RESEARCH CAPABILITY BUILDING AND PRACTICES OF TEACHERS IN COMMUNITY COLLEGES: BASIS FOR RESEARCH DEVELOPMENT PLAN

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Abstract

Research capability building and teachers' best practices are gateway and gate-guard in transforming society capability and development. Higher research capability building tend to practice a teacher as a teacher-researcher. The levels of research capability building and research practices of teachers in the recognized community colleges of Misamis Oriental, Mindanao Philippines for the Fiscal Year 2023-2024 were understudied. Afterwhich, may be able to design a research development plan on research capability building and practices with the three hundred ninety-one (391) faculty from recognized community colleges of Misamis Oriental, Mindanao Philippines. The researcher-made questionnaire were designed and statistically analyzed with standardize deviation Pearson -r coefficient relation. Thus, the findings revealed no significant relationship between the level of research capability-building and research practices to the respondent's characteristics, highest educational attainment, training/seminars and attended on research, position, and research publication. Peculiar research locale need a diverse socially engaged research paradigm.

***Keywords*:** *research capability building _ research practices*

INTRODUCTION

Research capability building and practices of teachers in community colleges are gateway and gate-guard in transforming society capability and development. Research capability building and research practices contributes individual teacher professional growth, improvement, development and best practices in the classroom. Teaching profession in general, made teacher as a teacher – researcher. Practitioner in the Higher Education Institutions (HEIs) particularly in the Local Colleges and Universities (LUCs) were encouraged to conduct community–based researches, as part of the social engagement and responsibility. This social obligation defines the role of the teacher in the classroom as teacher– researcher involvement the community counterpart partners need in the delivery of the teacher frontline services. Classroom teaching learning environment become challenging through the data reservoir for the publication on the academic papers as output of intellectual outcomes.

Likewise, Serrania (2023) opined the "unlikely turnout in the research output of 22.81 percent to the SUCs and LUCs research capability build-up and practices." Thus, Caingcoy (2020) dissented in his findings to say that:

> "CHED emphasizes maximizing available resources for research within and outside the community college. Teachers, master teachers, and academic teaching personnel are encouraged to do research to advance quality of students in instructions and making purposeful adoption of the community."

On the other hand, Ahmad and Wahidy (2020), posited in their findings in corroboration to the previous RRLS to say that:

> "research capability building is the process of developing and enhancing the skills, knowledge, resources, and multimedia infrastructure necessary to conduct high-quality researches. It involves fostering a research culture, supporting researchers, and creating an environment that promotes and facilitates the culture of research activities. And, it empowers classroom teacher to be a data – based oriented teacher in the power sharing of data from the research outcomes."

Thus, the research practices done by the teaching personnel will always encompasses the methods, techniques, and approaches used in conducting research effectively and ethically accepted norms on the academic behavior. For this reason, Anub (2020) observation rejoined that,

> "teaching research will not be effective if teachers lack the necessary knowledge, skills, tools and good practices. It involves equipping teachers with the necessary knowledge in research; tools in facilitating data and information; resources in pursuing research on their respective fields of expertise. Community colleges are uniquely positioned to foster research capability-building by offering diverse academic programs, resources, and opportunities for the teachers to socially engage in research activities."

On the same vein, community college teacher must focus their own teaching roles to the primary social responsibility of the community college in the delivery of high-quality instruction. This would mean that all discourses happened in the classroom of teaching learning processes are data-based oriented. And, these data are coming from the community counterpart partners. Thus, community colleges generally have novelty of data yet limited research funding opportunities compared to universities and research institutions yet they have available "*research problem construct*." Arguably, data shows in different RRLS in the SUCs and LUCs that 77 percent were not involved in research and development despite the incentives in publication for research was given.

Furthermore, research capability building empowers teachers to engage in evidence-based practices, it contributes to the knowledge base in education and continuously improve their teaching pedagogies and methodologies. Thus, Albalawi & Johnson (2022) opined to say:

> "Teachers may undertake research projects that address local community needs, contribute to policy discussions, or support community organizations by actively participating in research activities, teachers develop a sense of social responsibility, empathy, and a deeper understanding of the social and cultural contexts in which they live. It helps to improve the jobs and lives of the people within the community and its focusses to attain and explore quality of life for all."

And, this however corroborated on the findings made by Anub (2020) that says, "new knowledge was born to embodies new solutions of the problems following the scientific and methodical processes. As dissented by Shkabarina et al. (2021), "research capability building is not limited to technical skills but also critical thinking and problem-solving abilities." Particular in analyzing complex problems, develop hypotheses, and apply appropriate research methods to investigate and seek solutions that has something to do on the quality of life. Nonetheless, it nurtures transferable skills that are highly valued in the workforce. Through research projects, teachers learn to work as a teams, communicate effectively, data-based oriented, manage time and resources effectively and adapt the changing time and circumstances. According to Vaganova et al. (2019), "teachers are experiencing difficulties in the data analytical process. In the real teaching world, teachers struggle to analyze data due to a lack of knowledge." To this end, Thongsong et al. (2020), posited that:

> "teachers do not have enough required knowledge, skills, tools and adequate resources on research dampened skills in enhancing the students' employability and entrepreneurialship in preparing them for their career path that require analytical thinking, problem-solving, and evidence-based decision-making."

Therefore, at this juncture teacher in the classroom must be knowledgeable and well-informed to the best practices that involves strong foundation in research methodologies, techniques and deep understanding of the ethical principles that pivot research direction. As Gomez (2023) said:

> "research competence needed includes the ability to critically evaluate existing research gaps, identify their PILOT (Problem, Importance, Literature review importance, Objective on the research done and the time frame/bounded of the study) and formulate research questions that address those gaps. It requires individuals to be proficient in designing research theory, framing the concepts and formulating the statement of the problems on the research study, probity in handling, collecting and analyzing data, interpreting research findings, and effectively communicating research results to diverse audiences and ready for the publication on the research output for the consumption on the intellectual community."

Hence, the teacher researcher is one of the faculty members in the community college that needs to be develop and enhance their research capabilities to enable to produce novelty, authentic and quality output on research ready to be publish for the consumption of the intellectual community for quality of life. The teacher researcher can design research capability-building strategies tailored to the institution's peculiar research problem construct and circumstances. The framework can guide in implementing initiatives that support faculty social engagement in a socially diverse community in research, it enhances student involvement, and contribute to the community college's overall research culture and impact to the lives of the community.

Research Capability Building

The process of empowering individual classroom teacher to socially engaged, innovate, reengineer, develop and conduct high-quality research and development output. It involves providing individuals, organizations, or communities with the necessary tools and support they need to engage in research activities effectively. Caingcoy (2020) opined:

> *"capability building is capacitating the individual to the future determinants and correlation of the different factors that play within the social construct of the community and its relationship to both dependent and independent variables."*

Further, he said that:

> *"it enhances critical thinking and problem-solving skills. It fosters an environment where individuals can engage a rigorous inquiry, evaluate existing knowledge, and develop innovative approaches to tackle emerging issues."*

Thus, Wong (2019) supports this research construct by targeting the predictors of the teachers' capacity to conduct research, teach, and relate to productivity. Thus, research capability building encourages a culture of intellectual curiosity, experimentation, observation, exploration and continuous life-long learning process. Furthermore, research capability building contributes the growth and development of the research ecosystem. In such manner the findings of Gomez and Sardido (2022) supports to say:

> *"it strengthens research institutions, universities and college research and development data reservoir, and other socially engaged organizations on research and development by providing them with the necessary resources such as: funding, research facilities and multimedia infrastructure, and access to relevant literature and databases on the arsenal of data mining. This enables them to attract and retain potential teacher researchers, collaborate with other institution, and organization to produce high-quality research and development outputs."*

Likewise, the Commission On Higher Education (CHED) formulated policies and guidelines to promote research and development attractive to teacher-researcher. These policies are supported by the availability of funds to encourage teachers to propose and submit their research outputs. Research in higher education is included in the four-fold functions of faculty, especially in the State Universities and Colleges (SUCs) and Local Colleges and Universities (LUCs), in addition to instruction, extension, and production. Through this CMO No. 32, series of 2008 clearly states that,

> *"every classroom teacher in Higher Education Institutions must conduct research and development and other scholarly investigations in the various academic disciplines to develop and nurture a research culture on the academic community."*

The presented scenario of research in the Philippine educational system as cited by Ávalos et al. (2019) said that, "comprehensive research looks at the culture of research in Higher Educational Institutions (HEIs) as groundwork for revolutionizing classroom instruction on research community-based." Thus, Castillo et al. (2021) rejoined this statement to say, "the development of research competence across different educational levels and disciplines are encouraged by the HEIs vision and mission." And further, supported by Amirova, et al (2020) says that, "it can be cultivated through formal education, mentorship, hands-on experience, and engagement in research activities." And this was also qualitatively observed by Glazunova, et al. (2019) says that, "community colleges in particular, have been recognized as valuable settings for nurturing research competence, offering opportunities for students to engage in research projects, work closely with faculty mentors, and develop research-related skills. As also corroborated in the study of Daniel (2020) said and adjudged:

> *"research seen in the LUCs and SUCs helps student develop good citizenship and discipline, research values, and strengthening ethics and enhancing their knowledge and skills to create their research output according to the needs of the community counterpart partners where the locale of the school is situated."*

The statement above truly be the experience of the classroom learners to the community colleges where they belong. And their experience teaches them the priority, urgency and emergency need within the community as revealed in the study of Mills et al. (2019) in corroboration to the latest findings made by Amirova et al. (2020), opined and says:

> *"teacher researcher is a by-product of the faculty research capability building and practices encouraged in all HEIs as to enhance the research abilities within the culture of research environment in all educational institution. Their efforts contribute to the growth of research and development conducted by the students, faculty during their instruction, entrepreneurialship and adopting the community as their personal, institutional and social obligation."*

Lastly, the research capability building in this study simply understood that as a process by the LUCs and the individuals who work within them to improve and harness their ability, skills, talents and potentialities to develop, implement, and sustain high-quality research and development efforts which can be translated into practice in order to improve the outcomes in the areas on administration, faculty and development, curriculum and instruction, student services and development, employability and entrepreneurialship, community extension or adopt the community program, research and development, library, laboratories and physical plant. These are the areas of priority, urgency and emergency in the field of education. Of which, the research capability building must focus.

Research Practices

This academic and instructional practices embodied in the life of a teacher is a primordial habit that a teacher had. Building this kind on the "body of knowledge" empowers classroom teacher to be self-reliant and self-sufficient of knowledge build-up within them. Research practices, as interpreted by Anzaldo and Cudiamat (2019) concocted and said:

> *"research practices are the ability of the teacher to conduct independent research to both instructional, supervisory, administrative and policy research that provide its results for the consumption of instruction and the community of the intellectuals. Likewise, it is inherent in the life – cycle of the instructional duties, responsibilities and obligations on the classroom life of a teacher."*

Thus, understanding listening Supriyanto et al (2019) and Daniel (2020) in their findings regarding the research practices made by the classroom teacher they said that:

> *"students had an active learning and participative teaching learning encounter in the classroom and significantly improved participants' (students) overall classroom performance due to their research skills, data-based discourses and enhances demonstrative performance during the term exams."*

Likewise, the research competence developed by an individual teacher will lead to effective classroom instruction. Thus, Basilio et al. (2019) opined that "this will lead to research

development by developing individual patented work." These practices are research approaches to investigate and generate new body of knowledge or insights systematically. Wherein, it encompasses a range of activities, from formulating research questions and designing studies to the manner on the handling, collecting and analyzing data, interpreting findings, and disseminating results through publication for the intellectual community.

Moreover, Reyes & Glasserman (2020) argued that:

"effective research practices are essential for producing reliable, valid, and meaningful outcomes. They ensure research is conducted rigorously, systematically, and ethically, following the established principles and methodologies. Developing research capability building and practices is crucial to accelerating knowledge acquisition, educational innovation, and successful professional development."

Thus, this research practices however, Ávalos, Pérez-Escoda & Monge (2019) said that, "teaching methods that teachers currently use seem far from reality and do not contribute to the development of research." Especial mentioned on the study of Boltianska (2021), said that:

"the presence of technocratic advancement in the research world as Netizen on the multimedia infrastructure, research competence became sophisticated through the adoption of technology… findings revealed that teacher need to enhance and upgrade their knowledge on the technocratic advancement for the multimedia herding where teacher must be socially and technocratically engage in a diverse classroom teaching learning experiences."

It is understood somehow teacher need to adapt the changing environment in the modern world to academically engage in research. The tacit knowledge on research is the language of the time. As mentioned by NAEYC (2023) said that, "this provides professional development opportunities to engage and explore teaching-learning experiences in the classroom challenging." They found out that attending, collaborating, and corroborating training, seminars, conferences, conventions, and workshops has significantly changed teacher professional development. These may include in the delivery of its classroom instruction: specific, investment, ongoing, embedded into the teaching process and personalized. A teacher-researcher builds up capability in the classroom teaching-learning process due to the arsenal of data available and it is personal. Although this practices are the driven factor on personal practices interest and enthusiasm. ORI (2023) also said that "the data–based teaching-learning process (pedagogy) in the classroom as a teacher mentor and collaborator make the classroom teaching-learning process realistic." Thus, Nusrat et al (2020) said, "mentoring and collaborating with other research outputs found learning effective and experiential." So, this research practices are commendable within the classroom setting for making the pedagogies realistic.

Professional Development Opportunities

Maintaining competence, adapting changes in the workplace, and advancing one's career path enable professionals stay updated with the latest research pedagogies, state-of-art technology and best practices by fostering continuous learning and improvement throughout their careers. Reading the findings made by Gomez, (2023):

"human investment in professional development involves individual enhancement through job performance, expand their professional networks, and contribute their organization's success. These can, however, boost

individual classroom teachers in their respective promotions, engaging valid and reliable quantitative and qualitative information by gauging excellent and scientific training as bases for accreditation and recognition and basis for budget release."

Professional development according to Murtonen & Salmento (2019) "occurs also through on-the-job training and rotational assignments within an organization." These opportunities expose individuals to new roles, responsibilities, and challenges, allowing them to acquire new skills and broaden their understanding to different aspects of their professional education. Engaging research, publishing articles in academic journals, presenting conferences, contributes to professional development in the intellectual community. These activities foster critical thinking, expand knowledge, and enhance expertise in a particular field. This is crucial for maintaining competence, adapting to changes in the workplace, and advancing in one's career. They enable professionals to stay updated with the latest research agenda, state-of-the art of technologies and best practices, fostering continuous learning and improvement throughout their careers.

In summary, Gomez (2023) dissented that:

"colleges and universities must revisit the evaluation and recognition of research capability–building to support the quality instructions. Thus, these activities and processes can be described in a three-component framework of professional development like 1) training, technical assistance, mentoring, supporting communities of practice; 2) resources and supports like identifying and supporting evaluation champions, organizational assets, and evaluation materials; and lastly, 3) securing financing; using technologies and organizational environment such as encouraging leadership; facilitating demand; enhancing incentives, structures, policies, and procedures. These can however, boost individual classroom teachers in their respective promotions by engaging valid and reliable quantitative and qualitative information, gauging for excellent and scientific training as bases for accreditation and recognition and basis for budget release."

Mentoring Skills

Mentoring involves a partnership between an experienced and knowledgeable individual (mentor) and a less experienced individual mentee to support the mentee's personal and professional development. In the context of research, mentoring provides guidance, advice, and support to researchers at various stages of their careers (Ghalley, 2021). Mentors share their expertise, knowledge, and experience with mentees, helping them develop research skills, navigate challenges, and make informed decisions. Gepila, (2020) said, "they provide guidance on research methodologies, literature review, data analysis, and other aspects of the research process. Thus, an assessment of the teacher's research competence is needed." Mentors support mentees in setting goals, identifying areas for improvement, and creating a development plan. They offer advice on career paths, networking opportunities, and building a professional reputation. Mentors also provide emotional support, encouragement, and motivation.

Research Support and Resources

Research support and resources encompass the various tools, facilities, services, and funding opportunities available to researchers to facilitate and enhance their research endeavors. Hill & Erickson (2019) said:

"these resources are essential for conducting high-quality research, addressing challenges, and advancing knowledge in a particular field.

> *Research facilities therefore provide access to specialized equipment, laboratories, and infrastructure for conducting experiments, data collection, analysis, and other research activities. These facilities may include laboratories, computer clusters, imaging centers, libraries, or field research sites. Access to state-of-the-art equipment and facilities is crucial for researchers to work effectively."*

Funding is essential for supporting research projects, covering expenses such as personnel salaries, equipment costs, travel, and research materials. Research funding can come from various sources, including government grants, private foundations, industry partnerships, and internal university or institutional funding programs. The availability of research funding ensures researchers have the necessary resources to carry out their novelty in research. Thus, Wong (2019) mentioned, "research support and resources provide researchers with the necessary infrastructure, funding, expertise, and tools to conduct rigorous and impactful research." These resources contribute to the success of research projects, enable collaboration, and facilitate the dissemination of research findings to the broader scientific community and society at large.

Evaluation and Recognition

Important aspects of research that ensure the quality, impact, and contributions of researchers and their work are acknowledged and appreciated. According to Kennedy (2019) "they play a significant role in promoting excellence, guiding career advancement, and fostering a culture of continuous improvement in the research community. Research output evaluation assesses the impact and significance of research publications, including journal articles, conference papers, books, and book chapters." In the same claim Abinan (2021) and Gomez (2023) reiterated that,

> *"due to the evaluation and recognition of the research paper metrics such as citation counts, journal impact factors, and h-index are often used to measure research outputs' influence, visibility, and reach. Evaluation and recognition of research output helps identify influential research and contributes to researchers' reputations. Likewise, it contributes to foster a culture of excellence, encouraging innovation, and promoting continuous improvement and development. They provide researchers feedback, validation, and incentives to produce high-quality research, it contributes to their field of specialization and advance their careers for human investment. It delineates promotion, salary increase and build-up an image of authority in the intellectual community. Additionally, evaluation and recognition also help stakeholders, such as funding agencies, institutions, and policy-makers, in identifying and supporting impactful research."*

Instructional Policy

As the set of guidelines, principles, and decisions that shape and govern the instructional practices and strategies within an educational system of an institution. Gomez and Sardido (2022) stated that:

> *"instructional policy encompasses the rules, regulations, and frameworks established by the HEIs to guide teaching and learning processes, curriculum development, assessment methods, and instructional materials. Instructional policy plays a crucial role in ensuring educational quality, equity, and alignment with educational goals and objective as a gate-guard and safety net in achieving the institutional vision and mission."*

Thus, statements above Caingcoy (2020) supports that "this policy provides guidelines for developing and revising the curriculum, which outlines the content, knowledge, skills, and competencies that students are expected to acquire." It defines the learning objectives, scope and sequence, and the alignment with educational standards. In the same vein Segismundo (2021) rejoined to say,

> *"instructional policy may specify curriculum frameworks, subject-specific guidelines, or standards that dictate the content and structure of the curriculum. Often, it includes guidelines on pedagogical approaches and instructional methods that can be employed in classrooms. It may advocate for student-centered learning, inquiry-based approaches, project-based learning, or other research-based instructional strategies."*

Curriculum Development

The expectation of the individual learner at this juncture to be taught and what they do in the program must be crafted according to the teaching learning environment of the locale. Bhuttah, Chen, Hakim, & Saima (2019) in their study mentioned, "Vocational Education (VE) found appropriate in meeting the needs of the curriculum users, in this case, lecturers, will see technological advances used in the practical learning process so that the technology used is the same as the technology suggested in the curriculum. However, the technology used in educational institutions is not necessarily relevant to cutting-edge technology. Thus, research capability building and practices must jibe to the needs of the time and circumstances on the teaching learning environment particularly the needs of the locale.

In curriculum development Cabello (2021) and Gomez (2023) explained how to craft viable and feasible curriculum to the expectation of the general clientele (learners) and said that,

> *"the development of the current curriculum runs through different stages as carried out after determining the institutional vision and mission of the HEIs. The integrative approach balances cognitive, affective and psychomotor abilities, namely understanding concepts and theories as well as attitudes and competencies, obtained from curricular, co-curricular and extracurricular activities that are usually not obtained in the classroom through practice. Various strategies are used to improve students' "soft and hard skills" that are determined in the HEIs curriculum. The community where the locale of the HEIs is a "replica" on the true image of the school. And therefore the presence of the HEIs foster challenges and situation in alleviating the socio-economic status and relative phenomenological life of the people and the community of the locale." So, the curriculum of the HEIs is there to help the people and the community as a social obligation."*

Collaboration Opportunities

In this context it allows individuals with diverse skills, expertise, and perspectives to come together. By pooling their knowledge and experiences, participants can tap into a collective intelligence that leads to innovative solutions, creative problem-solving, and well-rounded outcomes. This provides an opportunity for individuals to learn from one another. Through collaboration according to Bobkova et al (2021) "participants can exchange ideas, share best practices, and gain insights from different viewpoints. It fosters a culture of continuous learning and professional growth." In addition, to maximize the benefits of collaboration opportunities, it is essential to establish clear goals, effective communication channels, and a culture of trust and respect. Lastly, providing a supportive and inclusive environment that values contributions from all participants can foster meaningful collaboration and drive positive outcomes.

Environmental Issues

Research practices related to environmental issues involve systematic investigation, data collection, analysis, and interpretation of information to gain a deeper understanding of environmental challenges and develop effective solutions. Thus, Abun et al. (2019) argued that "conducting a comprehensive literature review is an essential step in environmental research and development. It involves reviewing existing scientific studies, reports, and publications related to the specific environmental issue of interest. A literature review helps researchers understand the current state of knowledge, identify research gaps, and build upon existing findings.

Environmental research often involves collecting various types of data, including qualitative and quantitative information. Data collection methods may include field surveys, interviews, questionnaires, laboratory experiments, remote sensing, or data obtained from monitoring stations and databases and collecting accurate and reliable data. According to Varga (2020), Deci & Ryan (2020) and Amirova et al (2020) in the SDT (Self-determination Theory) "emphasizes environmental researchers employ various statistical and analytical techniques to analyze the collected data. Statistical methods can help identify patterns, relationships, and trends within the data. This may include descriptive statistics, inferential statistics, spatial analysis, modeling, and simulation. Computer models simulate predict environmental processes, such as climate change, air quality, water flow, or ecological dynamics which foster intrinsic motivation in research practices through teachers' values, interests, and professional goals.

METHODS

The study was done for the fiscal year 2023-2024. It delimits only to all recognized community colleges located in the First, Second and Third Legislative Districts of Misamis Oriental, Mindanao Philippines included are: *Tagoloan Community College (151), Opol (61), Initao (85), El Salvador (37), Salay (33), and Magsaysay (24).* Likewise, ethical Consideration and Informed consent was properly observed as cited in all standing laws relative to the privacy act law.

The study of Mejia and Salcedo (2020) so with Caingcoy (2020) were utilized in the study. Descriptive survey method and quantitative research were utilized. Thus, in their study they also include the profile of the teacher respondents, as well as their level of research capability building and research practices, were tested as variables in this study and was conducted in the recognized community college of Misamis Oriental Mindanao Philippines which is well-known for promoting research and development to teachers. And besides, they also regularly conducted an annual research conference to facilitate knowledge exchange, research collaboration, celebrate research accomplishments through call – to - paper and inspire teachers to engage in scholarly activities. Special mention, that these community colleges are moving forward for their research journal as a venue for the publication of their research output.

RESULTS AND DISCUSSIONS

The variables understudy on research capability building and practices of teachers in community colleges: Basis for research development plan according to the enumerated variables below are:

The highest educational attainment revealed that of the 391 respondents 154 or 39.39% for Baccalaureate Degree; 54 or 13.81% for their Masteral and 12 or 3.07% were on their doctorate degree. Trainings/seminars attended on research 240 or 61.38% were School level events; 17 or 4.35% and regional level. This means that the potential areas for expanding exposure and collaboration of teachers are beyond the local context and therefore they are already prepared for the

"nationalization" and "internationalization" of research. This implies that the participation in trainings/seminars attended on research reflects the respondents' commitment to professional development in the field of research. Therefore, the "institutionalization" of research must be workout for these local community colleges. However, a novice teacher in the classroom are seen in these community colleges where they are also hungry for training, seminar, workshops, conferences and relative forum for research and development. These LUCs therefore allocate funding set-aside for research and development.

This further revealed that of the 391 respondents 262 or 67.01% were Instructor I, 11 or 2.81% for Assistant Professor IV. This implies that a significant portion of the participants were in the entry-level role of Assistant Professor IV, suggesting a hierarchical distribution within the academic positions. Moreover, of the 391 respondents, 327 or 83.63% had published their research at the School Level. The lowest of which is 2 or 0.51% research publications attended the Regional Level. This implies that teachers and the administration must have the collaborative effort in reshaping the venue of research output through the publication media platform harnessing the data-based reservoir available within their community counterpart partners. And lastly, allocate budget for funding for academic scholarship in the graduate school or harness available relative scholarship grants within or outside their respective community colleges.

The research capability building based on professional development revealed that 2.94 with the SD=0.91 described as capable. This indicates the importance of continuous learning and integration of acquired skills into research practice. The indicator on our school has established a research committee or research department oversees and coordinates research activities within the school level obtained the 3.06 or SD= 0.74 described as capable. This means that teachers felt relatively more supported in conducting publishable paper and emphasizing practical, classroom-oriented research school-based. This indicates a need for greater support in providing a diverse range of professional development programs due to their eagerness and enthusiasm in research and development.

On the other hand, the indicator on our school has provided resources and funding to support the teachers in conducting research studies and presenting their findings obtained the lowest mean rating of 2.69 or SD= 0.82 described as capable. This means that the relatively lower satisfaction in terms of financial support for their research endeavors. This implies that the potential area for improvement in resource allocation as resonated with the findings. Therefore, the administration must set-aside the allocated budget for research and development as a required percentage needed for the accredited journal to received financial supports from the Commission On Higher Education Research Program fund. As to mentoring skills revealed 2.83 or SD= 0.75, described as capable. This means that an average, respondents responded their school's support for mentoring skills in research. This implies that there was a foundation in place for fostering effective mentoring relationships to enhance teachers' knowledge and skills in research. This indicates that a broader understanding of mentoring was crucial in supporting teachers' knowledge and skills in research. The distribution of respondents' responses of mentorship availability can provide insights into the accessibility of mentoring opportunities for researchers.

In the other hand, the indicator on our school has workshops or seminars opportunities that focus on research-based mentoring practices got the highest mean rating of 2.92 (SD=0.72), described as capable. This means that the provision of workshops or seminars was perceived effective in building research capabilities through mentoring skills and the importance on the researcher place on developing their mentoring skills. This implies that the proportion of respondents who actively seek opportunities to enhance their ability to mentor and support early-career researchers or colleagues highlights the recognition of mentoring as a critical aspect of the research process supporting the

growth and development of others. Likewise, on the indicator our school has regular workshops and seminars on research methodologies, data analysis techniques, and research ethics to enhance teachers' research capabilities got the highest mean rating of *2.86 or* SD =0.74 as described capable. This means that teachers highly appreciated and found valuable opportunities for continuous learning and skill development in research methodologies, data analysis, and ethical considerations. This implies the awareness and commitment of institutions towards providing researchers with the necessary support and resources to enhance their research capabilities. This indicates that the institutions in evaluating the effectiveness of their existing support systems and identifying areas where additional resources or support may be required.

On the other hand, the indicator our school has access to a well-equipped research library or resource center with a wide range of educational research materials got the lowest mean rating of 2.75 or SD=0.81 described as capable. This means that improvements could be made to enhance the availability and diversity of research materials within school libraries. This implies that the access and well-equipped research library or resource center empowers educators and researchers to expand their tacit knowledge-base and enhance their research capabilities. This further indicates that by providing access to a wide range of educational research materials, educators can engage in analysis, synthesis, and application of research findings to inform their teaching practices and promote a culture and encourages educators to implement effective strategies supported by research evidence. However, as seen by the researcher library facilities and materials resources sharing was strongly empowered by the LUCs collaboration and cooperativism.

In particular, the indicator Our school has encourage teachers to participate in research competitions or awards that recognized outstanding research contributions obtained the highest mean rating of 2.90 or SD=0.72, described as capable. This means teachers participate in research competitions or awards and promote a research culture within educational institutions. It sends a clear message that research is valued and recognized as an essential component of professional growth and development. On the contrary, the indicator our school has established partnerships with research institutions that provide recognition and support for teachers' research activities obtained the lowest mean of 2.80 or SD= 0.73, described as Capable. This means that their research skills, expand their knowledge base, and keep them updated with the latest research trends and methodologies. As observed, collaborative projects allow the exchange of ideas, expertise, and resources, leading to innovative research outcomes. Therefore, it is timely for LUCs to more forward for research collaborative initiative for "intellectual sharing."

Moreover, the variables on professional development opportunities received the highest mean of 2.94 (SD= 0.91), interpreted as high. This means that respondents felt relatively more confident in the availability and effectiveness of professional development opportunities. This suggests that the institution or organization did well in providing avenues for enhancing the skills and knowledge of researchers. This indicates that teachers who actively engage in continuous learning and professional development are more likely to be considered for promotions, grants, and leadership positions. As observed, institutions prioritize and invest in professional development programs that demonstrate their commitment to fostering a research culture and nurturing the research capabilities of their faculty members. This however investing human resources potential for leadership and managerial position. However, research support and resources obtained the lowest mean rating of 2.82 or SD=0.75 interpreted as high. This means the lower score that there might be room for improvement in terms of the support and resources available for research activities. This implies that the respondents face challenges and situation in accessing necessary research facilities or infrastructure. This indicates that research facilities, such as laboratories, libraries, and specialized equipment, are essential for conducting certain types of research and accessibility to these facilities is limited or restricted.

The respondents' level of research practices in terms of instructional policy revealed the overall mean of 2.86 or SD=0.77, described as moderately practiced. This means a moderate level of engagement in research practices and collective involvement in staying informed about instructional policies through research resources. This implies that a significant portion of respondents have limited engagement in research activities related to instructional policy, which suggests a potential disconnect between research findings and their translation into actionable policies and practices. Where Basilio and Bueno (2019) highlight the potential research practice gap on the role of a teacher, that inform instructional policy decisions, allowing teacher to stay informed and make evidence-based choices in the classroom got the highest mean rating of 2.93 (SD= 0.76), described as moderately practiced. This means, on average, teachers enjoyed relatively better access to research materials, fostering an environment conducive to evidence-based decision-making in the classroom.

On the other hand, the indicator as a teacher, provide platform for sharing and disseminating research findings related to instructional policy, allowing teachers to learn and contribute to the research community got the lowest mean rating of 2.81 or SD=0.0.77, described as moderately practiced. This means that, on average, collaboration and active dissemination of research findings were areas where teachers may have needed to enhance their engagement, revealing a potential gap in collaborative efforts and knowledge-sharing within the educational community. This indicates development on professional network research practices inspire teachers to engage research and development activities. In like manner, in the indicator as teacher collaborate with other educators, researchers, policymakers, and stakeholders to gather diverse perspectives and expertise got the lowest mean rating of 2.81or SD=0.0.81, described as moderately practiced. This means that the collaboration with researchers allows community college teachers to engage in high-quality research projects that have a broader impact. This indicates that community college teachers can gain insights and innovative ideas from other fields, leading to the integration of interdisciplinary approaches in their teaching practices and research projects. It suggests that the institutions actively promote partnerships between community colleges and universities, research institutions, or industry professional partners and the sharing of best practices.

The distribution of respondents' research practices in terms of their curriculum development overall mean of 2.93 or SD= 0.74, described as moderately practiced. This means that average teachers engaged in integrating research and best practices into their curriculum development processes. moderate research practices further develop their research skills, which leads to improved curriculum development. In particular, the innovative approaches and technologies that enhances the curriculum's effectiveness and engagement obtained the highest mean rating of 2.97 (SD=0.73) described as moderately practiced. This means a slightly greater openness among teachers to incorporate new and creative methods into their curriculum design, reflecting a positive inclination toward innovation in education. This implies that by exploring innovative approaches and technologies to enhance the curriculum's effectiveness and engagement, a teacher can create a more dynamic and engaging learning environment for the students. This leads to improved learning outcomes and increased student motivation and interest in the curriculum.

Moreover, the indicator as a teacher, collect and analyze relevant data, including student performance data, feedback surveys, focus groups, and interviews, to inform the curriculum development process got the lowest mean rating of 2.87 or SD= 0.78, described as moderately practiced. This means a comparatively lower level of engagement in data-driven decision-making. Strengthening involvement in evidence-based practices, particularly in data analysis, might benefit teachers in enhancing the effectiveness of the curriculum development efforts. This indicates that collecting and analyzing relevant data is essential for making informed decisions during the curriculum development process. Likewise, the distribution of respondents' research practices,

specifically centering on collaboration opportunities. The overall mean across all indicators was 2.84 or SD=0.77, described as moderately practiced. This means that, an average, teachers engaged in collaborative research to a moderate extent. This implies that while there was some degree of participation in collaborative activities, there was room for improvement. The mean served as a benchmark for evaluating the collective, collaborative research practices. This indicates that the collaboration provides researchers with the opportunity to engage with colleagues from different backgrounds, disciplines, and institutions. This diversity of perspectives and expertise can lead to a more comprehensive and robust understanding of research topics, as well as the development of innovative research approaches and solutions.

Furthermore, the indicator *a*s a teacher, actively support interdisciplinary collaboration, encouraging teachers from different disciplines to collaborate on research projects and even includes the environmental issues *got* the highest mean rating of 2.91 or SD= 0.75, described as moderately practiced. This means that teachers showed relatively stronger engagement in fostering interdisciplinary collaboration, recognizing its importance in advancing research goals. This suggests that this aspect of collaborative research was more commonly practiced compared to others. Actively supporting interdisciplinary collaboration among teachers can lead to a more holistic learning experience for students. This indicates that when teachers from different disciplines come together to collaborate on research projects, they can integrate their expertise and experiences engaged in studying topics such as climate change, biodiversity loss, pollution, sustainable resource management, renewable energy, conservation, or environmental policy. This indicates that classroom teacher should actively engage the local community to promote sustainable practices beyond the classroom locale.

Lastly, collaboration opportunities obtained the lowest mean of 2.84 or SD= 0.77 interpreted as high. This means that room for improvement in terms of the support and resources available for research activities challenges in finding and engaging collaborative projects with peers, experts, or institutions essential in fostering innovation, exchanging ideas, and tackling complex research questions that require multidisciplinary approaches. Wherein this relationship between respondents' research capability building and their practices included their professional development opportunities, mentoring skills, evaluation and recognition, revealed no linear relationship, as indicated by p-values exceeding the 0.05 level of significance where findings suggest that there was no significant relationship between respondent's responses to research capability building and research practices

Finally, the findings on community colleges environments often have unique characteristics, such as diverse student populations, teaching-focused responsibilities, and limited research infrastructure. These factors may require tailored approaches to research capability building that go beyond traditional professional development opportunities. The significant relationship between mentoring skills and research practices highlights the value of effective mentoring in promoting research engagement among community college teachers. Mentoring provides guidance, support, and expertise that contribute to the development of research skills, confidence, and motivation. Mentoring relationships serve as a source of inspiration for community college teachers, showcasing the possibilities and benefits of research engagement. Ghalley (2021) and Gomez (2023) suggests that the "mentors who actively engage in research themselves inspire mentees to pursue their own research endeavors and foster a research-oriented mindset."

EXHAUSTIVE DISCUSSIONS ON DEVELOPMENT PLAN

The research capability building and practices of teachers in community colleges: Basis for research development plan is a trifocal trust on the institutionalization leading to internationalization unit of an LUCs (Local Universities and Colleges) and SUCs (State Universities and Colleges). Preparing HEIs (Higher Educational Institutions) to foster quality IRE (Instruction, Research and Extension) a teacher as a researcher is primordial and indispensable in the classroom locale. A teacher researcher speaks the language of research on "statistics" in the delivery of its classroom instruction as a frontline service. Teacher talks on the collected data may it be qualitative or quantitative but grounded with "data-based" evidence. And therefore, strong pillar of research office having qualified personnel, equip with multimedia infrastructure; sustainable support fund from the administration and other counterpart partner of the institution would led to a highly and globally competitive HEIs in the community. Identifying the KRA (Key Response Agenda); the objectives and strategy; the beneficiary and responsible agency; the source of fund and the time frame to be accomplish and the expectation would have led to SMART (Specific, Measurable, Attainable, Realistic and Time-bounded) plan meeting the institutional vision and mission of the HEIs in the community. Since the study revealed no significant relationship on the understudied variables let the respective community colleges work their developmental plan according to the peculiar locale of their respective institution and work for the abundant available data within the area of HEIs is serving. Capacitate the HEIs and the teacher in the science of research and development through an outcomes-based teaching learning plan.

CONCLUSIONS

The capability building and practices of teachers in community colleges gains the highest level of professional development opportunities. It is essential for individual teacher and organizations seeking to excel in research and development and making as the best practice. Acquiring advanced research and development skills, fostering collaborations within and outside the institution, staying updated with the latest advancements, accessing resources, and demonstrating a commitment to research and development excellence, individuals and organizations can significantly enhance their research capabilities and make meaningful contributions to their respective fields of human endeavor and the community counterpart partner.

Research practices in the context of curriculum development play a critical role in promoting innovation, evidence-based decision-making, and continuous improvement in educational institutions particularly to the community counterpart partner they serve. Prioritizing and aligning research practices at the highest level of curriculum development, educational organizations can ensure the development and implement effective response to curriculum development to counter the mismatching on the carrier path of the general clientele for placemen and employability.

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