

Needs analysis on the research capabilities of the Diocesan Secondary School teachers of Abra: basis for a capability enhancement program

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ABSTRACT

This study revealed the needs in research of the diocesan secondary school teachers of Abra as a basis for a capability enhancement program. Questionnaire, documentary analysis, and unstructured interview were the instruments used in substantiating the needed data for the study. Forty – five (45) teachers were the respondents of the study. Descriptive – correlational methods of investigation were utilized in the study. Teachers of the selected schools are females, unmarried, and whose age is 28 years old and below. Most of them have already started their post graduate studies and were college graduates from private higher educational institutions. Further, majority of them did not yet experience to attend seminars in research. These teachers toughly need assistance in writing research proposals particularly in conceptualizing their framework. Moreover, they mostly need help in writing research conclusions. The teachers' sex, civil status, age, highest educational attainment, type of school graduated from college, and attendance to seminars on research do not bring any significant effect to their level of needs in writing the research either in the proposal or in the full-blown research ready for journal publications. Therefore, there is really a need for the diocesan school teachers of Abra to be guided in the writing of research proposals and as well as in writing the full-blown research for journal publications. A research enhancement program is to be extended to them by agencies who provide technical support and assistance. Lastly, Administrators of these schools must send their faculty to attend research writing enhancement programs.

Keywords: diocesan school teachers, needs analysis, research capability.

1 INTRODUCTION

The ease of life that people experiencing nowadays is evidently seen as results of discoveries. The change they feel were all products of the care understanding and explanations about the relationships of what was before, what is happening, and what would happen have been already predicted. These breakthroughs were all explained through research. Hence, research is already an integral part of change.

Research is already considered as one of the functions of every organization. In business, economy, and even in the educational institutions. Not only in the Philippines but it is global in nature. In the State Universities and Colleges of the country, research is one of their four – fold functions in which its results must be used through extensions. In the study of De la Cruz (2016), he mentioned CHED (2002) where it was pointed out that the challenge of globalization demands critical attention to research in order to generate knowledge and discover new strategies for improving the quality of human life. Thus, all faculty members and personnel are encouraged to engage in quality research. They who produce quality paper “enjoy the prestige of scholastic superiority and academic maturity.”

On the other hand, as an educational institution, the Department of Education is helping to solve challenges, notably in the teaching-learning process. Teachers in Master Teacher positions are already obligated to do research on the answers to problems in their classes, which will help to enhance the nation's educational system. In reality, according to Reyes, V. C. The Department of Education (DepEd) issued DO No. 65, s. 2003, which formalizes the department's research-based judgment and policy-making. This directive demands that the agency's policies be based on the research. Some, if not all of the Diocesan schools in the province of Abra are under the supervision of the DepEd. Their administrators are also requiring their faculty to conduct researches which would enable them to improve their classroom teaching and learning process. Much so that these diocesan schools are offering senior high school curricula where research is one among the major outputs that they would provide.

However, some of these teachers if not all are not skillful in conducting research particularly classroom based or action researches. Some do not even know the format of their research. In the study of Wong, A. M. (2019), He declared that, as a result of his research, teachers are incapable in the following research capability dimensions: Research Process, Research Utilization, and Research Dissemination, implying that their research capability is indeed low and explaining why teachers' research productivity is not progressing. This was also manifested by the lot experiences encountered by the researchers when they have informal conversations with the diocesan school teachers. According to them, even the roles of the advisory committee in the researches of their students are in a big deal. In light of this, how can these instructors provide solutions to the issues they meet in their classes if they lack research skills? To the point that they have no idea what they're doing and in their studies. A reality that should not be overlooked

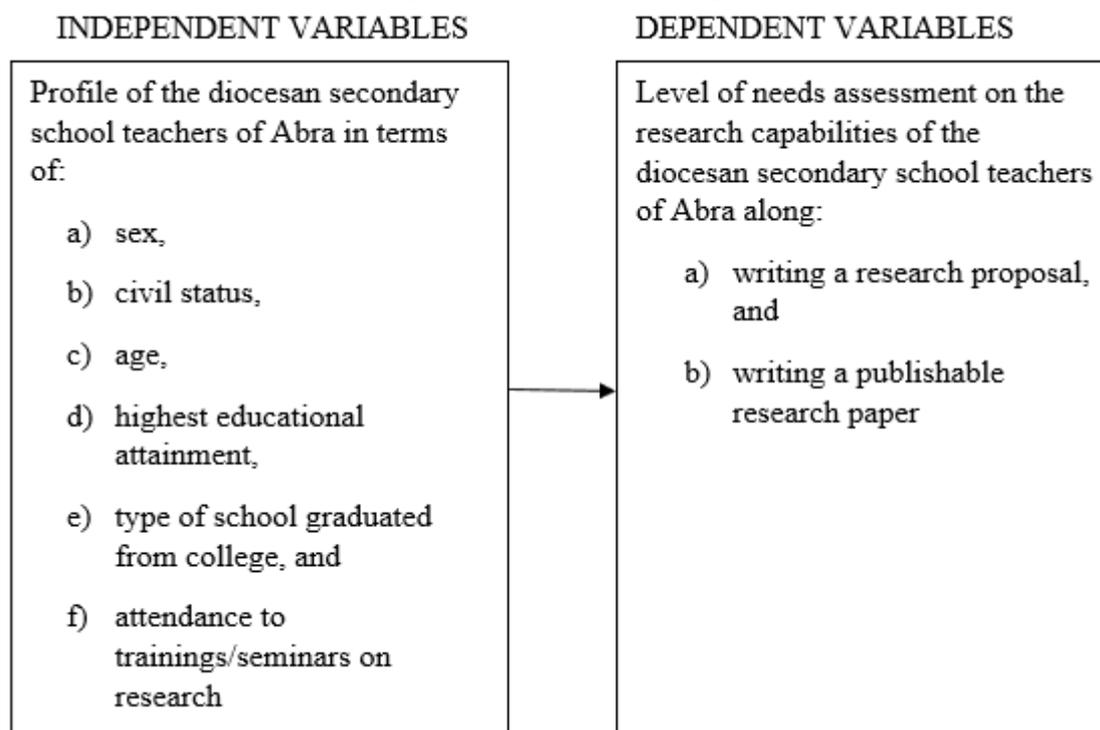
and should be addressed not just by the Department of Education, but also by other entities such as private religious institutions.

Results of this investigation are of a great help to the diocesan school teachers because their needs are thoroughly be identified so that proper extension program would be designed for them. The administrators of the schools are also to be benefitted because they are to be aware on the strengths and weaknesses of their teachers in research proposal writing and as well as in writing the full-blown research for journal publications. By these, they would determine if there is really a need for their teachers to be sent in trainings and seminars on this particular endeavor. Lastly, to the future researchers, results of this investigation would be beneficial for them because this will serve as their springboard on how they will also formulate their researches.

1.1 CONCEPTUAL FRAMEWORK

The whole story of the study is based on the schematic diagram as presented below:

Figure 1. The Research Paradigm



The independent variables considered in the study were the personal and professional characteristics of the diocesan school teachers of Abra such as their sex, civil status, age, highest educational attainment, type of school graduated from college, and their attendance to trainings/seminars on research.

On the other hand, the level of level of needs assessment on the research capabilities of the diocesan secondary school teachers of Abra along writing a research proposal, and writing a publishable research paper was considered as the dependent variables of the study.

It is to be believed therefore that the personal and professional attributes of the diocesan school teachers of Abra have something in connection to their level of needs assessment on their research capabilities specifically along writing a research proposal, and writing a publishable research paper.

1.2 OBJECTIVES OF THE STUDY

The study aimed to determine the needs of the teachers of the selected diocesan secondary schools of Abra in writing research proposals and as well as writing the full-blown research for journal publications during the second quarter of the school year 2018 – 2019.

Specifically, it sought answers to the following questions:

- 1) What is the profile of the diocesan secondary school teachers of Abra in terms of:
 - a) sex,
 - b) civil status,
 - c) age,
 - d) highest educational attainment,
 - e) type of school graduated from college, and
 - f) attendance to trainings/seminars on research?
- 2) What is the level of needs assessment on the research capabilities of the diocesan secondary school teachers of Abra along:
 - a) writing a research proposal, and
 - b) writing a publishable research paper?
3. Is there a significant relationship between the level of needs assessment on the research capabilities of the diocesan secondary school teachers of Abra and each of their profile?

1.3 HYPOTHESIS

It is then hypothesized in this study that there is a significant relationship between the level of needs assessment on the research capabilities of the diocesan secondary school teachers of Abra and each of their profile.

2 METHODOLOGY

2.1 RESEARCH DESIGN

The descriptive-correlational methods of investigation were utilized in this study. It described some of the personal and professional characteristics of the diocesan secondary school teachers of Abra such as their sex, civil status, highest educational attainment, type of school graduated from college, and their attendance to research seminars/trainings. It also revealed the level of needs in research capabilities of the teachers in terms of research proposal writing, writing a publishable research paper or journal article, and other needs. On the other hand, the correlational technique was utilized in looking if significant relationship existed between the needs of the teachers and each of their profile.

2.2 POPULATION AND SAMPLE

The population of this study were the forty-five (45) faculty members of the selected Diocesan schools of Abra. The respondents were taken from the four (4) campuses adjacent to Bangued, the Capital town.

2.3 INSTRUMENT

The study made use of the Questionnaire Checklist devised to answer the specific problems of the study. It was subjected to validation by five (5) experts and the suggestions were considered in the finalization of the checklist. In addition, the researchers employed unstructured interview and they asked for a sample of the research done in the respondents' workplace to validate their answers in the questionnaire.

2.4 STATISTICAL TREATMENT

Frequency counts and percentages were utilized in the description of the profile of the respondents. On the other hand, weighted mean was employed in the identification of the needs of the respondents in research proposal writing, writing a publishable research paper of journal article, and as well as their other needs. However, bivariate analysis was used to obtain the relationship between the research needs of the respondents and their profile.

3 RESULTS AND DISCUSSION

Table 1. Profile of the Respondents in Terms of Sex, Civil Status, Age, Highest Educational Attainment, Type of School, and Seminar on Research

Profile of Respondents		Frequency (f)	Percentage (%)
Sex			
	Male	15	33.33
	Female	30	66.67
	Total	45	100
Civil Status			
	Unmarried	26	57.78
	Married	19	42.22
	Total	45	100
Age			
	53 yrs old and above	6	13.33
	45 - 52 yrs old	3	6.67
	37 - 44 yrs old	3	6.67
	29 - 36 yrs old	7	15.55
	28 yrs old and below	26	57.78
	Total	45	100
Highest Educational Attainment			
	Without MA/MS Units	21	46.67
	With MA/MS Units	24	53.33
	Total	45	100
Type of School			
	Private	27	60
	Public	18	40
	Total	45	100
Seminar on Research			
	Without Seminar	24	53.33
	With at least 1 seminar	21	46.67
	Total	45	100

Sex. Table 1 above shows that 66.67 percent of the total population is female with a frequency of 30 out of the 45 teacher respondents. On the other hand, the male teacher respondents represented the 33.33 percent of the total population. This means that the teacher respondents from the selected diocesan private schools are represented most by females.

Civil Status. Deducing further on table 1, under civil status, it is evident that teacher respondents are still unmarried with a frequency of 26 or 57.78 percent of the total population. While the married teacher respondents have the frequency of 19 or 42.22 percent of the total population. This means that from the selected private high school teacher respondents many are still unmarried may be due to the fact that most fresh graduates land first in their teaching job at private schools and do serve as their training ground. And by personal experience by the researchers, to be attached or securing an intimate relationship or marriage is not yet considered a prime priority if you are a young teacher. In which you are more focused in helping out your family and providing them comfort and good life.

Age. Glancing more on table 1, it is found out that most numbered age is from 20-28 years old with the frequency of 26 having a percentage value of 57.78. While the least numbered age is from 37-44 years old and 45-52 years old both having a frequency of 3 with 6.67 percentage value. This means that most respondents are young teachers. They may have landed their first teaching career at private high

schools. While it is true that most private schools are the training grounds of young teachers it is still significant to note that many seasoned teachers manage to stay in private schools and find it more satisfying to stay instead of seeking job to public schools. Yet by some casual conversations by researchers to some private school teachers some have also responded that they choose to stay for they are not already that young to go on further with their teaching career to other institutions specifically the public schools.

Highest Educational Attainment. It is evident from table 1 that most of the private school teachers from the selected diocesan schools of Abra have pursued or pursuing they graduate studies having they MA/MS units with a frequency of 24 or 53.33 percent. While 21 respondents have no MA/MS Units representing the 46.67 percent of the total population. This means that even if they are affiliated with the private schools they still pursue further graduate studies ensuring their continuing professional maturity and development. May due also to the fact that nowadays paper qualifications are so significant in applying in pertinent jobs and may be even used for promotions ensuring higher academic rank which means higher compensation and finally most needs are met and satisfied.

Type of School Graduated from College. Basing further from table 1, it is evident that private school teachers of the selected diocesan schools of Abra graduated from private schools with a frequency of 27 or 60 percent of the total population. While the teacher respondents graduated from public schools have the frequency of 18 or the 40 percent of the total population. It shows that most teachers of the selected diocesan schools of Abra came from private schools. May be due to the fact that graduating student teachers are absorb right away after graduation to private schools where they have undergone their pre-service teaching or on the job training. And the fact that private schools give chances to new young teachers and let them teach already while they undergo in rigid review and take the Licensure Examination for Teachers giving them a year to fulfil and qualify their selves, if not, they are not already allowed to teach further.

Seminar on Research. Glancing still on table 1, it is significant to note that most of the teacher respondents have no seminar yet on research with the frequency of 24 or 53.33 percent of the total population. While respondents with seminars have the frequency of 21 or 46.67 percent of the total population. This means that most teacher respondents are now well versed in research. Yet it is true that most of the teachers are not exposed to research, it is also significant to note that there are still teachers who are embracing research. May be due to the fact that that basing from the educational attainment of the respondents most are undergoing MA/MS units which research in graduate studies are tackled or discussed and incorporated as a subject to all master's degree.

Table 2. Level of Needs Assessment in Research Proposal Writing of the Respondents from the Selected Private schools of Abra

Research Needs Assessment Indicators	Selected Private Schools of Abra									
	Holy Ghost School		Our Lady of Fatima		Holy Cross School		St. Mary School		As a Whole	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR
A. Research Proposal Writing										
1. Writing Rationale/Situational Analysis/Background of the Study/ Introduction	3.82	StN	4.00	StN	3.25	StN	3.93	StN	3.75	StN
2. Writing significance of the study	3.73	StN	4.00	StN	3.08	MN	4.00	StN	3.70	StN
3. Writing Definition of Terms	3.91	StN	3.86	StN	2.75	MN	3.53	StN	3.51	StN
4. Writing Expected output of the Study	3.91	StN	4.00	StN	3.08	MN	3.87	StN	3.72	StN
5. Writing the Review of Related Literature	3.82	StN	4.00	StN	3.25	StN	3.80	StN	3.72	StN
6. Writing the Research Methodology	4.00	StN	4.00	StN	3.08	MN	4.00	StN	3.77	StN
7. Writing the Research Framework	4.00	StN	4.00	StN	3.67	StN	4.00	StN	3.92	StN
8. Applying the APA Format	3.82	StN	3.67	StN	3.50	StN	3.87	StN	3.72	StN
Submean	3.88	StN	3.94	StN	3.21	MN	3.88	StN	3.73	StN
B. Research Journal Article										
1. Writing the Abstract	3.91	StN	3.71	StN	2.92	MN	3.93	StN	3.62	StN
2. Writing Rationale/Situational Analysis/Background of the Study/ Introduction	3.73	StN	3.86	StN	3.55	StN	3.93	StN	3.77	StN
3. Writing the Objectives	3.91	StN	4.00	StN	3.33	StN	3.93	StN	3.79	StN
4. Writing the Research Methodology	3.91	StN	4.00	StN	3.33	StN	4.00	StN	3.81	StN
5. Writing Results and Discussion	4.00	StN	4.00	StN	3.42	StN	3.93	StN	3.84	StN
6. Writing Conclusions	4.00	StN	4.00	StN	3.50	StN	3.93	StN	3.86	StN
7. Writing Recommendations	3.73	StN	4.00	StN	3.25	StN	3.80	StN	3.70	StN
Submean	3.88	StN	3.94	StN	3.33	StN	3.92	StN	3.77	StN
Overall Mean	3.88	StN	3.94	StN	3.27	StN	3.90	StN	3.75	StN

Norm:

Point Value	Ranges	Descriptive Rating
4	3.25 - 4.00	Strongly Needed (StN)
3	2.50 - 3.24	Moderately Needed (MN)
2	1.75 - 2.49	Slightly Needed (SIN)
1	1.00 - 1.74	Not Needed (NN)

Deducing from table 2, it shows that as a whole, all the teachers of the selected diocesan schools of Abra responded that they must have a deeper background in Research Proposal Writing and Research Journal Article preparation with an overall mean rating of 3.75 which fall to a “Strongly Need” descriptive rating. This was evidenced by the individual overall school mean ratings of 3.88, 3.94 3.27 and 3.90 respectively which all fall to a “Strongly Needed” descriptive rating. This only means that all teacher respondents are not well versed in research making.

On research proposal writing, it is evident that as a whole all schools responded that they “Strongly Need” to deepen their understanding in research proposal with their overall mean rating of 3.73. It is noteworthy to mention that among other indicators on the needs assessment, item no. 7. Writing the

Research Framework is found out to be the most need and must be given much attention with an overall mean rating of 3.92 which fall to “Strongly Need’ descriptive rating. This only means that of all parts of the proposal writing, this is where the respondents find themselves that they need help the most.

It is significant to note that one of the selected private high schools of Abra, Holy Cross School responded that writing the research proposal is not a serious need for them. This was manifested by the mean rating they obtained ($x = 3.21$) which falls on a “Moderately Needed” descriptive rating. This may be due to the fact that from the previous discussion of results under MA/MS units, most respondents are pursuing their graduate studies enabling them to have some background on research. Yet, even if it is describe as moderately needed, the level of need is still permissible and justifiable that it is still a need for the teacher respondents to be more skilled in research preparation.

On writing the full blown research ready for Research Journal Publication, the respondents were found that there is really a need for them to be accompanied in this endeavor. This was verified by their obtained general mean rating ($x=3.77$) which falls on a “Strongly Needed” level of description. This implies that the knowledge they have gained during their preparation such as when they were in college, the trainings and seminars they have attended do not suffice their needs.

It is very imperative to point out that writing conclusions ($x = 3.86$) was found to be the area where respondents shown their weakest capability in research writing. This mean rating plunged in the peripherals of a “Strongly Needed” level of description. This means that they know how to look on findings but there is a difficulty for them to transform and translate these findings into significant conclusions.

Above findings of the study contradicts what was forwarded by Abarro, J. O., and Mariño, W.P. (2016) in their study. They discovered that public secondary and primary school instructors are capable of drafting a research proposal as well as a publishable research paper or article. Furthermore, the outcomes of this study contradict De la Cruz (2016)'s work on Ilocos Sur Polytechnic State College's research capability: a foundation for a competence improvement program. He argued that research managers are skilled, researchers are conceptually competent, and computational and technical abilities are reasonably competent.

One of the most significant findings of the study were the responses of the respondents in some of the needs they quest for assistance. They are using different research formats as to there is no uniform format of the research paper that they are using. This was seen in the outputs they require their students to submit especially in the research papers of their senior high school students. Moreover, they are also asking help regarding the roles, duties, and responsibilities of the advisory committee such as the adviser, critic, and statistician and as well as the functions of the panel members in the papers of their students. According to them, this issue is an enough source of misunderstanding between and among them because

of the overlapping work each advisory committee is doing. This is not to underestimate the capabilities of the faculty members but according to them they need some authorities in the experienced institutions to tell them about this concerns.

Table 3. Correlation Coefficient showing Significant Relationship between Profile and Level of Assessed Needs in Research Writing

Profile of Respondents	Level of Assessed Needs in Research Writing		
	Research Proposal Writing	Research journal Writing	As a whole
Sex	0.048	0.235	0.145
Civil Status	0.11	0.133	0.125
Age	0.104	0.115	0.113
Highest Educational Attainment	0.033	0.099	0.068
Type of School	0.653	0.051	0.062
Seminar on Research	0.102	0.001	0.057

Legend: * - Significant at 0.05 Level ** - Significant at 0.01 Level

Basing from the results of the statistical treatment done presented in Table 3, the researchers decided not to reject the null hypothesis of the study because there was no sufficient evidence to reject it. As a result, they find that there was no significant association between the amount of requirements assessment used in creating the research proposal and any of the respondent profiles studied. It was also found that profile of the diocesan school teachers of the selected schools of Abra have nothing to do in their level of capability in writing the full blown research for journal publications.

This manifests that every teacher in the diocesan school of Abra needs to be guided and be coached on the processes of writing proposals and as well as in writing a full-blown research ready for journal publications. This implies further that the needs of the diocesan school teachers in writing researches are not only intended to a specific group of teachers who possess the same sex. The need for them to be coached is not also based if teachers are already married or unmarried.

Further, each teacher in the different age brackets is needed to be equally trained. Likewise, the level of education attained by these teachers is not a guarantee for them to have more chances of neither needing to be tutored nor the type of the school where they were graduated from college. Lastly, even if these teachers have attended seminars or trainings regarding research or not, still there is a need for both to be guided in the whereabouts of writing the research proposal, and as well as in the writing of the full-blown research for journal publications.

The findings of this study agree with those of Abarro, J. O., and Mario, W.P. (2016) found that age, sex, civil status, greatest educational attainment, and research seminars/trainings attended have no effect on public secondary school teachers' research abilities in preparing a study proposal. They stated, however, that sex, civil status, and research seminars/trainings attended impact public elementary school

teachers' research ability in terms of drafting a research proposal and publishable research paper or article, not their age, position, or greatest educational attainment.

However, this is in contradiction to study of Salom (2013), when he found out that some of related variables are significantly related to the research capabilities of the respondents. He found out that the variables of academic rank, highest educational attainment, and teaching load affected the level of research capability of the faculty.

4 CONCLUSION

In view of the salient findings of the study, it is therefore concluded that:

1. Teachers of the selected diocesan schools of Abra are females, unmarried, and whose age is 28 years old and below. Most of them have already started their post graduate studies and were college graduates from private higher educational institutions. Further, majority of them did not yet experience to attend seminars in research.
2. The diocesan school teachers of Abra toughly need to be accompanied in their writing of research proposals particularly in conceptualizing their framework. On the other hand, they mostly need assistance in writing research conclusions.
3. The teachers' sex, civil status, age, highest educational attainment, type of school graduated from college, and attendance to seminars on research do not bring any significant effect to their level of needs in writing the research either in the proposal or in the full blown research to be ready for journal publications.

RECOMMENDATIONS

In the light of the above findings and conclusions, the researchers forward the following:

1. There is really a need for the diocesan school teachers of Abra to be guided in the writing of research proposals and as well as in writing the full-blown research for journal publications.
2. A research enhancement program is to be extended to the private secondary schools of Abra by agencies who provide technical support and assistance.
3. Administration of these schools must send their faculty to attend research writing enhancement programs.
4. A continuous assessment on the needs in research writing is highly recommended for the professional growth of the teachers not only to the high school teachers but also to the diocesan elementary school teachers.

5. A parallel study is to be made extending those concepts which were not considered in this study to really look into those factors that may affect the needs of these teachers in proposal writing and writing the full-blown research.

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