

# School Head's Support System: Catalyst for Teacher's Research Initiatives and Competencies

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## Abstract

The study aimed to examine the potential relationship between various components of the School Head Support System, such as Research Fund, Research Culture, Training, Collaboration, and Recognition, and Teachers' Research Initiatives and Competencies. Through comprehensive analysis, it was determined that there exists a notable correlation between the support system provided to teachers and their research initiatives and competencies. This quantitative descriptive study investigates the correlation between components of the School Head Support System and Teachers' Research Initiatives and Competencies. Through regression analysis, the study aims to identify the extent to which factors such as Research Fund, Research Culture, Training, Collaboration, and Recognition influence teachers' engagement in research activities and their competency levels. The significance of this study lies in its potential to inform educational institutions about the importance of fostering supportive environments for teachers and promoting research culture. By understanding the impact of support systems on teachers' research initiatives, institutions can enhance professional development strategies and improve educational outcomes. The findings reveal a significant positive correlation between the level of support provided to teachers and their active participation in research processes, as well as their proficiency levels. The study underscores the importance of recognizing and appreciating teachers' research efforts, as this positively influences their motivation and commitment to advancing their careers and addressing classroom challenges effectively. It also emphasizes the need for ongoing training and professional development opportunities to equip teachers with the necessary skills in data analysis and knowledge to conduct high-quality

**Keywords:** Research Fund; Research Culture; Training

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## 1. Introduction

Supportive and effective school leadership is pivotal in fostering an environment conducive to nurturing teachers' research initiatives and advancing their professional competencies. The level of support system of the school head wields significant influence. It is primarily responsible for enhancing teachers' research capabilities, empowering them to engage in research, and improving their skills. Through a supportive system of guidance, allocating resources, and facilitating collaborative opportunities, school heads can establish an atmosphere that inspires teachers to explore innovative teaching methodologies, stay updated on current research, and consistently enhance their teaching practices (Hitt & Tucker, 2016; Leith wood et al., 2019).

School leader's support system has a great impact on the research endeavor of teachers and provides valuable insights and practices supported by empirical evidence that can improve teaching and learning outcomes Bottcher-Oschmann et al., (2021). Academic research contributes to developing evidence-based policies and strategies and provides vital insights into effectiveness. instructional practices. As essential leaders in educational institutions, school leaders, play a crucial role in fostering a culture of research within schools

Fullan (2014). The educational leaders were able to draw initiative and enthusiasm from the teachers to perform various tasks and nurture a climate of openness and trust to increase the organization's performance. (Mendoza & Lyrma, 2020) They are responsible for guiding the school's vision, establishing strategic goals, providing instructional leadership, and extending beyond administrative duties; they are the stewards of educational excellence. They set the tone for the institution, shaping its culture and values Hargreaves et al (2012).

Thus, investing in the research competencies of teachers and providing the necessary tools for fostering research-driven initiatives can profoundly impact the overall quality of education within a school. However, to ensure the successful implementation of research-based plans, it is crucial to focus on two fundamental pillars: establishing a robust support system for school heads and enhancing teacher research skills. It is necessary for school heads not only to conduct and promote research activities but also to strengthen their capacity to support and facilitate teachers' research practices. Darling-Hammond (2017) Providing school heads with a comprehensive support system incorporating research-based decision-making can significantly increase their effectiveness in nurturing a conducive environment for students and teachers.

### 1.1 Statement of the problem

This study examines the necessity of a school head support system, a catalyst for teachers' research initiative, and research competencies in developing a research guide. Specifically, this study seeks to answer the following central questions:

1. What is the extent of support systems available to school heads to promote and facilitate research practices among teachers in terms of:
  - 1.1. Research fund;
  - 1.2. Research culture;
  - 1.3. Training and professional growth;
  - 1.4. Collaboration; and
  - 1.5. Recognition?
2. What is the level of Teachers Research Initiatives terms of:
  - 2.1 Personal Professional Growth;
  - 2.2. Enhancing Student Outcomes;
  - 2.3. Addressing Classroom Challenges;
  - 2.4. Advancing Their Career; and
  - 2.5. Advocating for Change?
3. What is the level of Teachers Research Competencies in terms of:
  - 3.1. Selecting Topic;
  - 3.2. Planning Research Project;
  - 3.3. Ethics in research;
  - 3.4. Analyzing Research Data;
  - 3.5. Communicating;
  - 3.6. Writing Literature
  - 3.7. Integration of Technology in Analyzing?
4. Does the School Heads Support System relate significantly to the Teachers Research Initiative?
5. Does the school Heads Support System have a significant relationship with the Teacher's Research Competencies?
6. Singly or in combination, are School heads' Support Systems a significant predictor of Teachers' Research Initiatives and Competencies?
7. Based on the findings, what Research Guide can be proposed?

## 2. Methodology

This study employed a descriptive-correlational design with a quantitative methodology. It focuses solely on quantifying and analyzing the relationships between variables within the research context. Using quantitative methods, this approach aims to comprehensively understand the research topic through numerical data collection and statistical analysis. The study's emphasis on quantitative methods allows for rigorous statistical analyses, including correlations, to explore relationships among variables. This approach facilitates the generalization of findings and contributes to a more precise understanding of the researched phenomenon through quantitative measurements and statistical inferences.

## 3. Results and Discussion

This chapter enumerates the different results and discussed the results yielded from the treatment of the data gathered in this study. The following tabular presentations and discussions characterized the problem presented in the study.

### *Level of School Heads Support System*

This set of tables presents an in-depth analysis of the support system provided by school heads across five key dimensions essential for nurturing a culture of research among teachers

**Table 1.** Level of School Heads Support System to promote and facilitate research practices among teachers in terms of research funds.

<i>Statements</i>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
<i>The school provides adequate funding to support research initiatives.</i>	3.28	0.68	Agree
<i>School leaders can easily access the allocated research fund and disseminate it to teachers conducting research.</i>	3.29	0.69	Agree
<i>The research fund covers wide-ranging research activities and costs.</i>	3.25	0.68	Agree
<i>The process for accessing and managing the research fund is efficient and transparent.</i>	3.22	0.64	Agree
<i>The research fund is continually assessed and modified to satisfy the changing requirements of administrators.</i>	3.25	0.66	Agree
<b>Weighted Mean</b>	<b>3.25</b>		
<b>SD</b>	<b>0.56</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 1 illustrates the level of school heads' support system in terms of research fund; the statement, "School leaders have easy access to the allocated research fund and disseminate to teachers conducting research," yielded the highest mean score and remarked as 'High'. On the other hand, "The process for accessing and managing the research fund is efficient and transparent" received the lowest mean score of responses also remarked as "High". The level of the School Head Support System in terms of research fund attained a weighted mean indicating "High" and positive perception among teachers.

However, there is room for improvement in ensuring the efficiency and transparency of the processes related to the management of the research fund. It highlights the importance of continuously evaluating and enhancing support systems to foster a conducive environment for research practices among teachers.

**Table 2.** Level of support system available to school leaders to promote and facilitate research practices among teachers in terms of research culture

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
<i>The school fosters a culture that values and promotes research in school.</i>	3.46	0.53	Agree
<i>Administrators encourage faculty and give them assistance when they conduct Research</i>	3.45	0.58	Agree
<i>Research results are frequently shared and discussed among school leaders and peers.</i>	3.30	0.60	Agree
<i>The school recognizes and rewards teachers for their research contributions</i>	3.42	0.57	Agree
<i>Within the school, school leaders are encouraged to work together.</i>	3.48	0.55	Agree
<b>Weighted Mean</b>	<b>3.42</b>		
<b>SD</b>	<b>0.42</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 2 showed the level of support system available to school leaders in promoting and facilitating research practices among teachers, particularly in terms of research culture, was assessed using the following statements, "Within the school, school leaders are encouraged to work together" garnered the highest mean, categorized as 'High'. On the other hand, "The results of the research are frequently shared and discussed among school leaders and peers" had the lowest mean score also categorized as 'High'. The weighted mean for this assessment was calculated indicating an overall "High" level among respondents.

**Table 3.** Level of support system available to school leaders to promote and facilitate research practices among teachers in terms of training.

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
<i>The school provides teachers with valuable and efficient training opportunities to increase their understanding and proficiency in research.</i>	3.36	0.53	Agree
<i>Regular professional development seminars on research techniques are offered to teachers.</i>	3.38	0.57	Agree
<i>The research training sessions are designed to address the demands of teachers, specifically</i>	3.33	0.56	Agree
<i>Teachers are encouraged to attend external research conferences and workshops.</i>	3.39	0.57	Agree
<i>The school offers teachers the tools and assistance to publish and disseminate their research findings.</i>	3.28	0.60	Agree
<b>Weighted Mean</b>	<b>3.34</b>		
<b>SD</b>	<b>0.43</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 3 illustrates the support system available to school leaders in promoting and facilitating research practices among teachers, particularly in terms of training; it identified that the teachers marked as "High" with the statement "Attending external research conferences and workshops are encouraged among teachers." With the highest mean score, while the lowest mean score was "The school offers teachers the tools and assistance

they need to publish and disseminate their research findings.” Although still within the 'High' it suggests a generally positive perception among respondents regarding the support provided by the school in facilitating the publication and dissemination of teachers' research findings. These findings resonate with the principles of Organizational Learning Theory, as proposed by the National Center for Education Statistics (NCES, 2017), which emphasizes the importance of creating a conducive environment for continuous learning and development within organizations. By encouraging teachers to attend external research conferences and workshops, school leaders demonstrate a commitment to fostering a culture of lifelong learning and professional growth among educators.

**Table 4.** Level of support system available to school leaders to promote and facilitate research practices among teachers in terms of collaboration.

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
<i>School leaders foster a collaborative research culture, where teachers work together to advance their understanding of research.</i>	3.42	0.55	Agree
<i>Regular meetings are organized for teachers to collaborate on research, aligning with the school's goals.</i>	3.32	0.58	Agree
<i>The school leaders support teachers in external research partnerships and conferences for networking and knowledge-sharing</i>	3.37	0.58	Agree
<i>Teachers are equipped to co-publish their findings, promoting ownership in collaborative research.</i>	3.31	0.58	Agree
<i>Collaborative research sessions are designed to contribute to teachers' professional growth</i>	3.33	0.57	Agree
<b>Weighted Mean</b>	<b>3.35</b>		
<b>SD</b>	<b>0.46</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 4 illustrates the level of support system available to school leaders in promoting and facilitating research practices among teachers, particularly in terms of collaboration; it was remarked as “High” with the statement, among the statements provided, “School leaders foster a collaborative research culture, where teachers work together to advance their understanding of research.” This suggests that respondents perceive a relatively moderate level of support from school leaders in fostering a collaborative research culture among teachers. The lowest mean is linked to the statement: “Regular meetings are organized for teachers to collaborate on research, aligning with the school's goals.” and yet remarked as ‘High’ and has the weighted mean score marked as “High” These findings underscore the significance of leadership support and connection alignment with transformative leadership theory highlights how empowering and inspiring leadership can drive the development of a dynamic and thriving educational community, ultimately leading to improved teaching practices and enhanced student outcomes, effective school leadership plays a crucial role in promoting a culture of inquiry and collaboration among teachers (Darling-Hammond, 2017). These findings underscore the significance of leadership support in fostering collaborative research cultures and facilitating teacher involvement in research activities.

**Table 5.** Level of support system available to school leaders to promote and facilitate research practices among teachers in terms of recognition.

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
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<i>The school leaders appreciate and honor teachers' research contributions, promoting a culture of recognition in the school community.</i>	3.45	0.56	Agree
<i>Exceptional teachers receive public acknowledgment and awards, inspiring others to excel.</i>	3.42	0.56	Agree
<i>Teacher research successes are highlighted in school publications and events.</i>	3.41	0.55	Agree
<i>The school leader's emphasis on acknowledgment boosts teacher motivation and sharing of success story</i>	3.40	0.54	Agree
<i>Acknowledging research achievement elevates teacher morale and the school's reputation</i>	3.45	0.54	Agree
<b>Weighted Mean</b>	<b>3.42</b>		
<b>SD</b>	<b>0.43</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 5 shows that school leaders provide a generally supportive environment for recognizing teachers' research efforts. It was identified that the teachers "High" with the highest mean score is associated with the statement, "The school leaders appreciate and honor teachers' research contributions, promoting a culture of recognition in the school community." This indicates that respondents perceive a relatively high level of support from school leaders in acknowledging teachers' research contributions and fostering a culture of recognition within the school. Similarly, other statements, "Acknowledging research achievement elevates teacher morale and the school's reputation," with a score mean as "high". This suggests that school leaders actively promote and highlight teacher research achievements, which in turn, contributes to a supportive environment for research practices and showed the positive impact of acknowledging research achievements on teacher morale and school reputation.

The lowest mean score with the statement "The school leader's emphasis on acknowledgment boosts teacher motivation and sharing of the success story," remarked as "High." The data suggests that school leaders play a moderately significant role in recognizing and appreciating teachers' research efforts, fostering a supportive environment conducive to research practices among teachers. The findings presented in Table 6 highlight the pivotal role of school leaders in fostering a supportive environment for recognizing teachers' research efforts. While school leaders generally provide acknowledgment and appreciation for teachers' research contributions, there remains room for improvement in fully motivating and engaging teachers in the research process.

**Table 6.** Summary support system available to school leaders to promote and facilitate research practices among teachers

<b>Support System</b>	<b>Mean</b>	<b>SD</b>	<b>VI</b>
<i>Research Fund (RF)</i>	3.25	0.56	High
<i>Research Culture (RC)</i>	3.42	0.42	High
<i>Training (TRAIN)</i>	3.35	0.43	High
<i>Collaboration (COLL)</i>	3.35	0.46	High
<i>Recognition (RECOG)</i>	3.42	0.40	High

Table 6 shows descriptive statistics regarding the extent of support provided by school heads to promote and facilitate research initiatives among teachers across various aspects, including research funds, research culture, training, collaboration, and recognition. The data indicate high level of support overall, suggesting a positive trend towards promoting research practices within the school environment. Research

culture and Recognition have the highest mean with the score. However, there is noticeable variability in the level of support provided, as indicated by the standard deviations. The lowest scores recorded in certain areas, such as Research Fund with the mean score suggest instances where support may be minimal or lacking. With the general weighted mean score .Despite this variability, efforts are being made to support research endeavors among teachers. Nevertheless, there is a need for improvement to ensure consistency and equity in the provision of support across all aspects. This implies that while a high level of support is evident, opportunities exist to enhance support systems to ensure equitable access to resources and opportunities for research engagement. There was notable variability in support levels across different areas, with the lowest scores recorded in the Research Fund.

### Level of level of Teachers Research Initiatives

The following set of tables provides an insightful analysis of the levels of Teachers' Research Initiatives within the educational context. This comprehensive examination involved various dimensions of teachers' engagement in research activities, shedding light on their initiatives, competencies, and the supporting environment provided by school leaders. By exploring the levels of Teachers' Research Initiatives, these tables offer valuable insights into the extent to which educators are involved in research endeavors and the factors influencing their engagement. Through this exploration, we aimed to understand the current landscape of research initiatives among teachers and identify opportunities for enhancing their research culture and practices within educational institutions.

**Table 7.** Level of teacher's Initiative to engage in research in terms of Personal and Professional Growth

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
<i>I actively engage in research to foster my personal and professional growth.</i>	3.21	0.61	Agree
<i>I eagerly seek research opportunities to enhance my professional development.</i>	3.24	0.62	Agree
<i>I am committed to using research findings to improve my teaching and career.</i>	3.27	0.58	Agree
<i>I enthusiastically embrace research to advance my professional skills and knowledge.</i>	3.25	0.58	Agree
<i>I have a solid dedication to integrating research into my professional growth journey.</i>	3.24	0.60	Agree
<b>Weighted Mean</b>	<b>3.24</b>		
<b>SD</b>	<b>0.49</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 7 illustrates the level of teachers' research initiatives regarding personal and professional growth. Among the statements, "I am committed to using research findings to improve my teaching and career," stands out with the highest mean score, indicating "High" Strong consensus among teachers regarding their dedication to leveraging research outcomes for enhancing teaching practices and overall career development.

Conversely, the statement "I actively engage in research to foster my personal and professional growth" receives the lowest mean score also indicating "High," suggesting an active involvement in research explicitly targeting personal, and professional growth.

However, all statements fall within the 'High' category, with a weighted mean, reflecting a consistent "High" among teachers towards engaging in research activities for personal and professional growth. This



underscores teachers' positive attitude and dedication to utilizing research for their professional development. These findings highlights the related to the Teacher Efficacy Theory, which means the importance of teachers' beliefs in their ability to positively influence student outcomes.

**Table 8** Level of Teacher's initiative to engage in research in terms of Enhancing Student Outcomes

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
<i>I research to ensure that I'm using evidence-based teaching practices</i>	3.26	0.62	Agree
<i>I want to understand each student's needs based on evidence-based data.</i>	3.33	0.55	Agree
<i>I keep learning and improving with research to address my students' diverse needs.</i>	3.31	0.55	Agree
<i>I value the role of research in developing better assessment strategies and feedback mechanisms</i>	3.30	0.54	Agree
<i>I find that engaging in research fosters innovation in my teaching,</i>	3.33	0.55	Agree
<b>Weighted Mean</b>	<b>3.30</b>		
<b>SD</b>	<b>0.46</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 8 presents the level of teachers' initiative to engage in research specifically aimed at enhancing student outcomes. Among the statements, "I want to understand each student's needs based on evidence-based data" stands out with the highest mean score indicating "High" strong consensus among teachers regarding their commitment to understanding individual student needs through evidence-based research. Similarly, "I find that engaging in research fosters innovation in my teaching" also receives a high mean score, suggesting a proactive approach towards using research to drive innovation in teaching practices.

**Table 9.** Level of Teacher's initiative to engage in research in terms of Addressing Classroom Challenges

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
<i>Research helps me understand and address specific classroom challenges</i>	3.26	0.62	Agree
<i>I conduct research to find innovative teaching methods</i>	3.33	0.55	Agree
<i>I can identify and implement strategies that effectively address behavioral and academic challenges.</i>	3.31	0.55	Agree
<i>Research guides me in developing personalized approaches to help students overcome their challenges.</i>	3.30	0.54	Agree
<i>I use research to continually adapt and improve my teaching practices, specifically targeting the classroom challenges my students face.</i>	3.33	0.55	Agree
<b>Weighted Mean</b>	<b>3.30</b>		
<b>SD</b>	<b>0.46</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 9 illustrates the level of teachers' initiative to engage in research concerning addressing classroom challenges. Notably, "I conduct research to find innovative teaching methods" and "I use research to



continually adapt and improve my teaching practices, specifically targeting the classroom challenges my students to face" both exhibit high mean scores was remarked as "High". These findings underscore a proactive stance among teachers in employing research to innovate their teaching strategies and adapt to classroom challenges effectively. Similarly, "I can identify and implement strategies that effectively address behavioral and academic challenges" also garners a mean score, indicating a commitment to utilizing research-backed approaches for tackling diverse classroom issues.

**Table 10** Level of Teacher's initiative to engage in research in terms of Advancing Career

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
<i>I research to advance my teaching career by staying current with the latest educational trends and methodologies.</i>	3.30	0.60	Agree
<i>Research is a means to acquire new knowledge and skills, which can enhance my qualifications and open doors to career growth.</i>	3.35	0.54	Agree
<i>Conducting research allows me to showcase my expertise and dedication, potentially leading to promotions and expanded career opportunities.</i>	3.35	0.55	Agree
<i>Advancing my teaching career is a personal goal, and research helps me develop the expertise and leadership skills necessary to achieve.</i>	3.36	0.52	Agree
<i>Research is a pathway to fulfilling my career aspirations, whether taking on a specialized teaching role, pursuing educational leadership positions, or contributing to educational policy.</i>	3.34	0.54	Agree
<b>Weighted Mean</b>	<b>3.34</b>		
<b>SD</b>	<b>0.42</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 10 illustrates teachers' initiative to engage in research for career advancement. Notably, the statement with the highest mean score is "Advancing my teaching career is a personal goal and research helps me develop the expertise and leadership skills necessary to achieve," with a mean score remarked as "High," the lowest mean score is attributed to the statement "I research to advance my teaching career by staying current with the latest educational trends and methodologies," indicating a slightly lower emphasis on using research to stay updated with educational trends for career progression.

However, all statements fall within the 'High' category, culminating in a weighted mean marked as "High."

The data from Table 12 indicates a significant inclination among teachers towards engaging in research for the advancement of their careers. This is reflected in the consistently high mean scores across all statements, emphasizing the importance of research in professional development.

One noteworthy observation is the prominence of personal career goals as a driving force behind teachers' engagement in research. The statement highlighting personal aspirations and the role of research in enhancing teaching expertise and leadership skills garnered the highest mean score. This suggests that teachers recognize the intrinsic value of research in achieving their career objectives and view it as instrumental in their

professional growth, while all statements received high mean scores, there is a subtle variation in emphasis. For instance, the statement concerning the utilization of research to stay abreast of contemporary educational trends and methodologies garnered a slightly lower mean score compared to others. This suggests that while teachers value research for personal career advancement, they may prioritize its role in skill development and expertise enhancement over simply staying updated with trends.

**Table 11** Level of Teacher's Initiative to engage in research in terms of Advocating for Change

<i>Statements</i>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
<i>Research is a means to acquire new knowledge and skills that can enhance my qualifications and open doors to career growth.</i>	3.40	0.53	Agree
<i>Doing research will positively impact my students' learning</i>	3.40	0.54	Agree
<i>Doing research engages teachers in a more systematic examination of instruction or teaching practice.</i>	3.36	0.52	Agree
<i>Doing research enables teachers to examine and explore classroom and school problems and their solutions.</i>	3.41	0.53	Agree
<b>Weighted Mean</b>	<b>3.40</b>		
<b>SD</b>	<b>0.43</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 11 presents the level of teachers' initiative to engage in research to advocate for change. Notably, "Doing research enables teachers to examine and explore classroom and school problems and their solutions" stands out with the highest mean score, marked as "High," indicating a strong consensus among teachers regarding the role of research in facilitating critical examination of classroom and school challenges and seeking practical solutions. They highlight teachers' belief in research as a personal and professional development tool and for enhancing student learning outcomes. Conversely, "Doing research engages teachers in a more systematic examination of instruction or teaching practice" receives a lower mean score, suggesting a relatively lesser emphasis on systematically examining teaching practices through research. However, all statements fall within the 'High' category, culminating in a weighted mean marked as "High." These findings align with the principles of the Teacher Efficacy Theory, which emphasizes teachers' beliefs in their ability to positively influence student outcomes and enact change within their educational settings.

**Table 12:** Summary of Teacher's Initiative to engage in research

<b>Research Initiatives</b>	<b>Mean</b>	<b>STD</b>	<b>VI</b>
<i>Personal and Professional Growth</i>	3.24	0.50	High
<i>Enhancing Student Outcomes</i>	3.31	0.46	High
<i>Addressing Classroom Challenges</i>	3.28	0.45	High
<i>Advancing Career</i>	3.34	0.42	High
<i>Advocating for Change</i>	3.40	0.43	High
<b>Weighted Mean</b>	<b>3.33</b>		
<b>SD</b>	<b>0.40</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 12 illustrates the level of teachers' research initiatives across various domains, revealing agreeable levels of engagement overall. Advocating for Change has the highest mean score "High" indicating

that teachers prioritize initiatives to promote and drive change within their educational environment. It suggests a collective belief among teachers in the importance of advocating for reforms or improvements within their professional context, while Personal Professional Growth with the mean score has the lowest score, but also falls “high” category suggests that teachers, on average, may perceive the direct link between engaging in research initiatives and their personal professional growth as somewhat less significant compared to other aspects of their professional development. Moreover, the lower mean score might also reflect teachers' perceptions of the immediate impact or relevance of research to their day-to-day teaching practice. They may prioritize activities they perceive as more directly applicable or beneficial in their classrooms.

### Level of the Teacher's Research Competencies

The "Teacher's Research Competencies" section portrayed the fundamental skills and abilities necessary for educators to engage proficiently in research activities within the educational landscape. Comprising seven essential dimensions, ranging from selecting research topics to leveraging technology in data analysis, this section underscores the pivotal role of research competencies in fostering a culture of inquiry and innovation among teachers. By equipping educators with the expertise to navigate various aspects of the research process, including planning methodologies, integrating ethical considerations, and communicating findings effectively, this framework aims to empower teachers to contribute meaningfully to the advancement of knowledge and practice in education.

**Table 13.** Level of Teacher's Research in Competencies Terms of Selecting Topic

Statements	Mean	SD	Remarks
I can develop a research proposal that supports my professional development.	3.29	0.55	Agree
I can choose questions that interest my teaching colleagues, counselors, and administrators.	3.42	0.57	Agree
I know how to choose a list of topics that interest me before selecting the one.	3.33	0.56	Agree
I can take a literature search and review my proposed topic.	3.33	0.57	Agree
<b>Weighted Mean</b>	<b>3.34</b>		
<b>SD</b>	<b>0.46</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 13 illustrates the level of teachers' competencies in terms of Selecting topics for professional growth; the statement with the highest mean score is "I can choose questions that interest my teaching colleagues, counselors, and administrators," with a mean score, this indicates “High,” a strong consensus among teachers regarding their ability to select research questions that interest various stakeholders within their educational Community, the statement with the lowest mean score is "I can develop a research proposal that supports my professional development," with a mean score, remarked as “High” suggesting a high level of confidence among teachers in their ability to formulate research proposals specifically aimed at their professional growth. The weighted mean that marked as “High”. This collective agreement underscores teachers' confidence in their capacity to select research topics that resonate with the school's educational goals and priorities, facilitating alignment with broader institutional objectives. It reflects a shared commitment among educators to engage in research endeavours that benefit their personal growth and contribute positively

to the enhancement of teaching practices and student learning outcomes. Such confidence highlights the significance of fostering a research culture within educational institutions, where teachers are empowered to pursue inquiries that address individual professional needs and broader institutional aspirations.

**Table 14** Level of Teacher's Research Competencies in Terms of Planning Research Project

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
I can narrow the research topic down to a searchable concept.	3.22	0.56	Agree
I can state research questions in a common language.	3.33	0.55	Agree
I know how to choose a list of topics that interest me before selecting one.	3.22	0.55	Agree
I can ensure that the topic I will be working on is grounded in the realities of the school.	3.23	0.55	Agree
I can identify what has been done in previous studies and the gaps when choosing a topic.	3.21	0.56	Agree
I can evaluate my sources when conducting literature searches and reviews.	3.25	0.57	Agree
I know the usefulness and limitations of various qualitative data collection tools.	3.22	0.57	Agree
I can conduct research in a systematic and disciplined manner.	3.24	0.58	Agree
<b>Weighted Mean</b>	<b>3.24</b>		
<b>SD</b>	<b>0.43</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 14 presents the level of teachers' research capabilities concerning the planning of research projects. Notably, the statement with the highest mean score is "I can state research questions in a common language," with a mean , marked as "High" a strong consensus among teachers regarding their ability to articulate research questions effectively, this suggests a clear understanding and proficiency in formulating research inquiries that are easily understandable and applicable.

Conversely, the statement with the lowest mean score is "I can narrow the research topic to put it into a searchable concept," with a mean score, suggesting a relatively lower confidence level in narrowing down research topics into manageable concepts. However, all statements fall within the 'High' category, reflecting a collective agreement among teachers in various aspects of planning research projects. The weighted mean noted as "High." further reinforces this consensus, indicating an overall competence in teachers' abilities to plan and execute research projects effectively; it also suggests that while teachers possess strengths in certain aspects of research planning, there may be opportunities for further development in other areas. Addressing these perceived challenges through targeted support and professional development initiatives could enhance teachers' research capabilities and contribute to the quality and impact of their research endeavors as Abelardo et al. (2019)

**Table 15.** Level of Teacher's Research Competencies in Terms of Integrating Ethics in Research

Table 15 outlines teachers' perceptions of their ability to integrate ethics into their research practices.

Statements	Mean	SD	Remarks
I can write letters of consent to parents or legal guardians.	3.32	0.52	Agree
I know the guidelines for securing consent from my immediate head and teacher researchers.	3.39	0.55	Agree
I can examine ethical slippages such as concealment and exaggeration when analyzing data.	3.30	0.56	Agree
I can provide information to participants in the right way.	3.34	0.56	Agree
I can present and disseminate findings in line with ethical guidelines.	3.33	0.55	Agree
I can identify ethical issues which may arise ahead in an action research project	3.33	0.56	Agree
I can apply the basic principles of ethical research, which are stipulated in various codes and guidelines	3.31	0.53	Agree
<b>Weighted Mean</b>	<b>3.34</b>		
<b>SD</b>	<b>0.46</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Notably, the statement with the highest mean score is "I know the guidelines for securing consent from my immediate head and teacher researchers," remarked as "High" This indicates a consensus among teachers regarding their familiarity with protocols for obtaining consent from relevant stakeholders, reflecting a commitment to ethical research conduct. However, it's essential to note that while teachers generally feel confident in integrating ethics into their research practices, there may be areas where they perceive some challenges, the mean score for the statement "I can examine ethical slippages such as concealment and exaggeration when analyzing data" remarked as "High" suggests that teachers may feel slightly less confident in identifying and addressing ethical issues during data analysis. Nonetheless, all statements either weighted mean within the 'High' category, with a weighted mean, indicating an overall agreement among teachers regarding their ability to effectively integrate ethics into their research practices. is crucial to provide educators with the information and abilities needed to carry out ethical research for a number of reasons.

**Table 16** Level of Teacher's Research Competencies in Terms of Analyzing and Presenting Data

Statements	Mean	SD	Remarks
I can align appropriate statistical tests with parametric and non-parametric data to address validity issues in quantitative research studies.	2.96	0.69	Agree
I can determine which analysis suits qualitative data.	2.99	0.68	Agree
I can develop a data collection plan.	3.04	0.70	Agree
I can summarize collected data in a dependable and accurate manner	3.00	0.69	Agree
I can interpret the underlying meaning or the implication of the data.	3.00	0.71	Agree
I can perform preliminary and iterative steps. involving reading, describing, and classifying research data before proceeding to data analysis	3.04	0.70	Agree
I can identify techniques involved in qualitative data analysis.	2.98	0.70	Agree
I can analyze quantitative data regardless of whether the test involves descriptive or inferential.	2.96	0.68	Agree
I can identify emerging themes in an inductive analysis of	3.01	0.70	Agree

qualitative data.			
I can analyze both quantitative and qualitative data in mixed-method research designs.	3.00	0.66	Agree
I can create a coherent story from all the data collected.	2.98	0.65	Agree
I can make a visual display for the reader to understand information quickly.	3.05	0.65	Agree
I can present qualitative data in graphs, charts, and networks when necessary.	3.04	0.55	Agree
<b>Weighted mean</b>	<b>3.00</b>		
<b>Sd</b>	<b>0.56</b>		
<b>Verbal</b>	<b>High</b>		

Table 16 shows that teachers demonstrate level of proficiency in ethics and professionalism, as reflected by their responses. The statement "I can make a visual display for the reader to understand the information easily." achieved the highest mean score, indicating "High", showcasing an overwhelming consensus among respondents.

Meanwhile, the two statements "I can analyze quantitative data regardless of if the test involves descriptive or inferential" and "I can align appropriate statistical tests with parametric and non parametric data to address validity issues in quantitative research studies" received the lowest mean score of responses of 2.96 and standard deviation of 0.68 and 0.69 respectively. Both statements also indicate "High". Despite the slight difference in mean scores, both statements garnered "High" from respondents, emphasizing the overall proficiency of teachers in ethics and professionalism. The weighted mean score for the level of teachers' proficiency in these domains is (Mean= 3.00 and SD= 0.56), remarked as "High" among the respondents. This data underscores teachers' commendable level of competence and commitment toward upholding ethical standards and professionalism in their practice, data highlights the importance of equipping teachers with the skills and knowledge necessary to conduct rigorous data analysis and effectively communicate research findings.

**Table 17** Level of Teacher's Research Competencies in Terms of Communicating Result.

Statements	Mean	SD	Remarks
I can disseminate the results of research in journals and conferences.	2.99	0.64	Agree
I can present information without revealing confidential details regarding participants or locations.	3.19	0.64	Agree
I can write the research report in a scholarly manner.	3.09	0.63	Agree
When considered for publication in a professional journal, I can formally write research as a complete report for the action research project.	3.09	0.64	Agree
I can identify which journals are tagged as credible and predatory.	3.06	0.67	Agree
<b>Weighted Mean</b>	<b>3.08</b>		
<b>SD</b>	<b>0.51</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 17 presents the level of teachers' competency in communicating research results remarked as "High" with the statements, "I can present information without revealing confidential details regarding participants or locations," garnered the highest mean score, this underscores teachers' ability to communicate research findings while maintaining confidentiality and privacy standards effectively. Conversely, "I can disseminate the results of research in journals and conferences," remarked as "High" with the lowest mean score, yet still fell within the 'High' category, indicating a consensus among teachers in this aspect.

**Table 18** Level of Teacher's Research Competencies in Terms of Integrating Technology in Writing Literature

Statements	Mean	SD	Remarks
I can use search engines to explore internet sites, which will help me review related literature I.	3.03	0.65	Agree
I can use technology when doing bibliographical entries in Microsoft Word.	3.11	0.64	Agree
Technology integration aids in gathering extensive literature sources, broadening the scope of my research effortlessly	3.07	0.63	Agree
The efficient use of search engines empowers me to access and analyze a multitude of relevant literature swiftly	3.04	0.65	Agree
Utilizing technology for bibliographical entries, I seamlessly ensure my writing adheres to accurate referencing standards.	3.04	0.65	Agree
<b>Weighted Mean</b>	<b>3.06</b>		
<b>SD</b>	<b>0.53</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 18 illustrates the level of teachers' proficiency in integrating technology in writing literature for research purposes, with the statement, "I can use technology when doing bibliographical entries in Microsoft Word," receiving the highest mean score indicating "High" among respondents. This suggests that teachers feel confident in utilizing technology tools within Microsoft Word for organizing and formatting bibliographical entries, ensuring adherence to reference standards. While the statement, "I can use search engines to explore internet sites which will build my review of related literature," has the lowest mean score, it still falls within the 'high' category, demonstrating consensus among teachers in this aspect. Despite variations in mean scores, all statements reflect teachers' proficiency in leveraging technology to enhance their literature writing process for research.

The weighted mean score for the overall level of proficiency in integrating technology in writing literature is marked as "High" among respondents. This data suggests that teachers possess adequate competencies in utilizing technology tools to gather literature sources, organize bibliographical entries, and broaden the scope of their research effortlessly.

**Table 19.** Level of Teacher's Research Competencies in Terms of Integrating Technology in Analyzing Data

Statements	Mean	SD	Remarks
I can operate computer software to analyze qualitative data (e.g., NVivo 10.0).	2.55	1.01	Agree
I can operate computer software to analyze quantitative data (e.g., SPSS)	2.63	1.00	Agree
I can operate software programs for analyzing mixed-method data (e.g., Dedoose).	2.55	0.97	Agree
<b>Weighted Mean</b>	<b>2.58</b>		
<b>SD</b>	<b>0.94</b>		
<b>Verbal Interpretation</b>	<b>High</b>		

Table 19 illustrates the level of teachers' research in terms of Integrating Technology in Analyzing data and teachers' proficiency in utilizing various computer software for data analysis. Across the surveyed



competencies, the highest mean scores with statements “I can operate computer software to analyze quantitative data (e.g., SPSS)”, “High” among teachers regarding their ability to operate software for analyzing quantitative data, while the lowest mean with the score with the statement “I can operate computer software to analyze qualitative data (e.g., NVivo 10.0) as Dedoose, were slightly lower, both at 2.55. Weighted mean with the mean score it's notable that the standard deviations varied, implying some degree of variability in teachers' proficiency levels within each competency. The findings suggest a generally positive attitude among teachers towards their competence in utilizing data analysis software, with potential areas for further training or support to enhance proficiency, particularly in qualitative and mixed-method data analysis tools. Teachers who use research capability activities and tactics will be keener to delve into the world of research writing.

**Table 20.** Summary of Teacher's Research Competencies

Research Competencies	Mean	Standard Deviation	Remarks
Selecting Topic	3.24	0.46	Agree
Planning Research Project	3.24	0.43	Agree
Integrating Ethics in Research	3.33	0.42	Agree
Analyzing Data and Presenting Data	3.00	0.56	Agree
Communication Result	3.08	0.52	Agree
Integrating Technology in Writing Literature	3.06	0.53	Agree
Integrating Technology in Analyzing Data	2.58	0.94	Agree
<b>Weighted Mean</b>	3.32		
<b>SD</b>	0.45		
<b>Verbal Interpretation</b>	High		

Table 20 illustrates the level of teachers' research competencies across various domains, Integrating Ethics with the highest mean score indicating an “High” and Integrating Technology In Writing Research has the lowest mean score indicating “High” or moderate level of proficiency.

The weighted mean showed that teachers generally demonstrate a “High” of proficiency in various research competency domains, with a particularly strong performance in integrating ethics and a slightly weaker performance in integrating technology into research writing practices. The study also indicates that although teachers generally exhibit a moderate level of research competence, there remains scope for enhancement, particularly in integrating technology into research practices.

### Test of Correlations Between School Heads Support System to Teachers Research Initiatives and Competencies

In the landscape of education, the integration of research initiatives among teachers has become increasingly recognized as a pivotal driver of improvement and innovation. The support system provided by school heads plays a vital role in nurturing and empowering teachers to engage in research activities effectively. Understanding the correlation between the support system offered by school heads and teachers' competencies in research initiatives is crucial for promoting a culture of evidence-based practice and professional development within schools.

**Table 21.** Significant Correlations Between School Heads Support System to Teachers Research Initiatives

School Heads Support System	Teachers Research Initiatives	Personal Professional Growth	Enhancing Students Outcomes	Addressing Classroom Challenges	Advancing their Career	Advocating for Change
Research Fund	Pearson Corr.	.485**	.388**	.335**	.323**	.318**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	357	357	357	357	357
Research Culture	Pearson Corr.	.301**	.299**	.294**	.250**	.281**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	357	357	357	357	357
Training	Pearson Corr.	.353**	.360**	.333**	.302**	.338**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	357	357	357	357	357
Collaboration	Pearson Corr.	.382**	.395**	.353**	.344**	.341**
	Sig. (2-tailed)	.000	.000	.000	.000	.000

Table 21 illustrates the significant relationship between the School Heads' Support System components and teachers' research initiatives. The correlations between Research Funding, Research Culture, Training Opportunities, Collaboration, and Recognition with Teachers' Research Initiatives (PPG) were examined, revealing relationships. The computed Pearson correlation coefficients ( $r$  values) ranged from 0.250 to 0.485, indicating positive associations. Additionally, all  $p$ -values were found to be less than the significance level of 0.05, signifying statistical significance. Consequently, the null hypothesis stating "There is no significant relationship between School Heads' Support System and teachers' research initiatives" is rejected at the 0.05 significance level. Thus, the alternative hypothesis is accepted, implying a significant relationship between them. These findings highlight the crucial role of the School Heads' Support System in fostering teachers' engagement in research activities within educational institutions. The results of a correlation analysis between various aspects of a School Head Support System and Teachers' Research Initiatives and the interpretation of the findings: are "Research Fund, there are strong positive correlations between the availability of research funding and all the teacher research initiatives, with coefficients ranging from .318 to .485. This suggests that when teachers perceive that there is funding available for research, they are more likely to engage in activities related to professional growth, enhancing student outcomes, addressing classroom challenges, advancing their careers, and advocating for change.

Research Culture, all initiatives are positively correlated with the presence of a strong research culture, although the correlations here are somewhat weaker than for research funding, ranging from .250 to .301. A supportive research culture is associated with increased teacher engagement in these initiatives.

Training, and providing opportunities is positively correlated with every teacher research initiative, with coefficients ranging from .302 to .360. This implies that offering training and professional development opportunities can support and encourage teachers in their research efforts.

Collaboration, the opportunity for collaboration shows positive correlations, similar to that of research funding, with coefficients between .342 and .395. This emphasizes the importance of collaborative efforts in fostering research initiatives among teachers.

Recognition is similar to research Culture in strength with correlations between .272 and .322. Teacher initiatives are positively impacted when the school authorities recognize their research efforts. The data indicates a significant positive relationship between school head support and teachers' research initiatives across

all measured areas. Strong support systems that include adequate funding, training, collaborative opportunities, recognition, and the cultivation of a positive research culture are associated with teachers' personal and professional growth, positively impacting student outcomes, addressing classroom challenges, career advancement, and advocacy for change. This suggests that school heads who prioritize these support systems can play a critical role in promoting a culture of research and continuous development among teachers.

**Table 22.** Significant Relationship Between School Heads Support System to Teachers Research Competencies

School Heads Support System	Teachers Research Initiatives	Selection Topic for Prof. Growth	Planning Research Project	Integrating Ethics in Writing	Analyzing Research Data	Communication Result	Integrating Technology Writing Literature	Integrating Technology in Analyzing Data
Research Funding	Pearson Correlation	.339**	.348**	.251**	.026	.186**	.106*	-.086
	Sig. (2-tailed)	.000	.000	.000	.618	.000	.046	.103
	N	357	357	357	357	357	357	357
Research Culture	Pearson Correlation	.166**	.233**	.247**	.202**	.209**	.147**	.169**
	Sig. (2-tailed)	.002	.000	.000	.000	.000	.006	.001
	N	357	357	357	357	357	357	357
Training	Pearson Correlation	.231**	.279**	.327**	.236**	.258**	.263**	.223**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	357	357	357	357	357	357	357
Collaboration	Pearson Correlation	.237**	.310**	.349**	.223**	.264**	.239**	.183**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.001
	N	357	357	357	357	357	357	357
Recognition	Pearson Correlation	.122*	.199**	.295**	.272**	.262**	.248**	.272**
	Sig. (2-tailed)	.021	.000	.000	.000	.000	.000	.000
	N	357	357	357	357	357	357	357

**Scale**

→+0.80--→+1.00  
 →+0.60- →+0.79  
 →+0.40- →+0.59  
 →+0.20---→+0.39  
 →+0.00- →+0.19

**Strength**

Very strong  
 Strong  
 Moderate  
 Weak  
 Very weak

Table 22 presents a significant relationship between the School Heads' Support System and Teachers' Research Competencies. The computed Pearson correlation coefficients (r values) ranged from -0.086 to 0.349, indicating positive associations. Additionally, all p-values were found to be less than the significance level of 0.05, signifying statistical significance. Specifically, components such as Research Funding, Research Culture, Training Opportunities, Collaboration, and Recognition demonstrate significant positive correlations with teachers' research competencies, including Selecting a Topic, Planning, Integrating Ethics, Analyzing Data, Communicating, writing literature, and Integrating Technology in Analyzing. The computed Pearson correlation coefficients reveal moderate relationships, all with p-values less than 0.05, indicating statistical significance.

The null hypothesis suggesting no significant relationship between the School Heads' Support System and teachers' research competencies is rejected, affirming the existence of a significant association between them. These findings underscore the pivotal role of supportive institutional structures and leadership in nurturing teachers.

For Research Fund (RF):

The provision of support in terms of Analyzing Presenting Research Data (APRD) exhibits a particularly a weak relationship with teachers' research competencies ( $r=0.348$ ,  $p=0.000$ ). This suggests that when school heads help in planning research endeavors, teachers' competencies in research-related activities

significantly improve while Analyzing Presenting Research Data (APRD) ( $r=0.26$ ,  $n=0.618$ ) indicating that support in this area may not significantly impact teachers' research capabilities. And Integration of Technology in Analyzing data (ITAD) ( $r=0.086$ ,  $p=0.103$ ) Literature (ITWL) demonstrates a weaker relationship ( $r=0.147$ ,  $p=0.006$ ), suggesting that while support from resource centers is beneficial, efforts positively impact research competencies, their influence on technology integration into data analysis is relatively not significant

In summary, the results indicate that school head support systems have a generally positive influence on various aspects of teachers' research competencies, such as selecting topics, planning, and integrating ethics. However, this support may not have a significant impact on certain areas like data analysis, technology integration, and communication of research findings. These findings could inform strategies for enhancing teacher research competencies through targeted support and training initiatives.

**Table 23.** Regression Analysis on the Effect of School Head Support System and Teacher's Research Initiatives for Personal Professional Growth

Personal Professional Growth	B	SE	$\beta$	T	p
Constant	1.422	.208		6.823*	<.001
Research Fund		.049	.391	6.987*	<.001
Research Culture		.083	-.089	-1.243	.215
Training		.078	.119	1.743	.082
Collaborations		.085	.115	1.456	.146
Recognition		.079	.051	.740	
R-squared			.264		
Adjusted R-squared			.254		
Standard Error of the Estimate		.42374			
F(4, 162)				25.216	<.001
Enhancing Student Outcomes	B	SE	$\beta$	T	p
Constant	1.641	.201		8.149*	<.001
Research Fund		.047	.240	4.137*	<.001
Research Culture		.080	-.085	-1.146	.253
Trainings		.076	.137	1.941	.053
Collaborations		.082	.187	2.280*	.023
Recognition		.076	.063	.883	.378
R-squared			.211		
Adjusted R-squared			.200		
Standard Error of the Estimate		.40950			
F(4, 162)				18.758	<.001
Addressing Classroom Challenges	B	SE	$\beta$	T	p
Constant	1.732	.202		8.582*	<.001
Research Fund		.047	.189	3.170*	.002
Research Culture		.080	-.027	-.359	.720
Training		.076	.125	1.718	.087
Collaborations		.082	.118	1.405	.161
Recognition		.076	.093	1.282	.201
R-squared			.152		
Adjusted R-squared			.140		
Standard Error of the Estimate		.39368			
F(4, 162)				14.132	<.001
Advance their Career	B	SE	$\beta$	T	p
Constant	2.045	.194		10.565*	<.001
Research Fund		.045	.193	3.206*	.001
Research Culture		.077	-.081	-1.062	.289
Training		.073	.105	1.438	.151
Collaborations		.079	.193	2.275*	.023
Recognition		.073	.045	.610	.542
R-squared			.413		
Adjusted R-squared			.398		
Standard Error of the Estimate		.31			

F(4, 162)				12.603	<.001
Advocating for Change	B	SE	$\beta$	t	p
Constant	1.964	.194		10.114*	<.000
Research Fund		.045	.170	2.847*	.005
Research Culture		.077	-.038	-.502	.616
Trainings		.073	.161	2.204*	.028
Collaborations		.079	.115	1.360	.175
Recognition		.073	.072	.979	.328
R-squared			.158		
Adjusted R-squared			.146		
Standard Error of the Estimate			.39498		
F(4, 162)				13.192	<.001

\*p &lt; 0.05

Table 23 presents the results of a multiple regression analysis examining the effect of the school head's support system and teacher's Research initiative. *Research Funds* have a significant effect on *Personal and Professional Growth* with the 26.4 % variance is attributed to School heads Support System. F-test of the overall model is significant ( $F(4, 162) = 25.216$  with,  $p < 0.001$ ), indicating that the regression model is a good fit for the data. Tingabngab and Binayao (2023). Enhancing support systems, such as providing more resources and promoting funds and collaboration among teachers, is crucial for fostering a culture of research and improving teaching practices and student outcomes.

Thus, Andal et al. (2020) reiterate that research funding should be prioritized and given priority to promote research culture in institutions. Additionally, they might encourage teachers and select members of research committees to improve their participation in research. Enhancing the work culture around research can help all employees perform better and be more productive. Research culture will lead to more dynamic learning and teaching experiences, producing evidence-based methods and pedagogies with more profound results.

The Collaborations and Research Fund have a significant effect on Enhancing student outcomes with 21.1% of the variance is connected to the school head support system. The F-test of the overall model is significant ( $F(4, 162) = 18.758$  with,  $p < 0.001$ ), indicating that the regression model is a good fit for the data. The significance of the Collaboration and Research Fund in enhancing student outcomes cannot be overstated. Ventista and Brown (2023) believe that collaboration equips educators with essential skills and pedagogical techniques to effectively engage students and address their diverse needs. By staying updated on best practices through professional development opportunities, teachers can deliver high-quality instruction that fosters student engagement and achievement. Similarly, Research Fund provides resources for educators to conduct research projects and implement evidence-based practices tailored to student needs. This enables teachers to innovate in the classroom, develop interventions, and refine teaching strategies to optimize student learning. Together, Training and Research Fund form a critical support system that empowers educators to enhance teaching effectiveness, promote student success, and ultimately, improve overall student outcomes.

The *research fund* has a significant effect to *addressing classroom challenges*, with 16.8 % variance is attributed to school heads support system. The F-test of the overall model is significant ( $F(4, 162) = 14.132$  with,  $p < 0.001$ ), indicating that the regression model is a good fit for the data. This indicates that research fund plays a crucial role in addressing classroom challenges by providing educators with resources and opportunities to conduct research aimed at improving teaching effectiveness and student outcomes. Through the utilization of the research fund, educators can explore innovative teaching strategies, develop evidence-based interventions, and conduct studies tailored to the specific needs of their students and classrooms. By investing in research, educators gain valuable insights into the most effective instructional methods, learning techniques, and classroom management strategies.

**Table 24.** Regression Analysis on the effect in school head's Support System and teacher's Research Competencies

Selecting Topic	B	SE	$\beta$	t	p
Constant	2.397	.212		11.308*	<.001
Research Fund		.049	.300	4.940*	<.001
<i>Research Culture</i>		.084	-.091	-1.171	.242
<i>Training</i>		.079	.132	1.786	.075
<i>Collaborations</i>		.087	.126	1.471	.142
<i>Recognition</i>		.080	-.112	-1.503	.134
R-squared			.133		
Adjusted R-squared			.121		
Standard Error of the Estimate		.43104			
F(4, 162)				10.800	<.001
Planning	B	SE	$\beta$	t	p
Constant	2.069	.198		10.440*	<.001
Research Fund		.046	.252	4.184*	<.001
<i>Research Culture</i>		.079	-.054	-.700	.484
<i>Training</i>		.074	.114	1.548	.122
<i>Collaborations</i>		.081	.180	2.120*	.035
<i>Recognition</i>		.075	-.066	-.892	.373
R-squared			.150		
Adjusted R-squared			.138		
Standard Error of the Estimate		.40303			
F(4, 162)				12.356	<.001
Integrating ethics	B	SE	$\beta$	T	p
Constant	2.027	.192		10.544*	<.001
Research Fund		.045	.079	1.317	.189
<i>Research Culture</i>		.076	-.097	-1.256	.210
<i>Training</i>		.072	.164	2.233*	.026
<i>Collaborations</i>		.078	.205	2.410*	.016
<i>Recognition</i>		.072	.079	1.076	.283
R-squared			.145		
Adjusted R-squared			.133		
Standard Error of the Estimate		.39089			
F(4, 162)				11.894	<.001
Analyzing Data	B	SE	$\beta$	t	p
Constant	1.682	.264		6.357*	<.001
Research Fund		.062	-.163	-2.631*	.009
<i>Research Culture</i>		.105	.030	.381	.704
<i>Training</i>		.099	.129	1.712	.088
<i>Collaborations</i>		.108	.063	.722	.471
<i>Recognition</i>		.100	.196	2.583*	.010
R-squared			.099		
Adjusted R-squared			.087		
Standard Error of the Estimate		.53792			
F(4, 162)				7.757	<.001
Communicating	B	SE	$\beta$	t	p
Constant	1.757	.241		7.292*	<.001
Research Fund		.056	.047	.761	.447
<i>Research Culture</i>		.096	-.044	-.552	.581
<i>Training</i>		.090	.119	1.574	.116
<i>Collaborations</i>		.098	.095	1.082	.280
<i>Recognition</i>		.091	.130	1.714	.087
R-squared			.090		
Adjusted R-squared			.077		
Standard Error of the Estimate		.48996			
F(4, 162)				6.916	<.001
Writing literature	B	SE	$\beta$	t	p
Constant	1.868	.250		7.470*	<.001
Research Fund		.058	-.041	-.653	.514
<i>Research Culture</i>		.099	-.148	-1.862	.063
<i>Training</i>		.094	.206	2.717*	.007

<i>Collaborations</i>			.102	.119	1.352	.177
<i>Recognition</i>			.094	.149	1.967	.050
R-squared				.093		
Adjusted R-squared				.081		
Standard Error of the Estimate				.50849		
F(4, 162)					7.240	<.001
<b>Integrating Technology</b>	<b>B</b>	<b>SE</b>	<b>β</b>	<b>t</b>	<b>p</b>	
Constant	.655	.429		1.527	.128	
Research Fund		.100	-.298	-4.937*	<.001	
<i>Research Culture</i>		.170	.023	.292	.771	
<i>Trainings</i>		.161	.170	2.311*	.021	
<i>Collaborations</i>		.175	.037	.433	.665	
<i>Recognition</i>		.162	.248	3.360*	.001	
R-squared			.142			
Adjusted R-squared			.130			
Standard Error of the Estimate			.87238			
F(4, 162)					11.596	<.001

\*p &lt; 0.05

Table 24 presents the results of a multiple regression analysis examining the effect of the school head's support system and the teacher's Research Competencies. Research Funds have a significant effect to selecting the topic, with 13.3% variance attributed to the school heads support system. The F-test of the overall model is significant ( $F(4, 162) = 10.800$  with,  $p < 0.001$ ), indicating the regression result exhibits suitability for the data. It suggests that the regression analysis model matches the observed data, suggesting a significant correlation between model predictions and data points. This alignment suggests that the regression model's variables—school head support system, teacher research competencies, and research funds—capture the complicated linkages that influence teachers' research topic choices.

Additionally, according to Ali (2017), the research funds play a crucial role in facilitating teachers' research endeavors by providing essential resources. They interact with institutional support structures and individual attributes in a complex manner, highlighting the multifaceted nature of decision-making processes. The allocation of research funds demonstrates institutional commitment to promoting a culture of inquiry and innovation among teachers. By empowering teachers to explore diverse topics, research funds contribute to the generation of relevant and quality research outcomes. Understanding this interplay is essential for effectively supporting teachers in their research pursuits and promoting meaningful educational practice.

The Research Fund and collaboration have a significant effect on planning, with 15 % of variance is attributed to school heads support system. The F-test of the overall model is significant ( $F(4, 162) = 12.356$  with,  $p < 0.001$ ), indicating that the regression model is a good fit for the data. The findings imply that both research funds and collaboration play integral roles in shaping the planning process, and the regression model provides a reliable framework for understanding these relationships within the given context.

In the planning process of a teacher's research competencies, research funds and collaboration are indispensable factors. Research funds provide essential financial resources for conducting research activities, including data collection, analysis, and dissemination.

### Research Guide for Teachers' Researchers

This part presented the contributions of this study in the schools to foster the culture of research in the minds of teachers and school heads. This is only limited to the importance of a support system in writing research, the benefits of engagement in research, and research competencies to be acknowledged by the researchers.



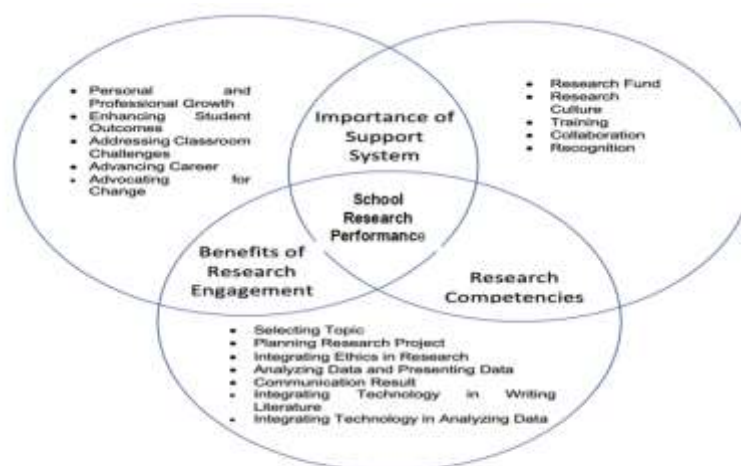


Figure 2. Guide for Teachers' Research Engagement Attributes

Figure 2 presents an analysis of the importance of support systems in fostering teachers' research initiatives, serving as a foundational component of the developing guidelines in research practices within educational contexts. Recognizing the pivotal role of supportive environments in promoting research engagement among teachers, this table provides insights into the various dimensions of support systems and their significance in nurturing a culture of inquiry and professional growth within schools.

#### 4. Conclusion and Recommendation

Based on the findings of the study the conclusion are stated below:

The findings reveal that there is a high level of support provided by school heads for research practices, there are noticeable variations across different aspects, suggesting room for improvement to ensure consistency and equity in support provision.

The level of research of initiatives among teachers demonstrated a high level of engagement in research initiatives particularly in areas contributing to professional development and career advancement, although there are areas for further focus and investment to impact student learning effectively. Moreover, teachers exhibit a high level of proficiency in research competencies across various domains, with notable strengths in areas such as planning a research project and ethics in research.

Importantly, the analysis establishes a significant positive relationship between components of the School Heads' Support System and teachers' research initiatives and competencies. Research Funding, Research Culture, Training Opportunities, Collaboration, and Recognition are identified as significant predictors of both Teachers' Research Initiatives and Competencies, emphasizing the pivotal role of the school heads' support system in fostering teachers' engagement in research activities within educational institutions.

##### Recommendations

Based on the above findings and conclusions, the following are hereby recommended;

1. School leaders may prioritize allocating sufficient resources for research activities, including grants, stipends, and access to research materials. By increasing research funding, teachers will have more opportunities to conduct meaningful studies and contribute to educational development.
2. Foster a more warmth and supportive environment that values and encourages research among teachers. Framing a good timeline for teachers to finish their research proposal must have enough time and quality. School leaders should promote a culture that celebrates inquiry, innovation, and

collaboration, thereby inspiring teachers to engage in research activities and share their findings with colleagues and stakeholders, this may lead to have a higher number of teachers to do a more research projects.

3. Offer professional development programs and workshops focused on research methodologies, data analysis techniques, and scholarly writing. These training opportunities will empower teachers with the necessary skills and knowledge to conduct rigorous research and effectively communicate or present their findings.

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