

# TEACHERS; KNOWLEDGE AND INTEREST ON RESEARCH WRITING IN BASIC EDUCATION

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## ABSTRACT

Research Writing is a process of systematic, reflective inquiry to improve educational practices or resolve problems in any operating unit (example: school, classroom, office). (DepEd Order 16, 2017). Knowledge on research writing denotes to the concept and skill acquired by the teachers in research writing. On the other hand, interest is the state of wanting to know or learn about something or someone. This study analyzed the degree of knowledge and interest if the teachers of District II, Division of Malaybalay City in research writing. It also determines whether a relationship exist between knowledge and interest in research writing. This research further worked out the significant difference of the degree of knowledge and interest to its demographic background such as: highest education attainment and civil status. This basic research used descriptive and analytic design. This design is being utilized in which the researchers investigated the knowledge and interest and its relationship to each other and differences by its demographic background. The level of knowledge of the teachers on research writing is Moderately Knowledgeable. The level of interest of the teachers on action research is Moderately Interested. There is no significant relationship on the level of knowledge and degree of interest of the teachers on research writing. And there is no significant relationship between the demographic background and level of knowledge and degree of interest of the teachers on research writing except to the Highest Educational Attainment into Level of Knowledge that shows a significant relationship. This research was conducted on the teachers of District II, Division of Malaybalay City on its knowledge and interest in research writing. Thus, it needs more research to be conducted to assure its efficacy on the other localities..

## Introduction and Rationale

Research leads to change. The only thing that is constant in this world is change. Over the generations, there are innovations that were introduced to make a better world. There were infinite developments throughout the centuries even in the field of education. To reiterate, our world is inevitably changing due to researches. It is a momentous hour in our lifetime to be part of the change. (UNESCO, 2018)

The Department of Education promotes the culture of research. In fact, DepEd Order 16 series of 2017 titled Research Management Guidelines enclosed in the provision and the guidelines in managing and conducting research. Further, this policy is constructed to strengthen the evidence-based decision making in the school, schools' division, regional and even in Central Office. Moreover, this order is effective to identify the problem, propose an intervention and strategies, and to prove those intervention and strategies in order to deliver a quality basic education to the Filipino children.

According to Caingcoy (2020), research should be utilized to address organizational problems since it is intertwined with vital processes including decision-making, evidence-based practice, policy formulation, and program development.

Time limits, a severe work load, lack of research skills, and financial considerations are some of the issues teachers faced in relation to the conduct of research. In fact, the study conducted by Juliano and Zabala (2019) are proof of this. It was identified in this study that a number of teaching duties from teaching courses to developing lesson plans and audio-visual materials, evaluating written works and performance and classroom management are all barriers of doing research.

This study focused on investigating the interest of the teachers of District II, Division of Malaybalay City on writing a research paper. This situation is considered as a question and therefore, it should be thoroughly investigated as soon as possible.

Out of 195 teachers composed of 65 males and 130 females, 137 of them are teaching Elementary level, 48 of them are teaching Junior High School and 10 of them in the Senior High School. This conceived curiosity to the teacher researcher on how the teachers are knowledgeable and interested to write a research paper to improve one's pedagogy. Therefore, this study will play a significant role to further identify the knowledge and interest of the teachers on research. In the case of teachers of District II, Division of Malaybalay City, they could relate themselves to the same scenario provided by the literatures above. The number of teacher researchers that made it to Division Research Congress last school year are 2. Majority of the schools are small and Integrated Schools meaning, there are bulky of ancillary services rendered by these teachers that hinders them to conduct a study. That is why the researchers wanted to discover their knowledge and interest in research writing.

## Literature Review

This part presents the review of literature pertinent to the current study.

The Department of Education's goal highlights the need for a learner-centered institution to keep developing in order to support the many programs and activities and provide better service to its stakeholders and clientele. Therefore, research and development will aid in identifying the gaps in the execution of projects, activities, and programs in the areas of governance, child protection, teaching and learning, and human resource development.

The Department's goal also requires that managers and employees act as stewards of the organization. They have a duty to support the students, colleagues, and school for the sake of society. The foundation of the whole educational process, upon which policies, strategies, standards, and reforms are built, is research itself.

### *Level of Knowledge of the teachers on Research Writing*

Lack of basic knowledge in research, a demanding teaching schedule, and a lack of funding are among the difficulties raised by the study. Teachers believe they need incentives, research training, and a lower teaching load, among other things. The variables in this study, in particular the driving factors, are similar to those in the current study. The sole distinction is that the current study evaluated the respondent profile, the level of research competency mastery, and the link between the profile and other factors.

Research is a talent that teachers must have, according to Abaro and Mario (2016), in order to diagnose problems in the classroom and offer interventions. Important conclusions from their study on the knowledge of teachers in research writing were made. The teachers' research writing knowledge are ordinary, according to the results. Additionally, it demonstrates how sex, social standing, and research seminars and trainings have an impact on research writing abilities. The writing abilities of the teachers are unaffected by their age, position, or greatest level of education. This study is relevant since it examined teachers' abilities in research writing as well. The primary distinction between the previous and current studies is that the former examined the relationships between research writing abilities and sex, civil status, age, educational attainment, and participation in research seminars and trainings; the latter examined the teacher profile, the degree to which research competencies were mastered, motivations, and the relationships between profile and other variables.

According to Akyürek and Afacan (2018), developing a great paper requires having experience writing research papers. Many graduate students, according to their study, struggle to write scientific research and develop proposals in general. A case study methodology was used in this investigation. It employed a semi-structured interview along with issues encountered while producing scientific research, advice on how to address the issues, and experiences with regard to scientific knowledge and abilities. The recommendations include dedicating more time to research writing, research courses, and research-related practical activities. The current study explores more complicated factors, such as respondent profiles, the level of research competency mastery, motives, and the link between profile and other variables, even if it is more concentrated on the challenges encountered while writing research. The latter also employed a questionnaire as the primary data-gathering method and a descriptive study design. However, the responses are different; the later research is centered on elementary school teachers, whereas the former study is focused on graduate students.

Basilio and Bueno (2019) discussed the significance of training as an anchor for effective educational research endeavors. They discovered that many teachers lack knowledge on research writing and that few of them attended seminars, published their findings, or used the findings in their respective fields of specialization. It was also mentioned that many teachers find it challenging to find, use, and evaluate information. Additionally, teachers have a basic understanding of how to create an experimental design, including the creation of instruments and statistical tools. The study differs from others in that it uses a different variable. The current study is focused on the profile of the respondents, the degree of mastery of research competencies, motivations, the level of support provided by school administrators, and the relationship between profile and other variables, whereas the previous study

concentrated on research skills and attitudes.

Caingcoy (2020) stated that research should be used to solve organizational challenges and difficulties due to its interconnectedness with crucial elements including evidence-based practice, decision-making, policy formation, and program creation. His research evaluated the knowledge on research writing of public school teachers in Malaybalay City, Bukidnon, paying particular attention to the teachers' motives, skills, and capacity to plan ahead. It also identified correlations, drivers, and implications for professional development. The results showed that teachers have a low level of aptitude for doing research with a neutral attitude, a high level of motivation for writing about research, a high level of difficulty in the research processes, and a medium level of aptitude for action planning.

Notably, the findings of the test of relationship show that teachers have a low, negative, but significant relationship with age and length of service, further defining that teachers' competency degrades as they age and accrue more years in the service to their knowledge in research. Additionally, it was stressed that a person's capacity for research may be assessed and anticipated based on their level of job motivation. It made use of questionnaires as the data collection tool and employed descriptive, correlational, and explanatory designs. Additionally, descriptive and inferential statistics were used to examine the data. In terms of research methodology and the instrument utilized to compile pertinent data, this study and the present study are comparable. Each study employed a descriptive research methodology. The variables that were examined were comparable. Both researches concentrated on motives and aptitude or competence. But there was a distinction found. The current study concentrated on identifying the profile and its link to the motives and competence for research writing, as opposed to the prior study's concentration on capacity, motivations, and action planning abilities.

The programs, events, and initiatives are geared towards nation-building through using research as a powerful tool to tackle social and national challenges. When a result, man normally advances as they make use of factual information derived through study endeavors. In their study, Tamban and Maningas (2020), namely those in the basic education sector, further addressed the factors that influence a teacher's knowledge to write research. They looked at the research writing techniques that served as the foundation for developing the teachers' restricted access to research capabilities. The findings indicated that professors have a mediocre grasp of research writing. Additionally, it was shown that, with the exception of the greatest educational attainment, there is no substantial correlation between the profiles of teachers and their capacity to write research papers.

From the findings, recommendations were made, including performing a more intensive research capacity development for all school instructors. In this study's descriptive correlational design, the Chi square test, Pearson  $r$ , mean, and standard deviation were all employed. A survey questionnaire utilizing a purposive sample approach is the primary instrument for data collection. The commonality between the two studies is that they both relied heavily on surveys as their primary method of data collection. The study's primary goal also overlaps with the current one because both focused on determining research competency. There were noticeable variations as well. The current study employed a descriptive survey approach, whereas the prior study used a descriptive correlational method.

#### *Level of Interest of the teachers on Research Writing*

The works of Juliano & Zabala (2019) addressed how teachers receive a variety of assignments related to their professional activity. From conducting classes to creating lesson plans and audio-visual materials, assessing students' written work and performance, managing the classroom, and doing research, teachers are entrusted with a variety of responsibilities. Their study sought to discover the level of teachers' interest in research writing, the variables determining this involvement, the training requirements, and the effects of teachers' involvement on instructional function and professional development. Case analysis was the sort of qualitative research methodology used. It made use of stratified sampling.

Utilizing the data collected tools from questionnaires, interview protocols, and journal writing form indicated that teachers at the primary and intermediate levels individually, but not at both grade levels, participate in research at high, moderate, and low levels. Promotion and increased pay are two factors that made them interested to perform research. Time limits, a severe workload, a lack of research skills, and financial considerations are some of their research-related issues.

While there has been a significant increase in access to higher education in the Philippines, Narbarte & Balila (2018) stated that Filipinos still fall behind other nations in terms of skill development, especially research. The balance between demand and quality and strengthening research were challenges facing the higher education sector. Their study centered on faculty members' interest for engaging in research and research-related activities. It employed a descriptive methodology with a mix of qualitative and quantitative methods, with a questionnaire serving as the primary tool for data collection. The results showed that the top five ways that respondents were involved in research were serving on a panel for an oral defense, supervising an undergraduate thesis, mentoring, enriching oneself via research writing, and presenting papers at national and international conferences.

On the other side, respondents were motivated by the use of research, personal fulfillment, network growth, research capability programs, and administrative assistance. In terms of research design and motivation being one of the factors studied, this study is comparable to the current study. There is a little variation in the factors examined, with the current study focusing on teacher profiles, research aptitude, and the relationships between variables.

Research is carried out with the express intent of imparting information, concepts, and skills to others. Zain et.al. (2011) provided a good explanation of the national researchers' interest, especially those who have published in foreign peer-reviewed publications. Their research centered on identifying the driving forces behind the lecturers at institutions of higher learning while conducting research and writing papers. Researchers are driven to create high-quality study, publish findings in reputable publications abroad, and have a strong interest in writing research.

Due to the fact that both studies concentrate on the interest for writing research, they are similar. The present study focused on the depth of interest of research writing, the level of assistance provided by school administrators, and the link between profile and other variables, whereas the earlier study solely focused on motives. The faculty from higher education institutions were the respondents in the previous study, while elementary school teachers were the respondents in the present study. As for the research design, the present study used a descriptive research survey, whereas the previous study used in-person interviews as well as interviews conducted over the phone and email.

If teachers are encouraged and assisted throughout the entire process, research writing for them is simple. Ulla, Barrera, and Acompanado (2017) evaluate the teachers' perspectives, interest, and difficulties with research writing. It was discovered that they had a favorable opinion of research writing, including its advantages for their learners. The most powerful motivator for teachers is promotion based on proven research.

The related literatures in this study will help the researchers to investigate the level of knowledge and interest of the teachers on action research. These will provide necessary support to the concept and analysis of the data.

This literature review provided a brief overview in relation to knowledge and interest of the teachers on action research. The review highlighted national and international research with its legal basis from the concerned government agency and spotlighted investigations into the relationship between knowledge and their interest on action research of the teachers. The related studies and literature above greatly contributed to the realization and development of the study.

### Research Methodology

The study employed the descriptive research design to examine the knowledge and the degree of interest of the teachers on research. The information needed was gathered through a survey questionnaire. Babbie (2010) stressed that quantitative research is a kind of study where in the function of this study is to gather data through numerical data that the researchers will draw for analysis. It focuses on objective measurements, statistical, mathematical/numerical analysis of data. The data was consolidated through questionnaire in the google forms.

#### a. Sampling

The participants of this study are the teachers of District II, Division of Malaybalay City for the School Year 2021-2022. They are composed of 130 females and 65 males with a total population of 195. Through Stratified Random Sampling, 173 of them was taken all as the participants of this study through Slovin's formula with a margin of error of 5%. The participants are further selected randomly through fishbowl random selection. Their age-bracket is identified from twenty-one (21) up to sixty (60) years old. All of them are appointed as permanent teachers in the Department of Education.

Table 1. Sources of Data

Name of School	Population	Sample Size
Sumpong Central School	46	42
Can-ayan Integrated School	53	47
Baganao Elementary School	8	7
Kibalabag Integrated School	18	16
Manalog Integrated School	15	13
Incalbog Elementary School	8	7
Tintinaan Elementary School	8	7
Candiisan Integrated School	16	14
Tag-ilanao Elementary School	7	6
Kilap-agan Integrated School	16	14
<b>TOTAL</b>	<b>195</b>	<b>173</b>

#### b. Data Collection

The researchers will do the following to gather the data needed in the study:

First, the researchers wrote a letter addressed to the Schools Division Superintendent through the Public Schools District Supervisor for granting permission to the researcher to conduct the study.

Second, the researchers secured a consent form proving the voluntary participation of the participants on this study which

is in the google forms platform and to gather data from the teachers through a questionnaire floated in google forms platform. The questionnaire was adopted from the study of Samudio (2021). Thus, some of the questions was modified to conform with the parts given on DepEd Order 16 series of 2017 which will be used as instrument of the study.

Third, the researchers undergo validation of the instrument of the study to ensure that the contents are relevant and answered the problems in the study by the evaluators in the district.

Fourth, the researchers gathered the data needed in the study.

Fifth, after collecting and gathering the data needed to this study, the researchers analyzed and interpret the responses of the participants of this study.

**c. Ethical Issues**

Through gathering the data, the researchers are expected to be responsible in their actions wherein they are the researcher who conducted the study. District II, Division of Malaybalay City is the location where the study was conducted. The researcher treated the personal data and responses of the participants as confidential. It is the responsibility of the researcher to hide the identity of the teachers who are involved in this study.

The researchers will not give to any person who is not involved in this study the identity of the participants involved.

**d. Treatment of Data**

To analyze the data gathered, the statistical measure that was applied to this research is the mean and standard deviation for the problems one, two and three to determine the demographic profile and level of knowledge and interest of the teachers of District II, Division of Malaybalay City on Research Writing. For the problem four, to determine the relationship between the level of knowledge and degree of interest of the teachers, Pearson r (O'Connor, 2006), was computed and the use of Dependent Sample Ttest to the problem five and six. The data gathered was processed using Jeffreys's Amazing Statistics Program (JASP) and Statistical Package for the Social Sciences (SPSS) software.

In interpreting the following categorizations these Scoring Procedure were employed:

Table 2. *Level of Knowledge of the teachers on Research Writing*

Scale	Range	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Strongly Knowledgeable	Exceeds the core requirement in terms of knowledge and understanding and can transfer them automatically
4	3.40 – 4.19	Knowledgeable	Developed the fundamental knowledge and core understanding and can transfer them independently
3	2.60 – 3.39	Moderately Knowledgeable	Developed the fundamental knowledge and core understanding and needs little guidance
2	1.80 – 2.59	Slightly Knowledgeable	Possessed the minimum knowledge and core understanding but needs help throughout
1	1.00 – 1.79	Not Knowledgeable	Struggles with his/her Understanding on research writing

Table 3. *Level of Interest of the teachers on Research Writing*

Scale	Range	Qualitative Description	Qualifying Statement
5	4.20 – 5.00	Strongly Interested	Shows interest and motivation in writing research paper all the time

4	3.40 – 4.19	Interested	Shows interest and motivation in writing research paper most of the time
3	2.60 – 3.39	Moderately Interested	Shows interest and motivation in writing research paper sometimes
2	1.80 – 2.59	Slightly Interested	Rarely shows interest and motivation in writing research paper
1	1.00 – 1.79	Not Interested	Not showing interest and motivation in writing research paper

Table 4. *Significant relationship of Knowledge and Interest of teachers on research writing*

P value	Interpretation
p≤0.05	There is a significant relationship

Table 5. *Significant difference of Knowledge and Interest of teachers on research writing*

P value	Interpretation
p≤0.05	There is a significant difference

### Discussion of Results and Recommendations

#### Results for Profile of the Teachers/Respondents

As shown in Table 6, 78 teachers out of the 173 respondents or 45.08% belong to the age bracket of 21-25, 33 of them or 19.08% of the respondents are with ages between 26-30, 20 teachers or 11.56% of the respondents are 31-35 years old, 11 of them or 6.36% are ages 36-40 and 31 of them or 17.92% are aged 31 years and above.

Results can be interpreted that majority of the respondents belong to younger group.

Table 6. *Age*

Age	Frequency	Percentage
21 - 25 years old	78	45.08%
26 - 30 years old	33	19.08%
31 - 35 years old	20	11.56%
36 - 40 years old	11	6.36%
41 years old and above	31	17.92%
<b>TOTAL</b>	<b>173</b>	<b>100%</b>

#### Gender

Table 5 show that 53 out of the 173 respondents are male while 120 are female. Hence, majority of the teacher-respondents in the research locale are dominated by females.

Table 7. *Gender*

Gender	Frequency	Percentage
Male	53	30.64%
Female	120	69.36%
<b>Total</b>	<b>173</b>	<b>100%</b>

#### Civil Status

There are 86 teacher-respondents comprising 49.71% of the sample are single, 87 teachers equivalent to 50.29% are married

as it is shown in Table 8.

It shows that majority of the teacher-respondents are having and living with their families.

Table 8. *Civil Status*

Civil Status	Frequency	Percentage
Single	86	49.71%
Married	87	50.29%
<b>Total</b>	<b>173</b>	<b>100%</b>

#### Educational Attainment

As shown in Table 9, there are 102 teacher-respondents comprising 58.96% of the sample who earned their bachelor's degree, 66 teachers or 38.15% are with masteral units or graduated or have completed their academic requirements and only 5 of them are with doctoral units or graduated or have completed their academic requirements.

It can be interpreted that majority of the respondents have not yet started their graduate studies. while the least have hurdled the path of achieving another degree for their professional competence and venturing along professional growth through graduate studies.

Table 9. *Educational Attainment*

Educational Attainment	Frequency	Percentage
Bachelor's Degree	102	58.96%
Master's Degree (with units and graduated)	66	38.15%
Doctoral Degree (with units and graduated)	5	2.89%
<b>Total</b>	<b>173</b>	<b>100%</b>

#### Position

Table 10 shows that there are 106 Teacher I equivalent to 61.27%, 47 Teacher II equivalent to 27.27% and 20 of them are Teacher III equivalent to 11.46%. It can be gleaned that majority of the teacher-respondents have Teacher I position while the least are with Teacher II and III positions respectively.

Teacher III positions are lesser compared to Teachers I to III positions generally because the creation of such positions is attributed primarily to number of lower level positions.

Table 10. *Teaching Position*

Teaching Position	Frequency	Percentage
Teacher I	106	61.27%
Teacher II	47	27.27%
Teacher III	20	11.46%
<b>Total</b>	<b>173</b>	<b>100%</b>

The table presents the level of knowledge and interest of teachers on research writing. This showed the mean and standard

deviation of these variables classified according to Highest Educational Attainment and Civil Status.

The data shows that the teachers have manifested a moderate knowledge on research as to its overall. It implies that teachers are in the middle level on having knowledge in writing a research paper and developed their fundamental knowledge and core understanding in research and needs little guidance in doing research. In terms of Highest Educational Attainment, those teachers having Bachelor's Degree only have slight knowledge of research writing compared to those who are enrolled to a Graduate school. On the other hand, in terms of Civil status, those Single teachers manifests more knowledge in research writing than those who are married based on the data shown. Meaning, those Single teachers are more capable in doing research. The data is coherent with the study of Caingcoy (2020), that the results showed that teachers have a low knowledge for doing research and a medium level of aptitude for action planning. Based from the data shown, it is suggested that schools and districts might conduct LAC sessions on research writing and let those teachers studied in graduate school help to guide their co teachers in conducting a study.

Table 11. *Level of Knowledge of the teachers on research writing*

Category	N	Mean	Standard Deviation	Qualitative Description	Qualifying Statement
A. Highest Educational Attainment					
a. Bachelor's Degree	102	2.500	0.609	Slightly Knowledgeable	Possessed the minimum knowledge and core understanding but needs help throughout
b. Graduate Degree	71	2.958	0.685	Moderately Knowledgeable	Developed the fundamental knowledge and core understanding and needs little guidance
B. Civil Status					
a. Single	86	2.733	0.658	Moderately Knowledgeable	Developed the fundamental knowledge and core understanding and needs little guidance
b. Married	87	2.644	0.698	Moderately Knowledgeable	Developed the fundamental knowledge and core understanding and needs little guidance
Overall Mean		2.688		Moderately Knowledgeable	Developed the fundamental knowledge and core understanding and needs little guidance
SD		0.678			



Table 12. *Level of Interest of the teachers on research writing*

Category	N	Mean	Standard Deviation	Qualitative Description	Qualifying Statement
A. Highest Educational Attainment					
a. Bachelor's Degree	102	3.108	0.730	Moderately Interested	Shows interest and motivation in writing research paper sometimes
b. Graduate Degree	71	3.310	0.709	Moderately Interested	Shows interest and motivation in writing research paper sometimes
B. Civil Status					
a. Single	86	3.267	0.658	Moderately Interested	Shows interest and motivation in writing research paper sometimes
b. Married	87	3.115	0.784	Moderately Interested	Shows interest and motivation in writing research paper sometimes
Overall Mean		3.191		Moderately Interested	Shows interest and motivation in writing research paper sometimes
SD		0.726			

Table 12 shows the level of interest of the teachers on research writing. It is revealed that according to the data shown above, teachers are moderately interested in research writing. In the data exposed, all categories show the level of the teachers in writing a research paper appears to be moderate and shows interest and motivation in writing research papers sometimes. Even though it has differences to its mean value that in the category of Highest Educational Attainment, teachers who are enrolled in graduate school shows more interest in research writing compared to those who have bachelor's degree only. On the other hand, single teachers show more interest in research writing based on the data gathered in this study. The data connotes those teachers in District II are in the middle level of interest in writing a research paper. Their standard deviation imposed the closeness of their responses to the mean meaning, those categories having low standard deviation infers that their responses are closer. The data supplements to the statement Juliano & Zabala (2019) that the level of interest of the teachers in research writing are in average level.

Table 13. *Relationship between the knowledge and interest of the teachers on research writing*

Test	N	P-value	Interpretation
Pearson r correlation	173	0.134	Not Significant

It was manifested in the table 11 the linear relationship between level of knowledge and interest of the teachers on research writing. The p value shows that there is no significant relationship between level of knowledge and interest of the teachers on research writing. Meaning, it cannot be concluded that if the level of knowledge increases, then the level of interest increases also and vice versa. Teachers' interest on research writing will not be determined based on their acquired knowledge and likewise to the

other variable. It agreed with Abaro and Mario (2016) that research writing abilities of the teachers are unaffected by their interest.

Table 14 displays the difference of the level of knowledge of the teachers on research writing according to Highest Educational Attainment and Civil Status. It also shows their mean, t value and p value to determine its significant difference of their knowledge based on the data presented in the table.

Table 14. *Difference between the level of Knowledge on research writing categorized into Highest Educational Attainment and Civil Status*

Category	N	Mean	T-value	P-value
A. Highest Educational Attainment				
a. Bachelor's Degree	102	2.500	-4.617	0.001
b. Graduate Degree	71	2.958		
B. Civil Status				
a. Single	86	2.733	0.861	0.390
b. Married	87	2.644		
Over all	173	2.688		

It can be gleaned from the results that the Level of Knowledge of the teachers on research writing can be influenced by Educational Attainment. Based on the p value shown, there is a significant difference between the knowledge of those teachers who have Bachelor's degree only and those who are enrolled in Graduate school. This study recommends that teachers may enroll in a Graduate program to enhance their skills and knowledge in writing a research paper.

On the other hand, the p value signifies that there is no significant difference between the knowledge of the teachers on research writing by its civil status. Its implication is that it does not matter whether the teacher is still single or married in terms of who are more knowledgeable in writing a research paper. It agrees with the study of Tamban and Maningas (2020), it was shown that, with the exception of the greatest educational attainment, there is no substantial difference between the profiles of teachers and their capacity to write research papers.

Table 15. *Difference between the level of Interest on research writing categorized into Highest Educational Attainment and Civil Status*

Category	N	Mean	T-value	P-value
A. Highest Educational Attainment				
a. Bachelor's Degree	102	3.108	-1.812	0.072
c. Graduate Degree	71	3.310		
B. Civil Status				
a. Single	86	3.267	1.385	0.168
b. Married	87	3.115		
Over all	173	3.191		

It can be seen in the Table 15 that both p values show no significant difference between the level of interest of the teachers on research writing categorized to highest educational attainment and civil status. Meaning, there is no need to compare the interest of the teachers on research writing by its highest educational attainment and civil status. It further implies that whether the teacher has only bachelor's degree or graduate still can be interested in making researches. Likewise, in the case of civil status category single teachers or married teachers can and cannot be interested to do research. Igbafe and Ogonor (2019) was agreed by the data shown. Teachers' interest in research writing cannot be measured based on their highest educational attainment and civil status.

## Conclusion

The data shows that the teachers have manifested a moderate knowledge on research as to its overall. It implies that teachers are in the middle level on having knowledge in writing a research paper and developed their fundamental knowledge and core understanding in research and needs little guidance in doing research. In terms of Highest Educational Attainment, those teachers having Bachelor's Degree only have slight knowledge of research writing compared to those who are enrolled to a Graduate school. On the other hand, in terms of Civil status, those Single teachers manifests more knowledge in research writing than those who are married based on the data shown. Meaning, those teachers are more capable in doing research.

Teachers are moderately interested in research writing. In the data exposed, all categories show the level of the teachers in writing a research paper appears to be moderate and shows interest and motivation in writing research papers sometimes. Even though it has differences to its mean value that in the category of Highest Educational Attainment, teachers who are enrolled in graduate school shows more interest in research writing compared to those who have bachelor's degree only. On the other hand, single teachers show more interest in research writing based on the data gathered in this study. The data connotes those teachers in District II are in the middle level of interest in writing a research paper.

The p value shows that there is no significant relationship between level of knowledge and interest of the teachers in research writing. Meaning, it cannot be concluded that if the level of knowledge increases, then the level of interest increases also and vice versa. Teachers' interest in research writing will not be determined based on their acquired knowledge and likewise on the other variable.

It can be gleaned from the results that the Level of Knowledge of the teachers on research writing can be influenced by Educational Attainment. Based on the p value shown, there is a significant difference between the knowledge of those teachers who have Bachelor's degree only and those who are enrolled in Graduate school. This study recommends that teachers may enroll in a Graduate program to enhance their skills and knowledge in writing a research paper.

On the other hand, the p value signifies that there is no significant difference between the knowledge of the teachers on research writing by its civil status. Its implication is that it does not matter whether the teacher is still single or married in terms of who are more knowledgeable in writing a research paper.

There is no need to compare the interest of the teachers on research writing by its highest educational attainment and civil status. It further implies that whether the teacher has only bachelor's degree or graduate still can be interested in doing research. Likewise, in the case of civil status category single teachers or married teachers can and cannot be interested in doing research.

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