged 3.24-2.50 Engaged 2.49-1.75 Less Engaged 1.74-1.0 not at all engaged

Table 2 reveals that among the individual indicators, the highest mean score of 2.56 was observed for *collaborating in publication* which is described as "Engaged". This indicates that teachers try to stay informed about current research but their engagement is more passive—focused on consuming rather than producing and sharing research (Comon and Corpuz 2024).

Conversely, the lowest levels of engagement were found in activities related to *submission for publication* (M = 2.31), presenting findings at conferences (M = 2.37), and contributes in the research article (M = 2.37). This supports previous findings that elementary teachers often face barriers to research dissemination due to lack of opportunity, institutional support and time constrained (Turner and Christensen 2024).

Furthermore, discusses findings during In-Service Training or LAC Session (M = 2.47) was also rated as "Less Engaged," indicating that even within school-based professional development sessions, such as *Learning Action Cell (LAC) sessions*, teachers may not be fully utilizing research as a tool for instructional improvement for the reasons even the mentor itself lacks the ability to cultivate research culture within the institution. This aligns with studies emphasizing that without a strong research culture and adequate incentives, teachers are less likely to engage in scholarly dissemination (Gonzaga 2024).

Thus, the data indicates that public elementary school teachers demonstrate a low level of engagement in disseminating and utilizing research findings as shown in the overall mean score of 2.42, described as "Less Engage". This implies that even teachers recognize the value of research in their instruction, they are not confident to actively participate in activities that contribute to knowledge-sharing and academic discourse.

Table 3: Teacher's Engagement in Collaborative Research

Statement	Mean	Verbal Description
Collaborates with experts between schools and universities	2.43	Less Engaged
Composes research reports	2.33	Less Engaged
Conducts research among peers	2.42	Less Engaged
Seeks guidance from school experts in research	2.64	Engaged
Collaborates with school administration for resources	2.47	Less Engaged
Over-all mean	2.46	Less Engaged

Legend: 4.0 – 3.25 Highly Engaged 3.24-2.50 Engaged 2.49-1.75 Less Engagement 1.74-1.0 not at all engaged

Table 3 reveals that teachers primarily *seek guidance from school experts in research*, which received the highest mean score of *2.46* yet remains "Less Engaged." This is an indication teachers tend to rely on specialists rather than independently engaging in research activities. The limited availability of research experts within some schools may further hinder teachers' ability to pursue educational research, as the absence of mentors or knowledgeable guides can discourage active participation.

The second-highest mean score of *2.47* was recorded for collaborating within schools and universities. Despite this effort, it is still described as "Less Engaged" indicating that barriers such as limited funding, time constraints, or lack of institutional prioritization may restrict teachers' active involvement in research endeavors.

Notably, the lowest mean score of 2.33 reflects teachers' minimal engagement in composing research reports, accentuating a potential challenge in translating research efforts into completed outputs.

These findings underscore the need for schools to strengthen institutional support systems by providing structured mentoring programs, collaborative research initiatives, and access to research funding and training. Encouraging a culture of research engagement through capacity-building activities, administrative backing, and peer collaboration may help bridge the gap between teachers' awareness of research importance and their active participation in producing and utilizing educational research. In general, the data shows that teachers mostly turn to research experts for guidance but are less involved in writing reports or working with others on research. This could be due

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to challenges like time limits, lack of motivation, or not being confident in their research skills.

This finding aligns with Fullan (2001), who emphasized the reliance on experts for their knowledge and experience, particularly in areas requiring specialized skills like research. Similarly, Borg (2010) and Goodnough (2011) identified time constraints, low confidence, and a lack of motivation as barriers to teachers' active participation in research activities.

Table 4: Teacher's Engagement in Professional Development

Statement	Mean	Verbal Description
Participates in workshops or training sessions	3.34	Highly Engaged
Secures research grants	3.39	Highly Engaged
Engages research collaboration with HEIs	3.10	Engaged
Conducts mentoring session among peers	2.97	Engaged
Attends online research coaching	2.55	Engaged
Over-all mean	3.07	Engaged

Legend: 4.0 – 3.25 Highly Engaged 3.24-2.50 Engaged 2.49-1.75 Less Engagement 1.74-1.0 not at all engaged

Table 4 shows that teachers are "Highly Engaged" in *secures research grants,* which obtained the highest mean of *3.39* followed by *participating in workshop or training sessions*, which obtained a mean of 3.34. This indicates a positive but moderate level of involvement, with room for increased engagement, particularly in areas like adapting to educational changes and generating new knowledge. Since teachers are passive learners in research, they might enjoy participating in such activities, however there were few trainings provided in the course of research. It is for these reason that even if teachers are enthusiast in participating training, they still lack the opportunity to join. The findings of the study were reaffirmed by Tsui's in 2003 where he said that educators who actively engage in research activities witness enhancements in their teaching strategies, student learning outcomes, and overall job satisfaction. However, the study underscores the importance of increased institutional support, mentorship opportunities, and avenues for collaboration to facilitate teachers' research engagement and professional development.

Although teachers have revealed that they are "Engaged" in attends online research coaching, they obtained the lowest mean of 2.55 among the statements. This means that teachers are "Engaged" but not as deeply or consistently as they are in other professional development activities, because teachers lack trainings, seminars. It reflects an area with moderate engagement but also points to the possibility of challenges or opportunities for increased support to help teachers more fully adapt to the evolving educational environment.

Thus, the teachers are "Engaged" in professional development related to educational research, as indicated by the overall mean of 3.07. This further suggests that teachers are committed to enhancing their skills, provided they have the right mentor or guidance. Many teachers prefer not to engage in or hesitate to conduct research, not due to a lack of resources, but rather because they lack adequate support and assistance.

Table 5: Summary of Teacher's Engagement in Educational Research

Statement	Mean	Verbal Description
1. basic and action research	2.67	Highly Engaged
2. research publication	2.92	Highly Engaged
3. collaborative research	2.93	Engaged
4. professional development	3.07	Engaged
Over-all mean	2.89	Engaged

Legend: 4.0 – 3.25 Highly Engaged 3.24-2.50 Engaged 2.49-1.75 Less Engagement 1.74-1.0 not at all engaged

Table 5 reveals that teachers exhibit a moderate level of engagement in research-related activities, with an overall mean of *2.89,* described as *"Engaged."* This means that they have the drive to participate in research, however their involvement is not yet at an optimal level. Among the four research engagement areas, the highest mean was observed in research professional development *(3.07, Engaged),* indicating that teachers actively seek training opportunities to enhance their research competence. However, this level of engagement suggests that while teachers recognize the value of professional development, additional support in terms of structured training, mentorship, and institutional backing could further encourage deeper participation (Darling-Hammond, 2017).

Teachers also reported a high level of engagement in conducting basic and action research *(2.67, Highly Engaged) and* research publication *(2.92, Highly Engaged).* These findings suggest that educators are increasingly incorporating research into their teaching practice, and some are taking steps to disseminate their findings. However, challenges such as limited access to publication opportunities, lack of research writing skills, and insufficient mentorship may hinder their ability to publish more frequently (Kumar, 2020). Meanwhile, collaborative research *(2.93, Engaged)* received a slightly higher mean, indicating that while teachers value research partnerships, barriers such as time constraints, institutional support, and an underdeveloped research culture may limit their ability to fully engage in collaborative scholarly work (Fullan 2016).

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Despite these positive indicators, the findings highlight the need for stronger institutional support to elevate teachers' research engagement. Schools and educational institutions should provide more opportunities for professional development, peer mentorship, and access to publication avenues to foster a more research-oriented teaching culture. Additionally, allocating time and resources for research activities can enable teachers to balance their research responsibilities with their instructional workload. Establishing school-based research journals or partnerships with academic publishers can also help increase research dissemination and encourage teachers to contribute to the broader academic community.

Thus, the extent of teachers' engagement in educational research in terms of basic and action research, collaboration, publication, and professional development is *"Engaged"* as shown in the overall mean of 2.

Challenges encountered by the teachers in educational research.
Table 6: Teachers' Challenges in Educational Research

Statement	Mean	Verbal Description
Limited time	3.34	Highly Challenged
Overlapping of activities	3.39	Highly Challenged
Limited access to relevant literature	3.10	Challenged
Lack of motivations	2.97	Challenged
No existing mentorship program	2.55	Challenged
Less priority	2.79	Challenged
lack of appreciation to research and education	2.68	Challenged
Poor compliance research ethics	2.87	Challenged
Lack of research competence	2.95	Challenged
Lack of financial support	2.56	Challenged
Over-all Mean	2.92	Challenged

Legend: 4.0 – 3.25 Highly Challenged 3.24-2.50 Challenged 2.49-1.75 Less Challenged 1.74-1.0 Not at all Challenged

Table 6 presents that teachers face significant challenges in conducting educational research, with the most prominent being *overlapping of activities* (Mean = 3.39, Highly Challenged), limited time (Mean = 3.34, Highly Challenged) and limited access to relevant literature (Mean = 3.10, Challenged). These challenges hinder their ability to engage in meaningful scholarly work and contribute to the academic community.

One of the most pressing issues is *overlapping of activities* as teachers often juggle multiple responsibilities, including lesson planning, grading, administrative duties, and personal commitments. The inability to allocate dedicated time for research significantly reduces their productivity (Daniel 2020). Without structured research time, many educators struggle to complete studies, leading to a lower research output. To address this, institutions should introduce flexible work arrangements, provide designated research periods, and offer workload adjustments to encourage teacher participation in research (Hao et al. 2021).

Similarly, limited time poses a major challenge, as teachers prioritize their teaching responsibilities, leaving little to no time for research activities. This means that the pressure to fulfill academic and administrative duties often forces educators to push research aside, ultimately hindering their professional development (Mohammed et al., 2022). Institutions can support educators by implementing research sabbaticals, reducing teaching loads, and creating structured research timelines to help them balance their responsibilities effectively (Cruz and Stake 2023).

Another significant challenge is *limited access to relevant literature* prevents teachers from conducting high-quality studies. Many educators struggle with paywalled journals, lack of institutional subscriptions, and financial constraints that limit their ability to access scholarly work (Zhou et al. 2022). Without access to updated research, teachers find it difficult to build on existing knowledge and contribute to academic discourse. To address this, institutions should invest in open-access resources, research grants, and expanded academic database subscriptions to support educators in their research endeavors (Kumar and Amrit 2023).

Hence, the most significant barriers to teacher research engagement are time constraints, scheduling conflicts, and limited access to academic resources. Addressing these issues through institutional support, policy reforms, and increased access to scholarly materials can enhance teachers' research engagement and contribute to the advancement of educational knowledge. By creating a more research-friendly environment, institutions can empower educators to participate in meaningful scholarly activities and improve educational practices.

On the other hand, teachers face numerous barriers to engaging in educational research, the least severe challenges identified in the study are *no existing mentorship program for research, (Mean = 2.55, Challenge), lack of financial support, (Mean = 2.56, Challenge)*, and *lack of appreciation to research and education (Mean = 2.68, Challenge).* This indicates that without mentorship, teachers—particularly those new to research—may find it difficult to navigate the complexities of academic inquiry, including formulating research questions, designing studies, and publishing findings (Gopaul et al., 2021). Mentorship provides guidance, support, and motivation, helping teachers develop confidence in their research abilities. Institutions that establish formal mentorship programs can foster a culture of continuous learning, ensuring that teachers have access to experienced researchers who can guide them through the research process (Collins & Callaghan, 2022).

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Consequently, *lack of financial support* presents another challenge that, while rated lower in severity, still affects teachers' ability to engage in research. Institutional support includes access to funding, resources, and policies that encourage scholarly activities. This implies that without these, teachers may struggle to initiate and sustain research projects, particularly those requiring financial resources for data collection, analysis, or conference presentations (Foster & Pritzker, 2023). Institutions that invest in research grants, provide administrative support, and recognize research contributions in performance evaluations can create a more conducive environment for educators to engage in scholarly work (Jones and Johnson 2022).

Moreover, *lack of appreciation to research and education i*ndicates that some teachers may not fully understand how research informs and improves their teaching practices. A lack of awareness or motivation to engage in research could stem from limited professional development opportunities that emphasize research-based teaching methodologies (Harrison and Grant, 2021). Teachers who perceive research as disconnected from their instructional duties are less likely to engage in it, limiting the integration of evidence-based practices in the classroom. Schools and universities can address this by promoting research-based teaching strategies, encouraging action research, and demonstrating how research enhances educational effectiveness (Turner et al. 2023).

Thus, it can be noted that teachers face significant challenges in conducting educational research, as reflected in the overall mean of 2.92. This indicates that the complexity of engaging in research is not solely dependent on a teacher's ability to write formal academic papers but also on the various institutional, logistical, and structural barriers that must be addressed. To successfully support teachers in conducting research, it is essential to provide not only research training but also adequate time, mentorship, institutional support, and access to essential resources. Addressing these challenges will foster a more research-friendly environment, ultimately enhancing the quality of educational research and its impact on teaching and learning.

Significant difference in the extent of teachers' engagement in educational research when variables are grouped according to position, educational attainment, and number of trainings attended.

Table 7: Significant difference is the extent of the Teacher's engagement in terms of position, educational attainment, and number of trainings attended.

Variables		Mean	F-value	P-value	Interpretation
Position	Teacher I	2.54	3.94	.001	Significant
	Teacher II	2.36			
	Teacher III	2.71			
	Master Teacher I	2.27			
	Master Teacher II	3.22			
	SPED I	1.3			
	SPED II	1.25			
Educational Attainment	BS Degree Holder	2.59	1.88	.103	Not Significant
	With MA Units	2.51			
	MA Degree Holder	2.74			
	With Doctoral Units	2.77			
	Doctoral Degree Holder	3.70			
Number of trainings attended	0-2	2.35	5.74	.004	Significant
	3-5	2.87			
	6 and above	2.77			

Significant level of 0.05

Table 7 presents the significant difference in the extent of Teacher's engagement in terms of position, educational attainment, and number of trainings. The findings disclose that the significant difference in the teacher's engagement in educational research in terms of position *(F=value 3.94)* and number of trainings *(F=5.74)* does exist with a probability of occurrence less than the alpha of 0.05, level of significance. This means that the position of teachers significantly affects their engagement in research-related professional development. The findings indicate that higher-ranking teachers, particularly Master Teachers, are more engaged in research activities, potentially due to greater expectations for professional development, research output, and mentorship roles (Darling-Hammond & Bransford, 2005). Conversely, the lower engagement of SPED teachers highlights a need for targeted professional development opportunities in research tailored to special education contexts.

In the same manner, the number of trainings attended in research posted an effect to teachers' engagement. Training in educational research plays a crucial role in enhancing teachers' engagement in research-related activities. Research engagement requires specific skills such as formulating research questions, designing methodologies, data collection and analysis, and scholarly writing **(**Kumar 2020). Without adequate training, teachers may feel overwhelmed or unprepared, leading to low participation in research endeavors. Professional development programs that focus on these areas help build teachers' confidence and competence**,** encouraging them to integrate research into their practice.

Moreover, training provides exposure to current educational trends and evidence-based practices, enabling teachers to develop solutions to real-world classroom challenges (Darling-Hammond 2017). When teachers understand how research can directly improve student learning

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outcomes, instructional strategies, and policy decisions**,** they are more likely to view research as a valuable and essential aspect of their professional growth. Studies suggest that teachers who undergo structured training in research methods exhibit higher engagement levels and are more inclined to apply research findings in their classrooms (Menter et al. 2011).

Additionally, training often includes mentorship and collaboration opportunities**,** which are key factors in sustaining research engagement. Teachers who receive guidance from experienced researchers or participate in collaborative research projects are more likely to stay engaged and motivated. Institutional support in the form of workshops, seminars, and research grants further strengthens their commitment (Fullan, 2016). The absence of such training may leave teachers uncertain about where to start, discouraged by challenges in research writing and publication, or unaware of available research opportunities**.**

Thus, training in educational research has a direct and significant impact on teachers' engagement in research by equipping them with essential skills, fostering confidence, and providing support systems. Without proper training, teachers may struggle to see the relevance of research to their profession or feel inadequately prepared to conduct studies. Therefore, schools and educational institutions should prioritize continuous research training and mentorship programs to create a culture of research-driven teaching and learning.

However, the extent of teacher's engagement in educational research in terms of educational attainment does not exist *(F=1.88)* with a probability of occurrence greater than the alpha of 0.05, level of significance. This indicates that educational attainment alone does not guarantee teachers' research engagement. Although higher degrees involve research coursework, they do not necessarily translate active engagement in research. Some teachers may have completed research projects as a requirement but do not continue conducting research in their professional practice due to institutional barriers, lack of time, or lack of research culture in their schools (Darling-Hammond 2017). In addition, regardless of educational attainment, engagement in research requires institutional support**,** including mentorship, funding, and access to research materials. Teachers with only a bachelor's degree (Mean = 2.59) may engage in research at similar levels as those with master's or doctorate degrees because of the limited availability of structured research programs within their schools. Without encouragement from the institution, even teachers with advanced degrees may not be actively conducting research (Menter et al. 2011).

Some teachers with only a bachelor's degree may actively engage in research due to personal motivation, professional development aspirations, or institutional encouragement. Conversely, some teachers with higher degrees may not engage in research because they have already met their academic requirements and do not see research as a priority in their current roles. This individual variation in motivation may contribute to the lack of a significant difference across educational attainment levels (Creswell and Guetterman 2019).

Since educational attainment does not significantly impact teachers' engagement in research, this does not guarantee that teachers with higher degrees can automatically engage in research. Instead, creating a strong research culture, offering training, mentorship, and institutional incentives**,** may be more effective in increasing research engagement across all education levels. Providing time, funding, and recognition for research activities may encourage teachers—regardless of their degrees—to participate in research that enhances teaching and learning outcomes.

Proposed program development.

Based on the findings, a **Time and Workload Management Program** may probably help teachers to engage more in research. The school must implement a research allocation policy that designates specific time for research activities within the teacher's schedules. Second, reduce non-teaching workload by streamlining administrative tasks or providing research leave options. Lastly, a collaborative research model may also work where teachers work in teams to distribute the research task effectively.

Furthermore, research mentorship and a Support System shall be established in the school to cultivate research culture among teachers. A structured mentorship program pairing novice researchers with experienced mentors; a research helpdesk or advisory group to assist teachers with research design, methodology, and publication processes, and organize peer support groups where teachers can share research experiences, challenges, and best practices.

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, it is concluded that teachers are actively engaged in educational research, particularly in basic and action research, publication**,** collaboration, and professional development. However, despite their engagement, teachers continue to face significant barriers that hinder their full participation in research activities. The most critical challenges include time constraints, scheduling conflicts, limited access to academic resources, absence of mentorship programs, lack of institutional support, and a limited appreciation of the relationship between research and education. These obstacles highlight the need for systemic interventions to create a more research-conducive environment for educators.

Furthermore, the study concludes that teachers' engagement in educational research significantly varies based on their position and the number of research-related training programs they have attended, indicating that professional development opportunities play a vital role in enhancing research participation. However**,** no significant difference was found in engagement levels based on *educational attainment***,** suggesting that higher academic degrees alone do not necessarily translate to greater research involvement.

To enhance teachers' engagement in educational research, institutions should implement research-friendly policies**,** including allocating dedicated research time, reducing workload, and offering flexible scheduling**.** Establishing structured mentorship programs will provide guidance and skill development, boosting research confidence. Expanding access to academic resources through databases, funding, and research partnerships is essential for high-quality research. Strong institutional support—such as research grants, incentives, and recognition in career progression—will further motivate teachers. Promoting a research culture through

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workshops, colloquia, and action research will enhance collaboration and innovation. Finally, increasing professional development opportunities in research methodology and academic writing will equip teachers with essential research skills.

Future researchers may venture on similar studies focusing on the extent of teachers' engagement and challenges in educational research using mix- method for further gap analysis.

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