

## Research Article

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# An Exploratory Analysis of Support, Engagement, and Commitment (SEC) of School Administrators to Teacher Research Programs

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**Abstract:** School administrators play a pivotal role in fostering a strong research culture within educational institutions, directly impacting the success of teacher research programs. This study developed the Support, Engagement, and Commitment (SEC)-Driven Teacher Research Program Model to guide school leaders in effectively launching and sustaining teacher research initiatives. Conducted during School Year 2024–2025 in the Schools Division of Samar, the study utilized a sequential explanatory mixed-methods design. In the quantitative phase, a descriptive–correlational survey was administered to 106 secondary school administrators using a validated questionnaire (Cronbach's  $\alpha = 0.98$ ). This was followed by a qualitative phase utilizing phenomenological interviews to generate deeper insights and contextualize the quantitative findings. Key quantitative findings revealed that while administrators highly value teacher research and extend strong administrative and networking support, their provision of financial, technical, and dissemination resources was comparatively weaker. Administrators showed moderate levels of engagement and commitment, with a greater inclination toward conducting research and staying informed than in actively disseminating findings or attending conferences. Correlation analysis confirmed significant positive relationships among administrators' support, engagement, and commitment. The qualitative phase, analyzed through Colaizzi's method, reinforced these findings, surfacing challenges such as heavy workloads, time constraints, and limited resources. By integrating both phases, the study formulated the SEC-Driven Teacher Research Program Model, which underscores the interconnectedness of administrative support, engagement, and commitment in nurturing research-oriented schools. The study recommends the adoption of the SEC model, targeted training for administrators, increased financial and technical support, systemic workload management, and strengthened capacity-building in research mentorship to advance teacher research culture.

**Keywords:** Teacher Research Programs, Administrative Support, Engagement, Commitment, Mixed Method, Qualitative Analysis, Quantitative Analysis, Leadership Theory, SEC Model

**JEL Classification:** M31, E21, D11 (<https://www.aeaweb.org/econlit/jelCodes.php>)

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## INTRODUCTION

Research plays a crucial role in improving the quality of education at all levels. It empowers educators to become reflective practitioners, enhancing teaching practices and improving student learning outcomes. By actively engaging in research, teachers can refine their practices, identify problems, and explore practical solutions (Sarıçoban & Kırmızı, 2019). This benefits individual teachers and contributes to advancements in the teaching profession (Mohammed, 2019).

Moreover, teacher research fosters a culture of inquiry and innovation within educational settings. This is fueled by a "researcher disposition" (Ellis & Loughland, 2016), encouraging teachers to become active investigators in their classrooms and constantly seeking ways to improve teaching and learning. Teacher research is a powerful driver of continuous improvement in classrooms and the entire school culture (Godfrey, 2016). This underscored the importance of initiatives like the "Basic Education Research Agenda" by the Department of Education (Ulla et al.,

2017). This agenda and encouragement from DepEd and the Commission on Higher Education empowered teachers to explore novel approaches and improve student learning outcomes. Furthermore, research conducted at regional and local levels provided valuable context-specific insights into the importance of research for teachers and students. For instance, Ty and Sanico's (2021) study highlighted research's crucial role in identifying and addressing educators' unique needs and challenges within their specific regional context.

While teacher research held immense potential, implementing it could be challenging due to heavy workloads, limited time, and a lack of research skills (Norasmah & Chia, 2016). Several studies highlighted significant challenges in the research capabilities of teachers. Xue et al. (2022) found that many researchers, including those in education, lacked sufficient research experience and training in research methodology, data analysis, and publication skills. This was echoed by research in the Philippines, where Gonzales et al. (2020) suggested that teachers often lacked the necessary knowledge and skills to conduct independent research. Manila et al. (2022) found that many elementary school teachers in the Philippines had limited research capabilities, including challenges in formulating research questions, designing research methodologies, and analyzing data effectively.

Research in the Philippines by Louiesito Jr. (2022) and Almonicar Jr. (2022) indicated significant research skill limitations among teachers. Both studies revealed struggles in methodology, data analysis, and critical evaluation. Almonicar Jr. (2022) noted deficits in independent research skills like question formulation and design. Key issues were identified as insufficient professional development, limited mentorship, and poor access to research resources. Moreover, a lack of incentives and recognition for research contributions created a demotivating environment (Louiesito Jr., 2022; Almonicar Jr., 2022).

However, truly integrating research in schools demanded a holistic strategy (Cornelissen et al., 2017). This meant nurturing a supportive environment for research experimentation, promoting collaborative learning communities for knowledge sharing, and actively empowering teachers. Professional development, research grants, and mentorship were crucial for boosting teachers' research skills and involvement. Strong leadership was key to establishing a research-focused vision, allocating resources, and fostering a culture of inquiry. Moreover, partnerships with universities and other districts facilitated knowledge exchange and improved student outcomes through collaborative research and shared best practices. This comprehensive approach aimed to create a self-sustaining inquiry cycle and continuous improvement for enhanced student learning.

Furthermore, prior research underscores the critical need to develop the research capabilities of school administrators in the Philippines. Dumdumaya and Samson's (2021) study highlighted that school administrators could excel in research, highlighting the potential for enhanced research capabilities through targeted training and activities. Notably, De Asis et al.'s (2023) study specifically illuminated critical weaknesses, revealing a "very low competence" among school heads in crucial areas such as effectively presenting research results and findings, formulating sound research instruments, critically evaluating research proposals and manuscripts, accurately interpreting the outcomes of their investigations, and possessing the necessary editing skills for research documents. Abarro et al. (2016) noted a lack of research skills among some administrators, especially in action research, and Tindowen et al.'s (2019) observation of low research productivity despite ongoing initiatives further emphasized the need for targeted interventions. The collective evidence strongly suggested that school administrators might have

possessed foundational research knowledge and the potential to excel with support (Dumdumaya & Samson, 2021). However, a concerted effort was required to address the specific skill gaps identified through targeted training and policy support. This investment in enhancing the research capabilities of school leaders was crucial for fostering a stronger research culture within Philippine schools and providing practical guidance and support for teacher-led research endeavors, as also highlighted by Melloria and Gaylo (2024).

With all the data presented above, teacher research's potential benefits for educators and students were undeniable. However, translating these potential benefits into reality requires addressing the gap between theory and practice. This paper was motivated by the need for a model that empowered school administrators to overcome challenges and create sustainable teacher research programs. By providing a structured framework that supported teacher inquiry, empowered school leaders, and fostered a culture of innovation, this model offered a practical solution to the challenges often faced in implementing effective teacher research programs.

### *1.1. Research Questions*

This study developed a comprehensive model that supports school administrators in launching and sustaining effective teacher research programs. Guided by this aim, the study sought to answer the following specific questions:

1. What is the profile of the school administrator-respondents in terms of:

1.1 age and sex;

1.2 civil status;

1.3 highest educational attainment;

1.4 field of specialization;

1.5 present position;

1.6 number of years of experience as a school administrator;

1.7 number of teachers supervised; and

1.8 number of trainings/activities related to research attended?

2. What is the level of support of the school administrators to their teachers along the following:

2.1 financial;

2.2 administrative;

2.3 technical;

2.4 network;

2.5 dissemination and publication; and

2.6 policy advocacy?

3. What is the level of commitment of the school administrator-respondents along the following research activities:

- 3.1 conducting research;
- 3.2 disseminating research findings;
- 3.3 research trends; and
- 3.4 attendance in research conferences and fora?

4. What is the extent of engagement of the school administrator-respondents along the following research activities:

- 4.1 conducting research;
- 4.2 disseminating research findings;
- 4.3 research trends; and
- 4.4 attendance in research conferences and fora?

5. What is the relationship between the school administrators' profile variables and their level of support to teachers, level of commitment, and extent of research engagement?

6. What is the relationship among the school administrators' level of support to their teachers, level of commitment, and extent of research engagement?

7. What challenges are encountered by the key informants in fostering research programs?

8. How can a comprehensive model be developed for school administrators and teachers to sustain effective teacher research programs?

## ***1.2. Hypotheses***

Based on the study's research objectives, the following null hypotheses were tested:

1. There is no significant relationship between the school administrator's level of support to their teachers and their profile variates.

2. There is no significant relationship between the school administrator's level of commitment to research activities and their profile variates.

3. There is no significant relationship between the school administrator's extent of research engagement to research activities and their profile variates.

4. There is no significant relationship between school administrator's level of support to their teachers and their level of commitment to research activities.

5. There is no significant relationship between school administrator's level of support to their teachers and their extent of research engagement to research activities.

6. There is no significant relationship between school administrator's level of commitment and their extent of research engagement to research activities.

## 2. LITERATURE REVIEW

In recent years, teacher research has increasingly been recognized as a powerful form of professional development. Cain (2018) likens it to the reflective “plan–act–observe–evaluate” cycle but emphasizes that teacher research entails a more systematic inquiry, involving purposeful data collection, collaboration, and dissemination. This distinction highlights a tension in the literature between teacher research as an extension of reflective practice (Cain, 2018) and as a form of practitioner inquiry that requires public accountability and rigorous methodological standards (Dikilitaş, 2015). While both perspectives agree on its potential for professional growth, they diverge on the extent to which research must conform to formal methodological rigor.

International scholarship demonstrates similar debates. For instance, Borg (2016) stresses the empowering potential of teacher research in fostering innovation, while also acknowledging persistent challenges such as limited expertise and contextual constraints. In contrast, Mertler (2024) foregrounds its transformative capacity for school improvement, suggesting that research can drive systemic change when supported institutionally. These perspectives reveal an important methodological debate, positioning teacher research either as an individual reflective practice or as an activity embedded within organizational systems of accountability and improvement.

Empirical studies further demonstrate the practical challenges of embedding teacher research. McKenney and Reeves (2018) and Wellington (2015) categorize these into individual (time, skills, workload), institutional (insufficient support, resistance to change), and dissemination (limited platforms for sharing). The convergence of these findings across diverse contexts underscores the universal nature of barriers, but contextual nuances remain underexplored. For example, Western studies emphasize methodological training, while Philippine-based works highlight institutional policy frameworks such as DepEd Orders No. 39, s.2016 (Basic Education Research Agenda) and No. 16, s.2017 (Research Management Guidelines). These policies provide a structured framework, but as local evidence suggests, implementation gaps persist, particularly in equipping administrators to mentor and guide teachers effectively.

The role of school leaders is especially critical. Glanz (2014) and Barnes, Goertz, and Massell (2014) position research as a leadership tool for evidence-based decision-making, whereas Borg (2016) and McKenney and Reeves (2018) emphasize the facilitative role of leaders in creating supportive environments. Recent Philippine studies (Basas III & Pacadaljen, 2021) echo these insights, showing that without strong administrative support—allocation of time, resources, and mentorship—teacher research initiatives remain fragmented. This suggests a theoretical convergence: leadership is not merely supportive but constitutive of teacher research cultures.

At the same time, critical gaps remain in the literature. Many studies affirm the benefits of teacher research—professional growth, school improvement, and data-driven decisions—but few systematically interrogate how contextual barriers (cultural norms, institutional hierarchies, workload distribution) mediate these outcomes. Moreover, most studies describe challenges descriptively, without offering robust evaluation frameworks or comparative analyses across systems. The lack of recent international research perspectives (e.g., post-pandemic shifts in teacher research, digital collaboration platforms, or global frameworks of practitioner inquiry) limits the depth of understanding of emerging trends.

By synthesizing these strands of literature, the present study addresses two gaps: (1) the underexplored role of administrators in sustaining teacher research within the Philippine public secondary school context, and (2) the need for an integrated model—such as the SEC-Driven Teacher Research Program Model—that not only identifies supports and challenges but systematically aligns with methodological debates and international best practices. This ensures that teacher research is not viewed solely as an individual reflective endeavor but as an organizationally embedded strategy for continuous improvement and educational equity.

### 3. METHODS

#### 3.1. Research Design

This study employed a sequential explanatory mixed-methods design, in which quantitative data collection and analysis preceded qualitative exploration. This design was utilized so that the data from the interview could help explain the quantitative results (McKim, 2017). The sequential explanatory design chosen for this study was a well-considered approach that provided valuable insights into the factors influencing the launch and sustainability of effective teacher research programs. By effectively combining quantitative and qualitative methods, the study contributed to a deeper understanding of this important educational issue.

The quantitative phase utilized a descriptive–correlational design to identify relationships among administrator profiles, levels of support, commitment, and engagement. This design was appropriate because it not only described current conditions but also examined potential associations without manipulating variables. Descriptive statistics (frequency counts, percentages, weighted means, and standard deviation) were used to analyze the demographic characteristics of school administrators, such as age and sex, civil status, highest educational attainment, field of specialization, present position, number of years of experience as school-administrator, number of teachers supervised and number of trainings/activities attended related to research. Correlational analysis (Spearman's rank correlation, Cramer's V, Point-biserial correlation, and Eta correlation) examined the relationship between these demographic factors and the school administrators' level of support to the teachers, level of commitment to the different research components and the extent of engagement along the key components of research programs. The use of multiple correlation techniques strengthened the robustness of findings across different measurement scales. Moreover, a questionnaire checklist was the primary data-gathering instrument. The analysis of the data was facilitated using the computer software Microsoft Excel and SPSS.

The qualitative phase adopted a phenomenological approach to capture the lived experiences of school administrators in fostering teacher research. This was particularly suitable given the study's focus on uncovering challenges, motivations, and contextual factors beyond what quantitative measures could capture. Colaizzi's (Alzayani, 2015) phenomenological method was employed to ensure a systematic and rigorous analysis process, from immersion in transcripts to theme development and validation with participants. This enhanced the trustworthiness and credibility of findings. One-on-one, in-depth interviews were conducted to gather detailed insights into their perceptions and challenges. The qualitative data provided a deeper understanding of the quantitative findings, offering a nuanced perspective on school administrators' feelings and experiences related to teacher research programs. Microsoft Word and Microsoft Excel were used for data analysis.



By integrating both phases, the study moved beyond description to explanation, where quantitative results provided a general overview, and qualitative insights contextualized and expanded these patterns. This triangulation not only improved validity but also generated richer, more actionable insights into sustaining teacher research programs (Bowen et al., 2017).

### ***3.2. Data Collection***

The study was conducted during the 2024–2025 school year in the Schools Division of Samar. A purposive sampling technique was used to recruit 106 public secondary school administrators, all with at least two years of service in their current role. This criterion ensured that respondents possessed sufficient administrative experience to provide informed perspectives on teacher research.

For the quantitative phase, data were gathered using a validated, researcher-developed questionnaire. The instrument assessed (a) demographic profile, (b) levels of support (financial, administrative, technical, networking, dissemination, and policy advocacy), (c) levels of commitment (conducting research, dissemination, attending conferences, staying updated on trends), and (d) extent of engagement in teacher research. Items were rated on a four-point Likert scale, chosen to minimize neutrality and encourage more decisive responses.

For the qualitative phase, semi-structured interviews were conducted with selected administrators. This format provided both structure and flexibility, allowing participants to elaborate on their experiences, challenges, and strategies in sustaining teacher research. Interviews were conducted in English, Filipino, or Waray-Waray, audio-recorded with consent, and transcribed verbatim to ensure accuracy.

### ***3.3. Data Analysis***

Quantitative data were processed using Microsoft Excel and SPSS Version 21. Descriptive statistics (frequency counts, percentages, weighted means, and standard deviations) described administrator profiles and perceptions. Inferential statistics—Pearson's  $r$ , point-biserial correlation, eta correlation, Cramer's  $V$ , and Spearman's  $\rho$ —were employed to examine relationships between administrator demographics, support, commitment, and engagement. The use of diverse statistical tools ensured appropriate handling of different data types.

Qualitative data were analyzed using Colaizzi's phenomenological method. This entailed: (1) repeated reading of transcripts for immersion, (2) extraction of significant statements, (3) formulation of meanings, (4) clustering of meanings into themes, (5) development of an exhaustive description, and (6) validation of findings through participant feedback. This systematic process ensured a faithful representation of participants' experiences and strengthened the confirmability of findings.

The integration of results was conducted through a triangulation process, where quantitative findings provided scope and structure, while qualitative insights offered depth and explanation. This process enabled the researcher to generate a comprehensive model (SEC-Driven Teacher Research Program Model) that captured both measurable patterns and lived realities of administrators in the Samar Division.

### ***3.4. Validity and Reliability***

To ensure the validity of the instrument, specialists in educational research and school leadership reviewed

the questionnaire. This process helped improve clarity, relevance, and fit with the research goals. Pilot testing was conducted with eight administrators from outside the study site, further refining the instrument. It achieved a Cronbach's alpha of 0.98, showing excellent internal consistency.

For qualitative trustworthiness, credibility was established through member checking. Selected participants verified the accuracy of transcripts and the interpretations of themes. Dependability and confirmability improved through detailed documentation of procedures and researcher reflection to reduce bias. To address transferability, a rich description of the research setting and participants was provided. This allows readers to evaluate how the findings might apply to other contexts.

## 4. RESULTS

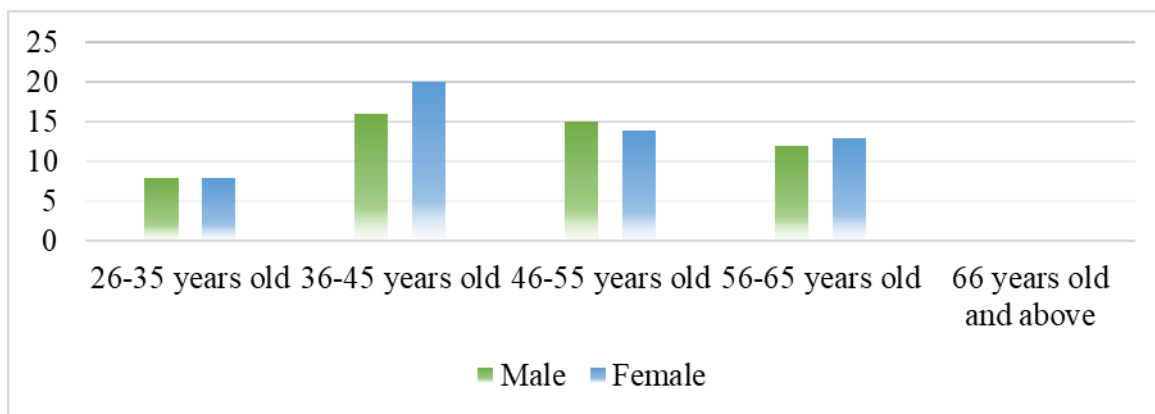
### 4.1 Findings Related to the Demographic Profile of School Administrators

**Age.** The distribution of school administrator-respondents is depicted in Table 1. The data indicated a concentration of administrators in the 36-45 age bracket, representing 33.96% of the sample, closely followed by those aged 46-55, comprising 27.36%. Notably, the highest frequency of both male and female school heads falls within the 36-45 age range, with males accounting for 15.09% and females for 18.87%. Moreover, the study revealed a slight female predominance among respondents, with 55 females (51.89%) compared to 51 males (48.11%). This observation aligned with observations from both Basas III and Pacadaljen (2021), who reported that females dominated the school administrators in their study within the same division, and Pricellas et al. (2016), who similarly noted that the majority of school administrators in their study were female.

**Table 1: Distribution of School Administrators Along Age and Sex**

Age	Male		Sex		Total	Percent
	Male	Percent	Female	Percent		
26-35	8	7.55%	8	7.55%	16	15.09%
36-45	16	15.09%	20	18.87%	36	33.96%
46-55	15	14.15%	14	13.21%	29	27.36%
56-65	12	11.32%	13	12.26%	25	23.58%
Total	51	48.11	55	51.89	106	100.00
Mean	46.71 years old					
SD	8.99 years old					





**Figure 1: Distribution of School Administrators Along Age and Sex**

While females slightly outnumbered males in this research, a significant male presence was still evident. This observation underscored the DepEd's commitment to gender equality, as highlighted by Llego (2017), and supports Tahil and Purcia's (2023) assertion that gender equality is crucial in education worldwide. This study confirmed that administrative roles are not determined by gender, ensuring equal opportunities for all school administrators.

Moreover, the age range of the administrators spanned from 26 to 65 years, with a significant 23.58% (25 respondents) nearing or within retirement age (56-65). A substantial 61.32% of the administrators were within the 36-55 age range, with an average age of 46.71 years and a standard deviation of 8.99 years, suggesting a considerable dispersion in age. The remaining administrators were distributed between the 56-65 age group (23.58%) and the 26-35 age group (15.09%).

Furthermore, the broad age range and high standard deviation underscored the importance of fostering collaboration and knowledge sharing across diverse age groups. Additionally, the presence of younger administrators indicated potential for innovation but also necessitated tailored support and mentoring to facilitate their integration and growth within the school system. Collectively, these implications highlighted the need for strategic human resource management, focused leadership development, and inclusive practices to ensure effective school administration.

**Civil Status.** The civil status distribution of school administrators revealed a clear majority of married individuals, with 67 out of 106 respondents representing 63.21%. This finding aligned with Loyola's (2016) observation of married individuals' dominance in school leadership, suggesting a consistent trend.

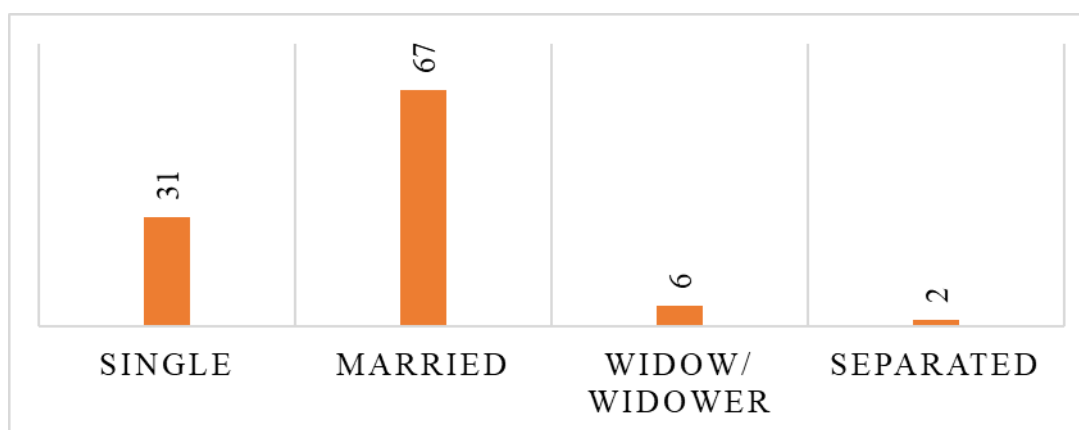
**Table 2: Distribution of School Administrators Along Civil Status**

Civil Status	f	Percent
Single	31	29.25%
Married	67	63.21%
Widow/Widower	6	5.66%
Separated	2	1.89%
Total	106	100.00

Following this, single administrators represented a significant portion, with 31 respondents accounting for

29.25%. Smaller percentages are observed for widowed/widowers and separated individuals, with six respondents (5.66%) and two respondents (1.89%), respectively. The dominance of married administrators was further supported by Tansiongco and Ibarra (2020), who also reported a similar trend. This consistency across studies highlighted a potential correlation between marital status and career progression within school administration.

The predominance of married administrators necessitated a consideration of work-life balance within the educational system. Schools should prioritize policies that support administrators in managing both their professional and personal lives, particularly those with family responsibilities.



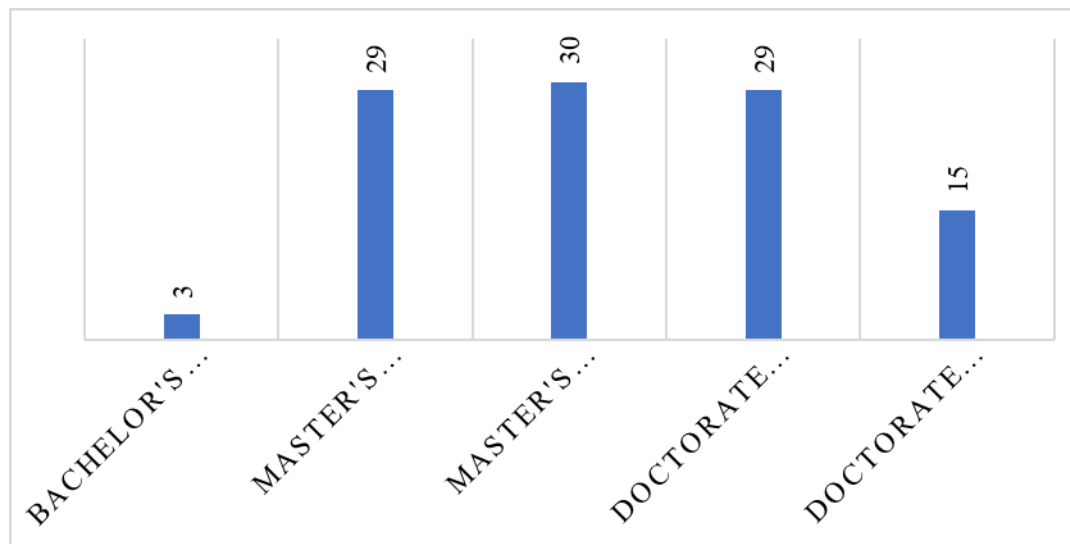
**Figure 2: Distribution of School Administrators Along Civil Status**

**Highest Educational Attainment.** Table 3 revealed the educational attainment of the school administrator-respondents. A significant portion, 30 individuals representing 28.30%, holds a completed master's degree. Closely following are those who have earned master's degree units and those who have earned doctorate units, both representing 29 individuals, or 27.36% each.

**Table 3: Distribution of School Administrators Along the Highest Educational Attainment**

Level	f	Percent
Bachelor's Degree	3	2.83%
Master's Degree Unit Earner	29	27.36%
Master's Degree	30	28.30%
Doctorate Degree Unit Earner	29	27.36%
Doctorate Degree	15	14.15%
Total	106	100.00

A smaller segment, 15 individuals, or 14.15%, has attained a doctorate, while a tiny percentage, three individuals, or 2.83%, held only a bachelor's degree. This distribution indicated a strong emphasis on postgraduate education among school administrators, with a majority pursuing or having completed advanced degrees.



**Figure 3: Distribution of School Administrators Along the Highest Educational Attainment**

Moreover, this distribution aligned with the Department of Education's (DepEd) emphasis on continuous professional development for school administrators, as outlined in the Philippine Professional Standards for School Heads (PPSSH). DepEd Order No. 24, 2020, institutionalizes the PPSSH as a public statement of professional accountability, encouraging school administrators to reflect on and enhance their practices through career-long learning. As observed in this study, a significant majority of the respondents have either completed or are actively pursuing advanced degrees, with the majority having master's degrees and a substantial percentage engaged in doctoral studies. This aligned with the findings of Dellomas and Deri (2022), which also found that a large percentage of school administrators in public schools had earned units in master's or doctorate degrees or had completed the degree. This reinforced the notion that school administrators recognize the importance of advanced education in fulfilling their professional roles and responsibilities, as supported by the PPSSH's focus on ongoing professional development.

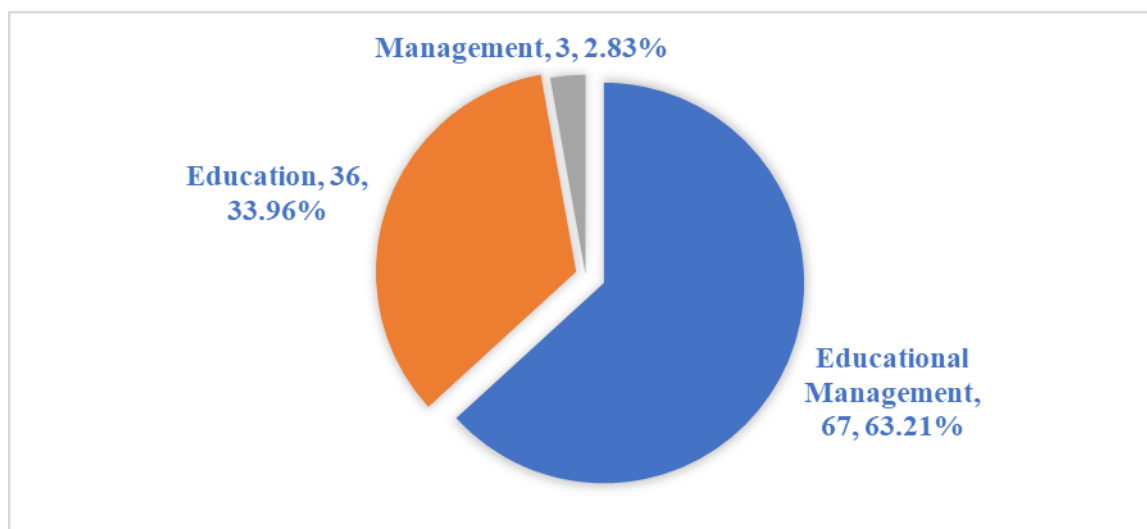
**Field of Specialization.** Table 4 illustrates the field of specialization among school administrator respondents, revealing that a significant majority, 67 individuals representing 63.21%, specialize in educational management. This is followed by 36 administrators, accounting for 33.96%, who specialized in education. A very small fraction, 3 administrators or 2.83%, specialize in general management. This distribution emphasized a strong focus on educational management as the primary area of expertise among school administrators, suggesting a direct alignment between their academic backgrounds and their professional roles.

**Table 4: Distribution of School Administrators Along the Field of Specialization**

Field of Specialization	f	Percent
Educational Management	67	63.21%
Education	36	33.96%
Management	3	2.83%
Psychology	0	0.00%
Total	106	100.00

The prevalence of educational management specialization among school administrators in this study reflected

a broader trend observed in the Philippine educational landscape.



**Figure 4: Distribution of School Administrators Along the Field of Specialization**

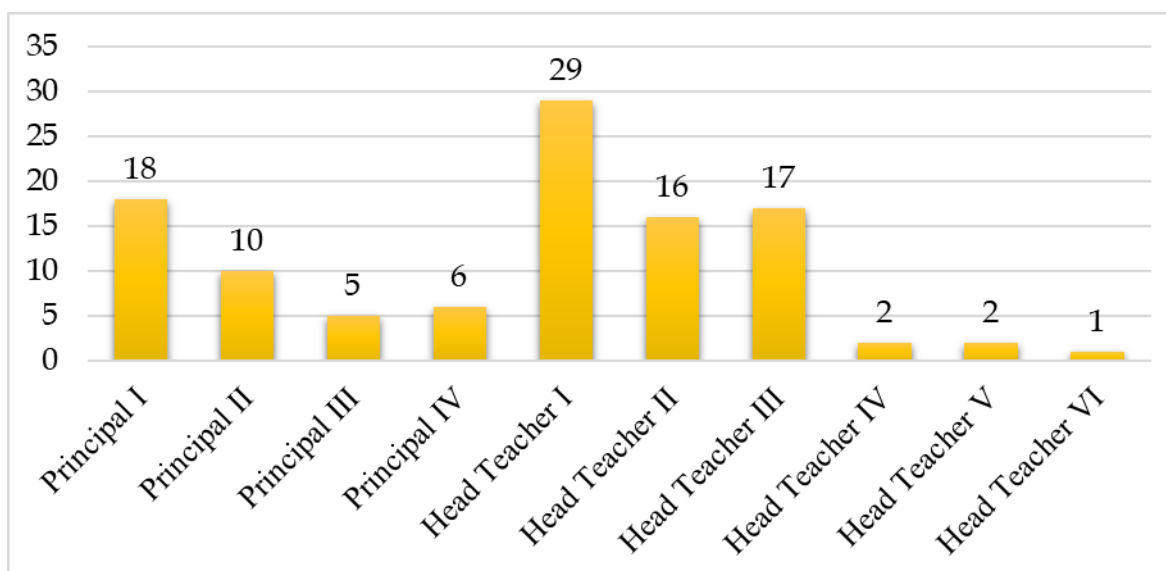
As Zulieta et al. (2020) note, educational management is a frequently pursued area of specialization in graduate studies in the Philippines. This is driven by the assumption that school leadership positions are often filled by individuals with advanced degrees, making educational management a consistently popular program at both the master's and doctoral levels. The findings of this study reinforced this trend, demonstrating that school administrators prioritize specialized training in educational management to fulfill their leadership responsibilities effectively. The high enrollment in educational management programs, as highlighted by Zulieta et al. (2020), further supported the observed alignment between academic specialization and professional roles within the Philippine educational system. This specialization equipped administrators with the necessary knowledge and skills to navigate the complexities of school administration, ensuring effective leadership and management within their respective institutions.

**Present Position.** Table 5 presents the current positions held by the school administrator respondents, revealing a diverse range of leadership roles.

**Table 5: Distribution of School Administrators Along Present Position**

Position	f	Percent
Principal I	18	16.98%
Principal II	10	9.43%
Principal III	5	4.72%
Principal IV	6	5.66%
Head Teacher I	29	27.36%
Head Teacher II	16	15.09%
Head Teacher III	17	16.04%
Head Teacher IV	2	1.89%
Head Teacher V	2	1.89%
Head Teacher VI	1	0.94%
Total	106	100.00

The most prevalent position was Head Teacher I, with 29 administrators representing 27.36% of the sample. Principal I followed this with 18 administrators (16.98%), Head Teacher III with 17 administrators (16.04%), and Head Teacher II with 16 administrators (15.09%). Principal II accounted for 10 administrators (9.43%), while Principal IV had six administrators (5.66%). Principal III has five administrators (4.72%), and the remaining Head Teacher positions (IV, V, and VI) have minimal representations, with two administrators each for Head Teacher IV and V (1.89%) and one administrator for Head Teacher VI (0.94%).



**Figure 5: Distribution of School Administrators Along Present Position**

This distribution indicated a significant concentration of administrators in Head Teacher I and Principal I positions, suggesting a hierarchical structure with a large base of entry-level and mid-level leadership roles. This aligned with the findings of Dellomas and Deri (2022), who reported that a substantial portion of school administrators are Head Teachers and a significant number hold Principal positions.

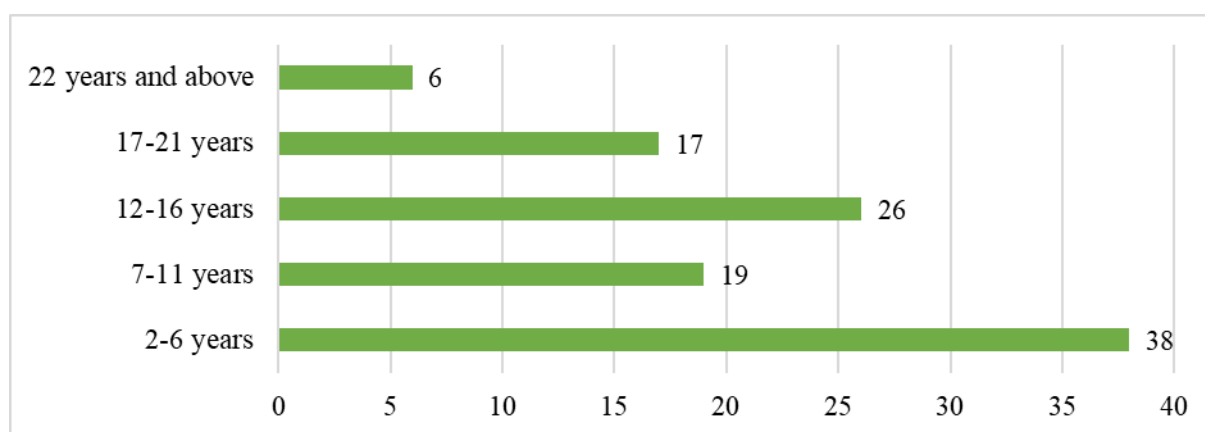
The responsibilities associated with these diverse positions were crucial for effective school functioning. Go and Rey (2024) emphasized the significant role of school administrators' instructional supervisory skills in influencing teachers' performance, highlighting the impact of leadership on classroom effectiveness. Furthermore, Bush and Ng (2019) suggested that head teachers, in particular, must leverage their administrative competencies—technical, interpersonal, and conceptual skills—to enhance teacher professionalism and ensure educational success. This was supported by Ishaq et al. (2023), who highlighted the principal's role as a vital leader and role model for both students and teachers. These findings underscored the importance of robust leadership across all levels of school administration, from Head Teachers to Principals, in driving educational outcomes and maintaining school effectiveness.

**Number of Years of Experience as School Administrator.** Table 6 presents the distribution of school administrators based on their years of experience in their current roles. A significant portion, 38 administrators representing 35.85%, has 2-6 years of experience. This observation aligned with the findings of Almedora et al. (2020), who reported that the majority of school administrators had served in their positions for less than 5 years. This suggested a trend of relatively new administrators in leadership roles, highlighting the importance of targeted professional development and support for those in the early stages of their school head positions.

**Table 6: Distribution of School Administrators Along Number of Years of Experience**

Years of Experience	f	Percent
2-6 years	38	35.85%
7-11 years	19	17.92%
12-16 years	26	24.53%
17-21 years	17	16.04%
22 years and above	6	5.66%
Total	106	100.00

Moreover, this is followed by 26 administrators with 12-16 years of experience (24.53%), 19 administrators with 7-11 years of experience (17.92%), and 17 administrators with 17-21 years of experience (16.04%). A smaller group of 6 administrators (5.66%) has 22 years or more of experience. This distribution indicated a concentration of administrators with mid-range experience, particularly in the 2-6- and 12-16-year brackets, suggesting a mix of relatively new and more seasoned leaders within the school system.

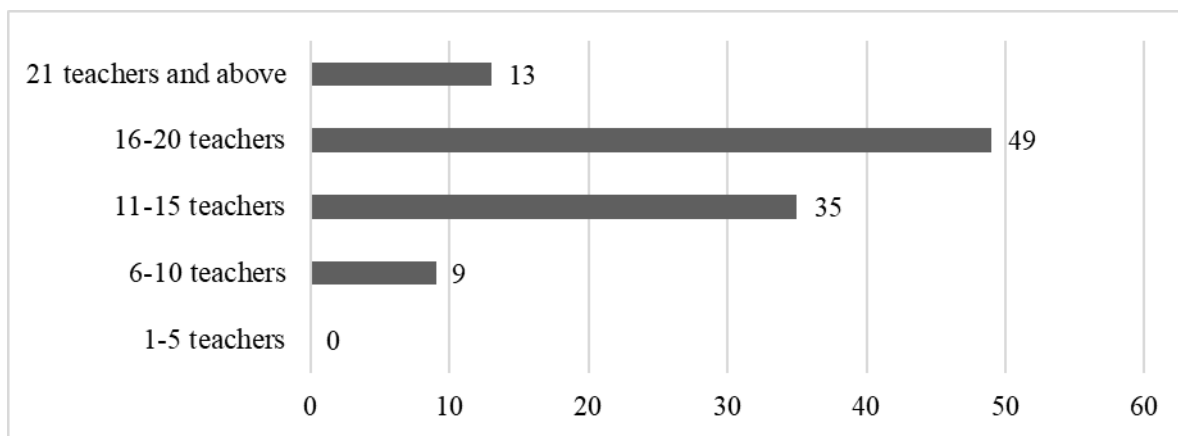
**Figure 6: Distribution of School Administrators Along Number of Years of Experience**

**Number of Teachers Supervise.** Table 7 presents the distribution of school administrator-respondents based on the number of teachers they supervise. The majority of administrators, 49 individuals representing 46.23%, supervise 16-20 teachers. This is followed by 35 administrators, or 33.02%, who supervise 11-15 teachers.

**Table 7: Distribution of School Administrators Along with Number of Teachers Supervise**

Number of Teachers Supervise	f	Percent
6-10	9	8.49%
11-15	35	33.02%
16-20	49	46.23%
21 and above	13	12.26%
Total	106	100.00

A smaller group of 13 administrators (12.26%) supervises 21 or more teachers, and nine administrators (8.49%) supervise 6-10 teachers. This distribution indicated a concentration of administrators overseeing a moderate number of teachers, with a significant portion managing a relatively large team.



**Figure 7: Distribution of School Administrators Along with Number of Teachers Supervise**

The concentration of administrators supervising 16-20 teachers suggested that these individuals are likely responsible for managing medium-sized departments or schools. This highlighted the need for strong supervisory and management skills among these administrators. Professional development programs should focus on areas such as teacher evaluation, curriculum implementation, and team leadership.

This finding highlighted the critical role of school administrators in instructional supervision, a core function emphasized in educational literature. As Muthoka (2018) suggested, a higher number of teachers can enhance a principal's effectiveness in instructional supervision by allowing for task delegation to both individuals and groups, potentially reducing workload and improving academic performance. Furthermore, Deniz and Erdener (2020) pointed to the historical emphasis on supervision as a key component of the teaching-learning process, a perspective that remains relevant today.

Studies consistently identify the supervision of teaching and learning activities as a primary responsibility of school administrators (Mwesiga & Okendo, 2018; Nalzar Jr., 2022). This involved monitoring teacher performance and ensuring the implementation of educational programs. As Dea (2016) notes, while earlier approaches viewed teachers as instruments requiring close supervision, contemporary perspectives emphasized the administrator's role in assisting teachers to improve their professional competencies, facilitating collaboration with stakeholders, and providing exemplary leadership in implementing school initiatives (Tan, 2022). The significant proportion of administrators in this study managing relatively large teams underscores the importance of practical supervisory skills in ensuring quality education and fostering a positive learning environment.

**Number of Trainings/Activities Attended Related to Research.** Table 8 presents the distribution of school administrators based on the number of research-related training or activities they have attended. A significant majority, 64 administrators representing 60.38%, have attended 0-2 training.

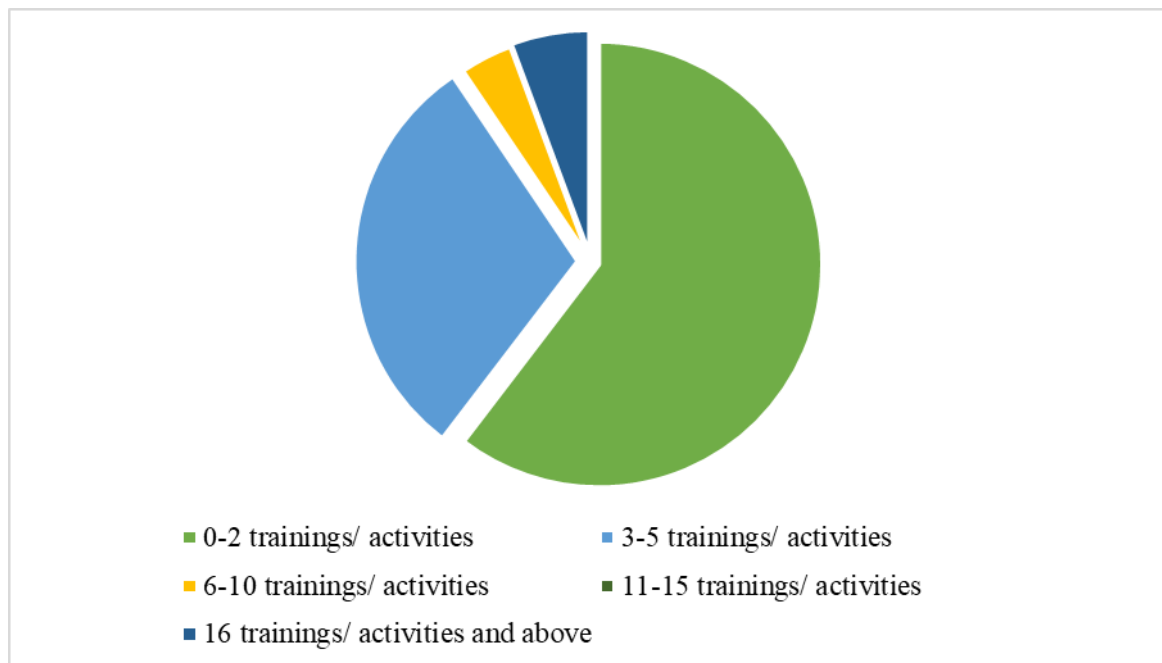
**Table 8: Distribution of School Administrators Along with the Number of Trainings/Activities Attended Related to Research**

Number of Trainings/Activities Attended	f	Percent
0-2	64	60.38%
3-5	32	30.19%



6-10	4	3.77%
11-15	0	0.00%
16 and above	6	5.66%
Total	106	100.00

This is followed by 32 administrators, or 30.19%, who have attended 3-5 trainings. A smaller group of six administrators (5.66%) have attended 16 or more trainings, and four administrators (3.77%) have attended 6-10 trainings. This finding revealed a potentially significant gap in research training among school administrators, highlighting a critical area for professional development. Thus, the importance of investing in school leader training is well-documented. Tingle et al. (2019) emphasized the direct correlation between school leader quality and student academic success, suggesting that school districts must prioritize leadership development. However, the study also noted that existing training programs may lack the necessary skills and dispositions to address contemporary leadership challenges.



**Figure 8: Distribution of School Administrators Along with the Number of Trainings/Activities Attended Related to Research**

Ng and Szeto (2016) further suggested that adequate leadership preparation should cater to the specific needs of new principals, providing formal and informal support, including action learning and research projects. This is crucial for applying learned skills in practical workplace settings. Naidoo (2019) reinforced this by stressing the importance of specialized training for principals to perform strategic organizational leadership and engage with stakeholders effectively.

The observed low participation in research-related training may stem from institutional limitations. Demirel (2018) pointed out that institutions often have limited means and desires to conduct in-service training based on scientific research. This highlighted a systemic challenge in providing adequate research training for school administrators.

Effective principalship, as Na et al. (2017) argued, relies on the quality of principals' professional learning

experiences and their commitment to continuous training. Given the principal's irreplaceable role in school reform and improvement and the fundamental impact of their competencies in school development planning (Na et al., 2017), targeted training is vital. Therefore, the observed lack of research-related training among a significant portion of school administrators underscored the urgent need for robust, targeted, and continuous professional development programs. These programs should address the specific challenges faced by school leaders, incorporating action learning, research projects, and strategic organizational leadership skills to enhance their effectiveness and ultimately improve educational outcomes.

#### 4.2 Findings Related to the Level of Support of the School Administrators to their Teachers

Table 9 indicated that school administrator-respondents, on average, provided a high level of support to teachers across various indicators, as evidenced by a general weighted mean of 3.30. However, a closer examination revealed significant variations in the level of support across specific areas. While administrative support (3.52), policy advocacy (3.47), and networking (3.29) were rated as high, demonstrating strong administrative commitment in these domains, financial support (3.10), technical support (3.15), and dissemination and publication (3.24) received only moderate ratings.

**Table 9: Summary of the Level of Support of the School Administrators Across Indicators**

Support Indicators	Mean Rating	Level of Support
Financial	3.10	MS
Administrative	3.52	HS
Technical	3.15	MS
Network	3.29	HS
Dissemination and Publication	3.24	MS
Policy Advocacy	3.47	HS
<b>General Weighted Mean</b>	<b>3.30</b>	<b>High Support</b>

<u>Mean</u>	<u>Level of Support</u>
1.00-1.74	<i>Very Low Support (VLS)</i>
1.75-2.49	<i>Low Support (LS)</i>
2.50-3.24	<i>Moderate Support (MS)</i>
3.25-4.00	<i>High Support (HS)</i>

This disparity underscores a critical pattern: administrators are more confident and effective in providing logistical and managerial support, but less so in ensuring the resource-intensive and capacity-building dimensions of teacher research. Gonzales et al. (2020) argue that such logistical support is fundamental in enabling teachers to pursue research, which explains the consistently high ratings for administrative and policy support. Similarly, Balyer et al. (2017) highlight networking as a key form of teacher empowerment, resonating with the strong score for collaborative facilitation in this study.

On the other hand, the moderate scores in financial and technical support mirror findings by Edmund and Lyamtane (2018) and Espinosa (2017), who note that school leaders often struggle with constrained budgets and limited infrastructure, making it difficult to provide adequate funding or technical tools for research. Ulla (2018) and

Ulla et al. (2017) similarly documented how Philippine teachers face barriers in conducting research, many of which stem from insufficient administrative provision of resources and mentoring. The present findings extend this literature by showing that such constraints are not only teacher-perceived but also reflected in administrators' own reported practices.

The relatively lower rating for dissemination and publication support (3.24) is especially noteworthy. Barrett and Prendergast (2025) emphasize that without structured opportunities for dissemination, teacher research remains isolated and underutilized. The moderate score here suggests that while administrators recognize the importance of supporting research, they may not yet be prioritizing mechanisms—such as research fora, journals, or collaborative platforms—that translate findings into practice. This gap risks reinforcing what Godfrey (2016) calls a “research-poor culture,” where research is produced but not circulated to inform decision-making.

Taken together, these findings reinforce Basas III and Pacadaljen's (2021) observation that research management is a critical function of school leaders in the Philippines, but one that remains uneven across domains. Martinez and McAbee's (2020) review further stresses that effective administrator support must be holistic, spanning financial, technical, and dissemination dimensions—not just administrative facilitation. The current results suggest that administrators' strong commitment to organizational and policy support provides a solid foundation, but unless gaps in financial, technical, and dissemination support are addressed, teacher research will struggle to gain traction and impact.

The evidence suggests a need for targeted professional development and systemic interventions to strengthen administrators' capacity in resource mobilization and research dissemination. As Otieno et al. (2015) note, welfare practices—including financial and technical provision—are integral to empowering teachers. Addressing these gaps could help build a more sustainable, research-rich culture where teacher inquiry is not only supported administratively but also resourced, shared, and institutionalized.

#### 4.3 Findings Related to the Level of Commitment of the School Administrator-Respondents

Table 10 revealed that school administrators, on average, demonstrated a moderate level of commitment toward research activities, with a general weighted mean of 3.01. This indicated that while some level of commitment existed across conducting research, disseminating findings, staying updated on trends, and attending conferences, it did not consistently reach a high level.

**Table 10: Summary of the Level of Commitment of the School Administrators Across Indicators**

Commitment Indicators	Mean Rating	Level of Commitment
Conducting Research	3.19	MC
Disseminating Research Findings	2.94	MC
Keeping Abreast of Research Trends	3.15	MC
Attendance in Research Conferences and Fora	2.77	MC
<b>General Weighted Mean</b>	<b>3.01</b>	<b>Moderate Commitment</b>

Mean

Level of Commitment

1.00-1.74

Very Low Commitment (VLC)

1.75-2.49	<i>Low Commitment (LC)</i>
2.50-3.24	<i>Moderate Commitment (MC)</i>
3.25-4.00	<i>High Commitment (HC)</i>

Among the four indicators, "conducting research" (3.19) received the highest mean rating, though still within the "moderate commitment" range. "Keeping abreast of research trends" (3.15) followed closely, also indicating moderate commitment. Notably, "attendance in research conferences and fora" (2.77) and "disseminating research findings" (2.94) received the lowest mean ratings, both remaining within the "moderate commitment" category. This suggested that administrators showed a greater inclination towards engaging in the actual practice of research and staying informed about current trends compared to actively sharing their findings or participating in professional research gatherings.

This imbalance points to an important dynamic: administrators appear to value research primarily for personal or institutional use (conducting studies, staying informed), but show less commitment to knowledge sharing and professional networking. This finding resonates with Basas III and Pacadaljen (2021), who observed that administrators often struggle to translate research into practice and to promote dissemination. It also supports De Asis et al. (2023), who linked varying levels of research competence among school heads to uneven engagement, particularly in dissemination and conference participation. In other words, weaker commitment in these areas may not simply reflect disinterest but could stem from a lack of confidence, opportunities, or institutional support for presenting and publishing research.

The findings also echo concerns raised by Lagrio et al. (2022), who emphasized that district-level structures often fail to adequately prepare administrators for roles as research mentors and advocates. Without targeted training and capacity building, administrators may continue to prioritize self-contained research activities rather than contributing to professional communities of practice. This pattern contrasts with international perspectives, such as those of Mestry (2017), who argued that effective school leaders must actively participate in professional research networks to empower teachers and foster innovation.

The implications of this finding are significant. While moderate commitment to conducting and staying updated on research provides a foundation, limited engagement in dissemination and conference attendance may hinder the development of a research-rich school culture (Godfrey, 2016). Dissemination and networking are essential not only for validating research but also for building collaborative capacity across schools (Cornelissen et al., 2017). Thus, the results suggest a pressing need for capacity-building programs, incentives, and policy frameworks that encourage administrators to share research findings and actively participate in conferences. By strengthening these outward-facing commitments, administrators can move beyond isolated inquiry and contribute to systemic, research-driven school improvement.

#### ***4.4 Findings Related to the Extent of Engagement of the School Administrator-Respondents***

Table 11 showed that school administrators demonstrated a moderate overall level of engagement in research activities, with a general weighted mean of 2.97. However, a closer examination revealed uneven engagement across specific activities. The highest mean ratings were for conducting research (3.15) and keeping abreast of research trends (3.11), while the lowest were for attendance in conferences and fora (2.69) and disseminating research findings

(2.91).

**Table 11: Summary of the Extent of Engagement of the School Administrators Across Indicators**

Engagement Indicators	Mean Rating	Extent of Engagement
Conducting Research	3.15	ME
Disseminating Research Findings	2.91	ME
Keeping Abreast of Research Trends	3.11	ME
Attendance in Research Conferences and Fora	2.69	ME
<b>General Weighted Mean</b>	<b>2.97</b>	<b>Moderate Engagement</b>

<u>Mean</u>	<u>Level of Engagement</u>
1.00-1.74	Very Low Engagement (VLE)
1.75-2.49	Low Engagement (LE)
2.50-3.24	Moderate Engagement (ME)
3.25-4.00	High Engagement (HE)

This pattern suggests that while administrators value the role of research in professional practice, their engagement tends to be inward-facing—focused more on conducting and consuming research—than outward-facing, such as disseminating findings or participating in professional research networks. This has significant implications. As Nasreen and Odhiambo (2018) argue, active participation in conferences is a vital avenue for continuous professional development, keeping leaders informed of innovations and connected to broader educational discourse. Similarly, Rabin and Brownson (2017) emphasize that dissemination is the critical step in translating research into improved practice. The relatively lower scores in these areas may indicate that administrators' engagement is not yet contributing fully to a research-informed school culture.

The stronger engagement in conducting research aligns with Rassel et al. (2020), who underscore the importance of administrators understanding and applying research methods. Likewise, Lunenburg and Ornstein (2021) stress that staying informed of current trends is essential for effective educational leadership. This suggests that administrators recognize the importance of research for personal competence and school management. However, the gap between engaging in research and sharing it reflects what Godfrey (2016) describes as a lack of a “research-rich” culture, where leaders not only consume but also circulate and debate knowledge within communities of practice.

This disparity also resonates with Penuel et al. (2017), who highlight that how leaders access, interpret, and use research directly affects its implementation. Administrators who remain isolated from research communities may find it difficult to model a collaborative inquiry culture. As Blitz and Mulcahy (2017) contend, building such a culture requires system-wide participation and knowledge sharing. The findings also echo Mestry (2017), who asserts that empowering principals requires them to be visible contributors in professional research communities, and Mertler (2024), who emphasizes that action research reaches its transformative potential only when findings are actively disseminated and discussed.

Another implication concerns administrators' research competence and productivity. Lagrio et al. (2022)

warn that limited dissemination may signal not only workload constraints but also gaps in confidence or skills in presenting research. Likewise, Sofu and Abonyi (2018) argue that engagement in knowledge-sharing activities is a marker of genuine commitment to lifelong learning. This study's results suggest that while administrators are committed to research at the school level, they may lack institutional support or professional development opportunities to extend their engagement to broader platforms.

In practical terms, the findings highlight the need for capacity-building initiatives that move beyond training administrators to conduct and interpret research, and toward fostering their participation in dissemination networks. As Frost (2016) and Aguinis et al. (2020) emphasize, leadership in research requires active contribution to professional discourse. Without such engagement, the impact of research risks remaining localized, limiting its ability to inform policy, build collective capacity, and drive systemic improvement.

Overall, these findings suggest that administrators in the Schools Division of Samar are positioned at an intermediate stage of developing a research culture: they demonstrate moderate competence and interest in conducting and following research but are less active in disseminating knowledge and networking. Unless this gap is addressed, the transformative potential of research to improve teaching and learning, as envisioned by Mertler (2024), may remain unrealized.

#### ***4.5 Relationship of School Administrator's Level of Commitment and Extent of Engagement to Research Activities***

This section examined the relationship between school administrators' commitment and engagement in research activities, including conducting research, disseminating findings, keeping abreast of research trends, and participating in conferences/fora.

Table 12 presented a correlation analysis examining the relationship between school administrators' commitment to various research activities and their extent of engagement in those same activities: conducting research, disseminating findings, staying informed about research trends, and attending conferences.

**Conducting Research and the Extent of Engagement.** Demonstrated strong positive correlations across all engagement areas (conducting research:  $\rho = 0.712$ ; disseminating findings:  $\rho = 0.672$ ; staying updated:  $\rho = 0.734$ ; conference attendance:  $\rho = 0.732$ ). This indicates that valuing research was not limited to undertaking studies but extended to staying informed, sharing results, and participating in professional forums. This finding aligns with Godfrey's (2016) view that leaders who actively engage in research model inquiry-based practice, thereby fostering a culture of evidence use. Similarly, Basas III and Pacadaljen (2021) emphasized that when administrators themselves participate in research, they set a precedent for teachers to integrate inquiry into practice. The strength of these correlations suggests that administrator-led research may catalyze broader school-wide research engagement.

**Table 12: Relationship between School Administrator's Level of Commitment to Research Activities and the School Administrators' Extent of Engagement to Research Activities**

Level of Commitment	School Administrators' Extent of Engagement			
	Conducting Research	Disseminating Research Findings	Research Trends	Attendance in Research Conferences and

	For a							
	$\rho$	p-value	$\rho$	p-value	$\rho$	p-value	$\rho$	p-value
Conducting Research	0.712	0.000 <sup>s</sup>	0.672	0.000 <sup>s</sup>	0.734	0.000 <sup>s</sup>	0.732	0.000 <sup>s</sup>
Disseminating Research Findings	0.766	0.000 <sup>s</sup>	0.743	0.000 <sup>s</sup>	0.779	0.000 <sup>s</sup>	0.783	0.000 <sup>s</sup>
Research Trends	0.784	0.000 <sup>s</sup>	0.857	0.000 <sup>s</sup>	0.792	0.000 <sup>s</sup>	0.787	0.000 <sup>s</sup>
Attendance in Research Conferences and Fora	0.730	0.000 <sup>s</sup>	0.755	0.000 <sup>s</sup>	0.813	0.000 <sup>s</sup>	0.852	0.000 <sup>s</sup>

**Disseminating Research Findings and the Extent of Engagement.** The school administrators' commitment to disseminating research findings showed strong positive correlations with all engagement measures (conducting research:  $\rho = 0.766$ ; disseminating findings:  $\rho = 0.743$ ; staying updated:  $\rho = 0.779$ ; conference attendance:  $\rho = 0.783$ ). The strongest link here was with conference attendance ( $\rho = 0.783$ ), highlighting the role of conferences as key platforms for sharing research. This underscores the importance of dissemination as both an outcome of research and a driver of further engagement. Cornelissen et al. (2017) highlighted networking as a key mechanism for sustaining research engagement, and these results support that view: administrators who prioritize dissemination are more likely to leverage professional networks, conferences, and collaborations. In practical terms, this suggests that strengthening dissemination channels may create a multiplier effect, enhancing administrators' engagement across multiple research activities.

**Research Trends and the Extent of Engagement.** School administrators' commitment to staying abreast of research trends exhibited the strongest overall correlations with all engagement activities (conducting research:  $\rho = 0.784$ ; disseminating findings:  $\rho = 0.857$ ; staying updated:  $\rho = 0.792$ ; conference attendance:  $\rho = 0.787$ ). The most significant association was with disseminating research findings ( $\rho = 0.857$ ), suggesting that administrators who prioritized staying informed were also highly likely to share research. Cain (2018) underscores that teacher research is only meaningful when practitioners situate their work within evolving knowledge bases. Thus, administrators who stay informed not only improve their own competence but also enhance their schools' collective capacity to engage in evidence-informed practice. These findings suggest that professional learning opportunities that keep administrators updated on research trends may indirectly strengthen dissemination and collaborative inquiry.

**Attendance in Research Conferences and Fora and the Extent of Engagement.** School administrators' commitment to attending research conferences and fora displayed strong positive correlations across all engagement areas (conducting research:  $\rho = 0.730$ ; disseminating findings:  $\rho = 0.755$ ; staying updated:  $\rho = 0.813$ ; conference attendance:  $\rho = 0.852$ ). The strongest correlation was naturally with conference attendance itself ( $\rho = 0.852$ ), underscoring the central role of these events for engaged administrators. This supports Godfrey's (2016) argument



that conferences foster research-rich school cultures and echoes Martinez and McAbee's (2020) point that institutional support for conference participation is crucial for sustaining professional growth. The implication here is that providing administrators with resources and opportunities to attend conferences can strengthen not only their own research engagement but also that of their schools.

In summary, the consistently strong positive correlations across all analyses underscored the critical role of school administrators' personal commitment to research in driving their active engagement in various research-related activities. This highlighted the necessity for administrators to not only value but also actively participate in research and create supportive environments that empower teachers to do the same, ultimately leading to the improvement of educational practices. The findings consistently suggested that administrators who prioritized and engaged in one aspect of research were highly likely to be active in others, fostering a holistic research-oriented culture within their schools.

#### ***4.6 Challenges Encountered by The Key Informants in Fostering Research Programs***

Table 13 revealed that school administrator-respondents experienced a high level of challenges in fostering research programs, with an overall weighted mean of 3.27, interpreted as "highly felt." This indicated significant obstacles that hindered the development and execution of research initiatives. The most pressing challenge, "Teaching and administrative duties frequently interfered with my ability to conduct research" (3.42), received the highest mean rating.

This suggested a substantial conflict between administrative responsibilities and research engagement. This also aligned with findings from Abelardo et al. (2019) and Abrenica and Cascolan (2022), who noted similar workload conflicts affecting teachers' research efforts. Closely following were "Research training and development opportunities for researchers were seriously lacking" (3.40), "Limited access to essential research resources" (3.31), "Inadequate funding" (3.28), and "Severe shortage of qualified researchers" (3.25), all rated as "highly felt," indicating systemic issues in resource availability and personnel.

**Table 13: Challenges Encountered by the Key Informants in Fostering Research Programs**

Challenges	Mean Rating	Level of Challenges
1. Inadequate funding significantly impacts my ability to conduct high-quality research.	3.28	HF
2. Limited access to essential research resources (e.g., laboratories, equipment) seriously hinders research progress.	3.31	HF
3. The grant application process is excessively complex and time-consuming.	3.20	MF
4. There is a severe shortage of qualified researchers with the necessary skills for our research programs.	3.25	HF
5. Research training and development opportunities for	3.40	HF

researchers are seriously lacking.

6. Teaching and administrative duties frequently interfere with my ability to conduct research.	3.42	HF
7. Clear and consistent research policies and guidelines are significantly lacking within the institution.	3.21	MF
8. Bureaucratic hurdles and administrative delays constantly impede research progress.	3.24	MF
9. Research contributions are insufficiently recognized or rewarded within the institution.	3.19	MF
10. Interdisciplinary collaboration is frequently hindered by communication barriers and differing research approaches.	3.24	MF

**Weighted Mean**

**3.27**

**Highly Felt**

Mean

Level of Challenges

1.00-1.74

*Very Lowly Felt (VLF)*

1.75-2.49

*Slightly Felt (SF)*

2.50-3.24

*Moderately Felt (MF)*

3.25-4.00

*Highly Felt (HF)*

Bullo et al. (2021), Ellis and Loughland (2016), and Norasmah and Chia (2016) also highlighted resource and training deficiencies as significant barriers to research engagement. Sariçoban and Kırmızı (2019), Sarkar (2014), Tingabngab and Binayao (2023), and Ulla (2018) further corroborated these findings, emphasizing the lack of training and resources. Additionally, Ulla et al. (2017) and Wangdi and Tharchen (2021) pointed to the challenges of conducting research in resource-constrained environments. Moreover, Tintoré et al. (2022) and De Asis et al. (2023) highlighted that school leaders faced similar challenges, including resource limitations and lack of training.

Conversely, challenges such as “Research contributions were insufficiently recognized” (3.19), “Complex grant application process” (3.20), “Lack of clear research policies” (3.21), “Bureaucratic hurdles” (3.24), and “Interdisciplinary communication barriers” (3.24) were rated as “moderately felt,” suggesting they were still significant, but less critical than the aforementioned issues. Bush (2022), Chiwamba and Kigobe (2022), Beam et al. (2016), Tamadoni et al. (2024), Melloria and Gaylo (2024), Karakose et al. (2024) and Kistoro and Roviana (2023) discussed a variety of bureaucratic and policy-related challenges faced by school leaders in research and administration.

This pattern indicated a hierarchy of challenges, with workload and resource limitations posing the most substantial obstacles, while policy and bureaucratic issues, though significant, were perceived as less immediately pressing. The consistent findings across various studies underscored the need for targeted interventions to address

these challenges and foster a more supportive research environment in educational settings.

Therefore, the overall "highly felt" rating (3.27) underscored the urgent need for systemic changes to address the challenges faced by school administrators in fostering research programs. The dominant challenge, the interference of teaching and administrative duties (3.42) necessitated a reevaluation of workload distribution and potential restructuring of responsibilities to allow dedicated time for research. Administrators should have advocated for protected research time or the allocation of research-specific roles. The "highly felt" resource limitations, including lack of training (3.40), resources (3.31), funding (3.28), and qualified researchers (3.25), demanded strategic investments and resource allocation. Institutions should have prioritized funding research programs, providing access to necessary equipment and facilities, and offering comprehensive research training. Addressing the shortage of qualified researchers may have required recruitment efforts or partnerships with external research institutions. While the "moderately felt" challenges, such as recognition (3.19), grant complexity (3.20), policy gaps (3.21), bureaucratic delays (3.24), and communication barriers (3.24), were less severe, they still required attention. Streamlining grant processes, developing clear research policies, and fostering interdisciplinary collaboration could have improved the research environment.

The findings highlight the urgent need for structural interventions. Addressing the workload barrier requires reconsideration of role distribution, such as creating protected time for research or assigning research coordinator roles to reduce competing responsibilities. The resource and training gaps call for strategic investments in funding, infrastructure, and professional development, possibly through partnerships with universities and external research agencies. Meanwhile, moderately felt issues such as recognition, grant processes, and policies must not be overlooked, as they directly influence administrators' motivation and long-term engagement in research. Streamlining grant applications, developing clear school-based research policies, and incentivizing dissemination could help create a more enabling environment.

Taken together, the overall "highly felt" challenges confirm that while school administrators recognize the value of research, systemic and organizational barriers continue to undermine its practice. Unless these barriers are strategically addressed, the development of a sustainable research culture—as envisioned in national frameworks like DepEd Orders 16 (2017) and 39 (2016)—will remain difficult to achieve.

#### ***4.7 Qualitative Presentation and Analysis of the Key Informants' Experience and the Challenges Encountered in Fostering Research Programs***

This section presents the qualitative findings drawn from the experiences and insights of school administrators regarding the implementation of teacher research programs. As key informants in the educational system, these administrators provided valuable perspectives on the challenges and opportunities associated with fostering a culture of research in schools. Through in-depth reflections, they identified systemic, institutional, and practical barriers that hinder teacher participation in research activities while also acknowledging the transformative potential of research to improve instructional practices and educational outcomes. The thematic presentation below synthesizes their responses, highlighting both structural impediments and enabling conditions across ten major themes that emerged from the data.

##### **Theme 1: Lack of Conducted Research Activities Due to Systemic Factors**

School administrators recognize the value of research in enhancing educational outcomes but observe that teacher engagement in research remains limited. They attribute this to a range of systemic barriers, including time constraints, lack of motivation, insufficient institutional support, and unclear policies and funding mechanisms.

One administrator reflected on the consequence of limited research being conducted in schools:

*“Due to lack of research conducted, there is lack of evidence on the root cause of low achievement...” (SA1)*

Another shared how research, though helpful, is often deprioritized:

*“It can be a burden to teachers due to time constraints... lack of passion to conduct research.” (SA6)*

The absence of institutional support was also raised:

*“Lack of activities to encourage teachers to conduct research.” (SA7)*

Compounding the issue is the lack of funding mechanisms and training:

*“Only few conducted researches... lack of knowledge... no guidelines for MOOE allocation...”*

(SA14)

School administrators acknowledge the potential of research to improve educational outcomes. However, systemic barriers such as limited institutional support, absence of localized funding policies, inadequate research-related activities, and lack of capacity-building have resulted in minimal research engagement (Hauptfeld, 2024). Strengthening structural support and creating enabling environments is critical to fostering commitment, building competence, and institutionalizing research practices in the school setting.

## **Theme 2: Systemic Barriers to Research Participation and Institutional Capacity Gaps**

School administrators highlighted systemic and institutional shortcomings as a key obstacle to teacher research. These include insufficient funding, lack of clear guidelines, and absence of technical assistance or mentoring systems.

*“Lack of technical assistance on improving the capabilities of researcher...” (SA1)*

*“Lack of support.” (SA2)*

*“Slightly developing due to limited opportunities and resources.” (SA4)*

*“Limited funds for research.” (SA6)*

*“Lack of adequate support and mentoring...” (SA7)*

*“Lack of activities to encourage teachers to conduct research.” (SA8)*

*“Limited research and funding and research opportunities.” (SA11)*

*“Research programs in the division are less funded.” (SA12)*

*“Challenges related to ... resources, and institutional support.” (SA13)*

*“Funding is only at the division level, no guidelines for MOOE allocation in research.” (SA14)*

These views reflect broader research showing that systemic issues, particularly resource scarcity, constrain educational research (Amerson & Strang, 2015; Rassel et al., 2020). Bullo et al. (2021) confirmed that in the context of teacher research, lack of funding and institutional frameworks severely limit participation. Administrators' leadership roles are also strained—Bush (2022) and Wise (2015) note that the increasing administrative load reduces school leaders' capacity to develop a research culture. These barriers call for stronger institutional policies, clearer funding structures, and active capacity-building efforts.

## **Theme 3: Time Constraints and Workload as Major Barriers to Teacher Research**

A dominant concern among administrators was the lack of time and the overwhelming workload teachers face, which prevents them from engaging in research activities.

*"The most significant barriers in trying to implement research is the huge number of administrative tasks."* (SA3)

*"Heavy workloads."* (SA6)

*"Heavy workload and limited time..."* (SA7)

*"Teachers often have demanding schedules..."* (SA8)

*"Heavy workloads... difficult to find time."* (SA11)

*"Time constraint..."* (SA12)

*"Time commitment... can be demanding."* (SA13)

*"Time constraints or lack of time..."* (SA14)

*"Inadequate research time."* (SA15)

*"The most significant barriers... are time constraints..."* (SA16)

This perception is supported by extensive literature. Tingabngab and Binayao (2023) and Ulla (2018) highlighted how teachers in public schools struggle to conduct research amidst their heavy workloads. Creswell (2015) and Abrenica and Cascolan (2022) emphasized that research is a time-consuming process that competes with teaching demands. Furthermore, school leaders' time limitations—documented by Wise (2015) and Bozkus (2022)—affect their ability to support teachers structurally or administratively. Ultimately, administrators recognized that without workload adjustments or dedicated time for research, teacher engagement remains unsustainable.

#### **Theme 4: Inadequate Research Training and Mentoring Structures**

School administrators observed that many teachers lack the skills, methodological grounding, and mentoring required to conduct research successfully.

*"Limited research training."* (SA6)

*"Inadequate training in research method."* (SA6)

*"Lack the necessary skills and training in research methodologies..."* (SA7)

*"Teachers need to be oriented in terms of methodologies..."* (SA8)

*"Lack of mentorship or collaboration opportunities..."* (SA10)

*"Lack of training on this field..."* (SA13)

*"Lack of knowledge about conducting research."* (SA14)

*"Lack of training and support."* (SA16)

This aligns with findings from Tingabngab and Binayao (2023), Ulla et al. (2017), and Abelardo et al. (2019), who stressed that many teachers feel unprepared for research. Oestar and Marzo (2022) added that teachers often struggle with practical research application, not just theoretical understanding. Administrators see this lack of capacity as a critical issue, affirming the call by Trimmer et al. (2020) and Appiagyei et al. (2022) for comprehensive training and mentoring programs. They advocate for embedded, continuous research capacity development as an institutional priority.

#### **Theme 5: Barriers to Participation and Accessibility of Research Programs**

School administrators expressed concern about exclusive policies, unclear procedures, and lack of

transparency in research program implementation.

*“Only accepting completed research.” (SA1)*

*“It was difficult but yet need to embrace...” (SA3)*

*“Teachers were hesitant ... due to personal reasons. It is quite challenging.” (SA4)*

*“It is not open to all.” (SA12)*

Their observations echo Green’s (2017) call for equity in educational leadership and Aguinis et al.’s (2018) emphasis on transparency in research processes. Administrators acknowledged that unclear guidelines and rigid eligibility criteria discourage participation and create perceptions of exclusivity—findings supported by Bullo et al. (2021) and Ulla et al. (2017). They emphasized the need for research systems that are open, fair, and clearly communicated to all stakeholders.

### **Theme 6: Positive Impacts of Teacher Research on Teaching Practice and Professional Growth**

School administrators recognized that when teachers do engage in research, it significantly enhances their professional identity and teaching practice.

*“Significantly enriched the teaching experience.” (SA5)*

*“Valuable opportunities for professional growth and development.” (SA10)*

*“Improved my teaching practice... more confident... more empowered...” (SA13)*

*“Improves teaching practice.” (SA17)*

These perspectives are supported by Ulla (2018), Cordingley (2015), and Caingcoy (2020), who emphasized that teacher research fosters critical reflection, deeper pedagogical understanding, and increased motivation. Administrators acknowledged this transformative potential and stressed the importance of sustaining such benefits through strategic program support.

### **Theme 7: Instructional Improvement and Enhanced Student Learning Outcomes through Teacher Research**

School administrators affirmed that research leads to improved teaching strategies and positive student outcomes.

*“Better outcomes...” (SA5)*

*“Positive changes in teaching strategies, student outcomes...” (SA9)*

*“Understand diverse learning styles, developmental stages, and the specific needs of their students.” (SA15)*

This is consistent with research by Mincu (2015) and Abrenica and Cascolan (2022), who demonstrated that teacher engagement in inquiry directly correlates with instructional improvement. Cordingley (2015) and Almonicar Jr (2022) further argued that research-capable teachers implement more responsive and effective teaching methods. Administrators support these claims and view research as a pathway to data-driven, student-centered learning.

### **Theme 8: Collaboration and Culture of Inquiry as Outcomes of Teacher Research**

School administrators observed that teacher research promotes collaboration and shared professional responsibility.

*“Culture of continuous improvement.” (SA5)*

*“Collaborative nature of the programs... sharing both successes and setbacks.” (SA13)*

*“Promoting collaboration.” (SA16)*

*“Fostering a culture of inquiry and continuous improvement.” (SA17)*



This reflects the findings of Bergmark (2023) and Comon and Corpuz (2024), who emphasized that collaborative research builds professional communities. Cordingley (2015) and Yuan et al. (2016) also found that a culture of research strengthens collegial learning. Administrators saw this culture shift as essential to school improvement and long-term teacher development.

### **Theme 9: Division-Level Support and Encouragement for Research**

Some administrators highlighted that division-level efforts have helped promote research through financial support and encouragement.

*"Division has been calling attention for teachers to do more research..." (SA2)*

*"Teacher Research Programs in my division is practically operational... support by the Division materially and even financially... encouraged to do research..." (SA11)*

This aligns with Ulla et al. (2017) and Flessa et al. (2018), who emphasized the role of division offices in supporting research logistically and financially. Cordingley (2015) and Caingcoy (2020) demonstrated that this support is vital to program sustainability. Administrators advocated for sustained, strategic division-level investment in training, funding, and infrastructure.

### **Theme 10: Mixed Experiences in Teacher Research Program Implementation**

School administrators noted that while research programs show promise, their implementation is often uneven, with gaps in support and participation.

*"Mix of progress and challenges." (SA6)*

*"Experience ... overwhelmingly positive, though certainly not without its challenges." (SA13)*

*"Experience ... generally positive... though improvements in resources and support could enhance participation." (SA16)*

These reflections align with the findings of Basas III and Pacadaljen (2021), who pointed to the need for better research program management. Administrators acknowledged that while programs offer value, improvements in design, delivery, and follow-up support are necessary for broader impact.

### **Theme 11: Conditions for Effective Implementation of Teacher Research Programs**

School administrators identified several conditions needed to ensure research program success: sufficient funding, administrative support, leadership engagement, and structured training.

*"More support... would greatly enhance the program's effectiveness." (SA13)*

*"Improvements ... could enhance participation." (SA16)*

*"Beneficial if it is implemented well." (SA17)*

These recommendations are supported by Trimmer et al. (2020), Cordingley (2015), and Mincu (2015), who stressed that research implementation depends on leadership commitment and system-level support. Administrators advocated for better planning, ongoing professional learning, and the creation of enabling environments that make research a regular, feasible part of teaching life.

## **4.8 Integration of Quantitative and Qualitative Findings**

The integration of both quantitative and qualitative data presents a comprehensive understanding of the challenges faced by school administrators in fostering research programs. Quantitative findings revealed that administrators experienced a high level of challenge, with a weighted mean of 3.27, classified as "highly felt." This



quantitative insight is reinforced and enriched by qualitative data, which further elucidates the nature, causes, and implications of these challenges through direct experiences and narratives.

The most significant quantitative challenge “Teaching and administrative duties frequently interfered with my ability to conduct research” (mean = 3.42)—corresponds directly with qualitative themes, particularly Theme 3: Time Constraints and Workload as Major Barriers. Administrators consistently cited overwhelming workloads, time conflicts, and the inability to prioritize research due to the pressing demands of school management. This finding echoes studies by Abelardo et al. (2019), Ulla (2018), and Abrenica and Cascolan (2022), who documented similar tensions between administrative responsibilities and research efforts.

Similarly, the next highest-rated challenges—“Research training and development opportunities were seriously lacking” (3.40), “Limited access to essential research resources” (3.31), and “Inadequate funding” (3.28)—are strongly reflected in Theme 2: Systemic Barriers and Institutional Capacity Gaps and Theme 4: Inadequate Research Training and Mentoring Structures. These themes, supported by the narratives of administrators, highlight systemic deficiencies such as the absence of research infrastructure, unclear funding guidelines, and a lack of sustained professional development. This aligns with Bullo et al. (2021), Ellis and Loughland (2016), and Tingabngab and Binayao (2023), who emphasize that without resources and training, research engagement is difficult to sustain.

Furthermore, Theme 1, Lack of Conducted Research Activities Due to Systemic Factors, complements the quantitative finding of a “Severe shortage of qualified researchers” (3.25). Administrators reported minimal research activity in schools, not due to a lack of interest but because of insufficient capacity and enabling environments. The data suggest that improving teacher capability requires long-term investment in mentoring, technical assistance, and incentivization.

Quantitatively lower-rated but still relevant challenges such as “Research contributions were insufficiently recognized” (3.19), “Complex grant application process” (3.20), and “Lack of clear research policies” (3.21) match the qualitative insights in Theme 4: Barriers to Participation and Accessibility of Research Programs. Here, administrators pointed to procedural rigidity, lack of transparency, and unclear expectations that discouraged participation—issues also documented by Green (2017) and Aguinis et al. (2018) in their work on equitable research environments.

Despite these challenges, qualitative findings also offered a more hopeful lens through Theme 5 to Theme 10, which emphasized the positive impacts of teacher research, the role of collaboration, division-level support, and conditions for effective program implementation. These themes were not captured in the quantitative survey but enrich the narrative by revealing the potential benefits when enabling conditions are met. Administrators acknowledged that when teachers are supported, research can lead to instructional improvement, professional growth, and a culture of inquiry—insights supported by Cordingley (2015), Mincu (2015), and Caingcoy (2020).

In sum, the quantitative and qualitative data converge to illustrate that time constraints and resource limitations are the most pressing barriers, while procedural and policy-related challenges, though still significant, are secondary. The qualitative data add depth, showing how these challenges manifest in daily practice while also revealing success stories and strategies for overcoming obstacles. This integrated analysis underscores the need for a strategic, multidimensional response that includes institutional reforms, capacity-building, and leadership-driven

support to make teacher research both feasible and impactful.

#### 4.9 Summary of the Quantitative and Qualitative Results of the Study

**Financial Support.** Quantitative findings revealed a strong, statistically significant correlation ( $p = 0.000$ ) between administrators' engagement and financial support, with a mean challenge rating of 3.28, indicating a highly felt concern. This aligns with qualitative narratives, where funding constraints were consistently mentioned as a critical barrier. Statements such as "Funding is only at the division level..." (SA14) reflect a lack of localized funding authority and clear guidelines for MOOE (Maintenance and Other Operating Expenses) allocations. While division-level initiatives exist (Theme 8), the overall systemic financial inadequacy (Theme 2) hinders sustained research activity. These findings suggest a pressing need to decentralize research budgets and institutionalize school-level funding strategies.

**Table 14: Summary of the Quantitative and Qualitative Results**

Quantitative Findings	Support Indicator	Qualitative Themes
Strong, statistically significant correlation between administrators' engagement/commitment and financial support ( $p = 0.000$ ); Mean challenge rating: 3.28	Financial	Systemic Barriers to Research Participation and Institutional Capacity Gaps (Theme 2)  Division-Level Support and Encouragement for Research (Theme 9)
Strong, statistically significant correlation across all measures of administrative support ( $p = 0.000$ ); Mean challenge rating: 3.42	Administrative	Lack of Conducted Research Activities Due to Systemic Factors (Theme 1)  Time Constraints and Workload as Major Barriers to Teacher Research (Theme 3)
Statistically significant positive correlation with technical support provision ( $p = 0.000$ ); Mean challenge rating: 3.40	Technical	Systemic Barriers to Research Participation and Institutional Capacity Gaps (Theme 2)  Inadequate Research Training and Mentoring Structures (Theme 4)  Barriers to Participation and Accessibility of Research Programs (Theme 5)

Strong correlation between administrator commitment and enabling research networks ( $p = 0.000$ ); Mean challenge rating: 3.24	Network	Collaboration and Culture of Inquiry as Outcomes of Teacher Research (Theme 8) Mixed Experiences in Teacher Research Program Implementation (Theme 10)
Statistically significant correlation between support and dissemination efforts ( $p = 0.000$ ); Mean challenge rating: 3.19	Dissemination and Publication	Barriers to Participation and Accessibility of Research Programs (Theme 5) Instructional Improvement and Enhanced Student Learning Outcomes (Theme 7)
Robust correlation between administrator engagement and advocacy efforts ( $p = 0.000$ ); Mean challenge rating: 3.21	Policy Advocacy	Barriers to Participation and Accessibility of Research Programs (Theme 5) Conditions for Effective Implementation of Teacher Research Programs (Theme 11)



Figure 9: Support, Engagement, and Commitment (SEC) Model

**Administrative Support.** Administrative support showed the highest mean challenge rating at 3.42, supported by a robust correlation with administrator engagement ( $p = 0.000$ ). The qualitative evidence underscores that administrative duties and heavy teaching loads significantly interfere with research responsibilities (Theme 1 and Theme 3). Phrases like “Teaching and administrative duties frequently interfered...” directly mirror the top-rated quantitative challenge. This reinforces the idea that even with supportive leadership, without structural reforms in workload distribution, administrative backing remains insufficient to enable research at scale.

**Technical Support.** With a mean challenge rating of 3.40 and a statistically significant correlation ( $p = 0.000$ ), technical support emerges as another major bottleneck. Respondents described a lack of technical assistance, mentoring, and access to training programs (Theme 2 and Theme 4). Qualitative responses such as “Inadequate training in research method” (SA6) highlight skill gaps and the absence of a mentoring infrastructure. These suggest that technical capacity-building must be prioritized through continuous professional development and a formalized mentorship network to sustain teacher-led research.

**Network Support.** Network support also showed a strong correlation ( $p = 0.000$ ) but a slightly lower mean challenge rating of 3.24. While collaborative environments are valued (Theme 7), the qualitative data points to inconsistent access and participation (Theme 9). For instance, “Promoting collaboration...” (SA16) illustrates its perceived benefits, yet statements also imply uneven implementation. Strengthening inter-school and inter-division networks can address these disparities and foster a broader culture of research through shared learning and support systems.

**Dissemination and Publication Support.** This indicator received a relatively lower mean challenge rating of 3.19, though still marked as “highly felt,” and maintained a significant correlation ( $p = 0.000$ ). Teachers and administrators expressed both interest in and frustration with dissemination mechanisms. Barriers include limited platforms and exclusivity in acceptance criteria (“Only accepting completed research” – SA1), reflecting Theme 4. At the same time, there is acknowledgment of the professional growth linked to sharing research outcomes (Theme 6). Establishing inclusive and structured dissemination pathways, such as school-based research fora, could address these challenges.

**Policy Advocacy Support.** Policy advocacy, while statistically significant ( $p = 0.000$ ), showed a mean rating of 3.21, pointing to moderate challenge levels. However, the qualitative feedback was explicit about the absence of transparent, inclusive, and enabling policies. Statements like “It is not open to all” (SA12) and references in Theme 10 signal a need for transparency and accessibility in research policies. These findings call for system-wide advocacy to establish research-friendly environments—codifying roles, incentives, and institutional mandates for teacher research.

Overall, the data suggest that financial, administrative, and technical support are the most critical enablers—and simultaneously the most problematic areas—for fostering a sustainable teacher research culture. Meanwhile, networking, dissemination, and advocacy are valued but require better institutionalization. The quantitative means provide a scale of perceived difficulty, while qualitative insights expose the structural roots and human experiences behind these perceptions. A multidimensional response involving policy reform, leadership engagement, and capacity-building is essential to transform these support domains from challenges into sustainable mechanisms for

teacher empowerment and research growth. Based on these integrated findings, the researcher proposes a comprehensive model for supporting school administrators in launching and sustaining effective teacher research programs.

## CONCLUSION AND DISCUSSION

### 5.1 Results

The findings of this study revealed distinct patterns in the support, engagement, and commitment (SEC) of school administrators toward teacher research programs. Quantitative analyses showed consistently strong support across most domains, though uneven in financial and technical resources. Engagement and commitment were moderate overall, with higher scores in conducting and staying updated on research but lower in dissemination and conference participation. Demographic factors did not significantly differentiate levels of support, engagement, and commitment, indicating shared institutional values regardless of administrator profile.

### 5.2 Discussion

The consistently high levels of administrative support underscore the recognition of teacher research as a lever for professional growth and instructional improvement. However, the uneven support across financial, technical, and dissemination domains suggests systemic gaps that limit teachers' ability to conduct and share meaningful research. This imbalance mirrors earlier findings by Ulla (2018) and Gonzales et al. (2020), reinforcing the need for resource allocation reforms at the institutional level.

Moderate engagement and commitment, particularly in dissemination and conference participation, highlight a disconnect between research practice and knowledge sharing. This weakens the development of a collaborative research culture, as noted by Godfrey (2016). The findings align with Basas III and Pacadaljen (2021), who emphasized that administrators' limited participation in professional research communities hampers teachers' motivation to pursue and publish research.

The identified challenges—including heavy workloads, inadequate training, and resource shortages—were highly consistent with international studies (Ellis & Loughland, 2016; Bullo et al., 2021) and local findings (De Asis et al., 2023). These challenges underscore that fostering a sustainable research culture requires not only individual administrator commitment but also systemic interventions, including workload redistribution, research funding, and leadership capacity-building.

### 5.3 Conclusions

The 'Support, Engagement, and Commitment (SEC) of School Administrators to Teacher Research Programs' study has provided a comprehensive analysis of the factors influencing the implementation of teacher research programs. Based on the findings of the study, the following are its conclusions:

1. School administrators generally provide strong administrative, policy advocacy, and networking support but fall short in financial, technical, and dissemination assistance, creating uneven conditions for teacher research.
2. Administrators show moderate commitment and engagement, with stronger emphasis on conducting and monitoring research than on dissemination and professional networking, limiting the reach and impact of research.
3. Demographic characteristics do not significantly differentiate levels of SEC, suggesting that systemic conditions outweigh individual differences.
4. Heavy workload and insufficient resources emerged as the most significant barriers, requiring systemic solutions to allow administrators and teachers to participate in research meaningfully.
5. Administrators who personally value and participate in research are more likely to provide stronger support to teachers, demonstrating a lead-by-example effect that enhances school research culture.

### 5.4 Recommendations

The recommendations, derived from the study's findings, outline strategies to enhance administrative support, foster engagement, and solidify commitment. Hence, the following are the recommendations of the study:

1. Implement Institutionalize the SEC Model – The Department of Education (DepEd) and Schools Division Offices should formally adopt the Support, Engagement, and Commitment (SEC) Model by embedding it into school improvement plans. Clear guidelines must outline administrators' responsibilities in providing financial, administrative, technical, networking, dissemination, and policy advocacy support across all stages of teacher research.
2. Provide Structured and Contextualized Training – Division-level training programs should be developed to equip administrators with skills in research mentoring, data analysis, and resource allocation. Training should include case-based workshops and mentoring clinics that directly link administrator engagement with improved teacher research output.
3. Establish a Tiered Evaluation and Feedback Mechanism – Schools should implement an annual SEC



Model evaluation tool, combining self-assessment by administrators, teacher feedback surveys, and division-level monitoring. Results should inform targeted interventions in weak areas, particularly financial, technical, and dissemination support.

4. Increase and Decentralize Research Funding – Revise MOOE guidelines to earmark a fixed percentage of funds for school-level research projects. Allow principals and head teachers direct access to these funds to address local research needs without excessive bureaucratic delays.

5. Reduce Administrative Overload – Policymakers should pilot workload redistribution strategies such as assigning administrative aides or designating protected research hours for administrators and teachers. Schools should adopt workload management policies to ensure that research duties do not conflict with core instructional or managerial functions.

6. Expand Technical Support and Mentoring Structures – Create research help desks at the division level staffed with research coordinators, statisticians, and IT specialists to provide on-demand technical assistance. Schools should also establish peer-mentoring groups to strengthen methodological skills.

7. Promote Equity in Research Networks – DepEd should develop inclusive inter-school and inter-division research networks to ensure equitable participation for both rural and urban schools. Smaller schools should be paired with larger institutions in collaborative research projects to balance capacity gaps.

8. Strengthen Dissemination Platforms – Organize regular school and division-wide research conferences, symposia, and digital repositories for publishing teacher research. Ensure these platforms accept both completed and in-progress studies to encourage wider participation and knowledge-sharing.

9. Enact Clear Research-Supportive Policies – Develop and enforce division-level policies that institutionalize teacher research support, set transparent criteria for funding allocation, and formally recognize research contributions in performance appraisal and promotion systems.

10. Leverage Administrator Engagement – Encourage administrators to lead by example by conducting and presenting their own research at conferences. Provide recognition and incentives for administrators who mentor teachers and actively contribute to building a culture of research in their schools.

11. Recommendations for Researchers – Future studies should conduct longitudinal assessments of the SEC Model's effectiveness in sustaining research culture and improving student outcomes. Comparative studies across provinces, regions, and countries should be undertaken to test generalizability. Equity-focused research should investigate differences in support and opportunities across rural vs. urban schools, small vs. large institutions, and male vs. female administrators. Intervention-based studies (e.g., piloting protected research time, testing decentralized funding mechanisms, or implementing division-level dissemination forums) should be pursued to identify the most effective strategies for overcoming systemic barriers.

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The authors affirm a 100% contribution rate to this article. Authors' contribution rates to the study are equal.

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The author declares no conflicts of interest related to the institutions or individuals within the scope of this study.

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