

I Am Part: Research Interest, Attitude and Self Efficacy of Basic Education Teachers in a Philippine University

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Abstract— Teachers are encouraged to engage in research writing because different schools aim to be research-oriented institutions. The present research aims to explore the research engagements of teachers through their research interests, attitudes, and self-efficacy. The sample size is seventy-nine (79) basic education teachers in a Philippine University in Bacoor, Cavite. Samples were calculated using a Raosoft calculator and selected using convenience sampling. The research questionnaire is from the R&DC-mandated research training needs assessment which is statistically validated ($\alpha=.973$). Data were gathered using a google form and analyzed using percentage, mean, cumulative ranking, Mann Whitney, Kruskal Wallis, and Pearson r. The study revealed that the teachers are generally interested, generally confident, and with a positive attitude. The results show teachers' interests, attitudes, and self-efficacy toward research engagement are associated with one another. These three indicators: Instrumentality (research interest), Valence (research attitude), and Expectancy (self-efficacy), are all present and are positively manifested, as discussed in Victor Vroom's Expectancy Theory of Motivation. The researchers recommend the basic education department to adopt the I AM PART program to intensify their research engagement. I AM PART means Igniting and Motivating Productivity Among "Research-oriented" Teachers. This program aims to increase the research engagement and productivity of the teachers through conducting various seminars - workshops. Based on the results, the researchers will also propose a recalibration of the current research programs and incentives to the school officials.

Keywords – Research Self-Efficacy, Attitudes and Interests, Filipino College Faculty, Research Productivity, Bacoor, Cavite, Philippines.

I. INTRODUCTION

Research is an essential academic endeavor for professionals toward self-development and professional growth. Pamatmat (2016) states, "Research is a scholarly activity conducted by professionals who promote learning, discovering, analyzing information, adapting behavior, enhancing the modern demand for educational standards, and quality teaching." (p.12). Yet, engaging in such activity requires one's interest and self-efficacy.

Self-development and personal gain are essential goals of research, but it is also important to innovate, find new knowledge, and improve people's quality of life. Regarding educators, the study by Caingcoy (2020) found that there are motivational indicators for why they engage in this academic endeavor, including the promotion that research helps them

achieve, teaching effectiveness, socialization, outranking other applicants for the position, commitment to it, publication productivity, passion for learning new things, and empowerment. However, if a person is interested in recognizing the difficulty of performing academic research and has a good attitude toward publishing rigorous research, they can reach these markers.

Research interest is one of the indicators to be engaged in this academic endeavor. In the study by Vasquez (n.d), teachers perceived the advantages of research as privileged access to real-world data, the ability to adopt a multifunctional approach, continuing professional development, and direct benefits on teaching practice, institutions, and society. These advantages increase the appeal of research teachers in conducting research. According to Vasquez, "having direct access to vital information about their student's needs, learning styles, and

available resources" is one advantage of being a teacher." (p.4), they can use as a point for research. Another advantage is that teachers have multifunctional roles like a planner, informers, managers, monitors, involvers, parents/friends, and diagnosticians, which allows teachers to approach learners and issues from different viewpoints. More importantly, it is advantageous for instructors who participate in research activities to search for up-to-date knowledge about the techniques and trends continuously and adequately address the concerns brought up as part of their practice. Last but not least, teachers will gain from the issues and solutions that research will present to them.

In addition, teachers have positive and negative attitudes toward research. In the study of Maravilla (n.d), he reported that teachers were oriented toward research. The teachers recognized that rewards could influence their research activities and be driven by personal interests. They believed research is essential to the University's mission and helpful to their profession and daily lives. However, the teachers said they felt nervous, stressed, or insecure about the research data analysis.

On the other hand, more than one's interest and positive attitude in research writing are needed to engage oneself in this academic task. A study on self-efficacy was also reported to contribute to one's research engagement. Pamatmat (2016) concluded in her study "*Research Attitudes of Teaching Personnel in One Philippine State University: Basis for Development and Sustainability towards Excellence*" that "teachers' interest in research is indicated by their research competence, research efficacy, belief in the utility of research, and involvement in research." (p.12). This clearly shows that one's research competence and self-efficacy are determiners that would influence one to engage in this academic task.

Furthermore, it was discovered that demographic factors have typically been connected with research productivity in the study conducted by Basilio and Bueno (2019), where they surveyed 346 Master instructors working in public elementary and secondary schools in the Division of Zambales. The majority of respondents had MA/MS degrees and 1 – 4 years of experience as Master Teachers I. But just a few have participated in research-related training or conferences or conducted, written about, or presented research. More specifically, the MTs have fair skills in designing experimental investigations, choosing, and constructing research instruments, selecting suitable statistical tools, and producing papers for publishing research. They also have average skills in searching, using, and assessing information.

Basilio and Bueno (2019) concluded that the investment of time, effort, and resources in learning about research findings was essential for fostering positive attitudes toward research. Although these MTs place a high value on training in educational research, they apply research findings to the real

world only moderately. Professional educators must invest in upgrading their academic attainment by engaging in research-related conferences and seminars. This gives Basilio and Bueno (2019) the idea that educators should acquire advanced skills in research writing and "improve their research attitudes regarding classroom or school-based action research, the applicability or utility of research findings in a real-world context, and the reporting and publication of outputs."

Research efficacy, research anxiety, and research attitudes are interrelated. In addition, in a study conducted by Samosa (2021), where he surveyed fifty (50) public secondary teachers regarding research efficacy, anxiety, and attitudes, it was found that though teachers have high research self-efficacy and have a positive attitude toward research writing, there is still a need to adapt to capacity building programs that would help the teachers raise their level of research capabilities. Such programs may include training and workshops regarding increasing the teachers' knowledge and research attitudes, lessening their research anxieties, and conducting, presenting, and publishing their research outputs. Mentoring and training to produce quality research and creating a functional teachers' development plan for advanced education to increase teachers' knowledge and research skills are also suggested (Samosa, 2021, p.20). This shows that regardless of how teachers could research writing and have a positive attitude toward it, they still need training and workshops that would intensify their motivation to engage in this academic endeavor.

Moreover, in the study undertaken by Caingcoy (2020) and with over 92 teacher-respondents of the study, he concluded that the determiners of a teacher's research capability are: "1.) the number of studies completed, 2.) the motivation to write research and 3.) age. He also stressed that the best indicator that teachers can do research is the research output itself, sometimes called research productivity" (p.1). The results concluded that the more teachers have undertaken and completed different research studies, the more they will be capable and interested in engaging in this rigorous academic endeavor.

More so, in the study conducted by Tindowen, Guzman, and Macanang (2019), they concluded that teachers could use action research to enhance the teaching and learning process, increase their pedagogical and instructional knowledge, and positively influence student learning. In addition, they have determined that teachers have encountered challenges when conducting action research, particularly in literature search, presentation and publication of results, and data collection. This study identified four main themes as the most significant issues and challenges teachers face when conducting research which include: "1.) additional workload and burden on the part of the teacher; 2.) writing anxiety, 3.) lack of time; and 4.) inadequate knowledge in the conduct of action research" (p.15). If these difficulties are addressed, teachers can be

more motivated and intensify their motivation in research writing.

Similar to what this present study wants to explore, the study of Robiños, Alcazaren, and Jordan (2022) reported that among forty-nine (49) college instructors in a university in the Philippines, they are generally interested, confident and have a positive attitude. Most of the respondents are college faculty were above 41 years old (55%), female (65%), with master's degrees (59%), and working in the University for about months to 5 years (49%), ranging with none to one research outputs (55%), and having no publication at all (76%). The study also shows the different factors that affect their research productivity. First in rank is insufficient funding, second is lack of competence, third is lack of confidence, and fourth is lack of time. The study also shows that there is a significant difference between the respondents' research attitudes when grouped according to their age [$F(2,48)=3.129$, $p=0.035$] and that there are significant associations between research interest and self-efficacy ($r^2=0.816$, $p=0.00001$), between research self-efficacy and attitudes ($r^2=0.766$, $p=0.00001$), and between research interest and attitudes ($r^2=0.734$, $p=0.00001$).

The results of a different study by Robiños and Alcazaren (2022) revealed that the 49 faculty members from a Philippine university have above-average confidence in their research abilities, a slightly favorable opinion of research, and are likely to be interested in conducting research. The respondents are university teachers who are over the age of 41 (55%), between the ages of 41 and 50 (33%), and over the age of 50 (22%). Regarding gender, more women were teaching in colleges (66%) than men (35%). Additionally, 59% of the faculty members held master's degrees. This study used Mann-Whitney U tests and Kruskal-Wallis tests to determine that there are no significant variations in the research characteristics of the participants when they are categorized according to their gender and level of education. However, there is a substantial disparity in how people of different ages feel about research. The presented findings could inspire new research training initiatives.

To fully explore the research interest and productivity of the teachers, the Expectancy Theory of Motivation by Victor Vroom was utilized to clearly explain how professionals would be motivated to complete high-quality work. This theory is developed to understand a person's attitude and drive toward his job as influenced by valence, instrumentality, and expectancy, which would illustrate how a particular professional would be motivated to engage in research writing despite its rigorous process. The growth in the profession brought by research engagement and some other external factors relating to the job could also be an indicator that may influence one's interest and motivation – achievement, recognition, salary, professional opportunities, company policies, and many more.

In the long run, the theory of Vroom reported that an individual's motivation is a product of three factors: "1.) Valence - an emotional orientation people hold for outcomes [rewards]; 2.) Expectancy – employees have different expectations and levels of confidence about what they can do; and 3.) Instrumentality - the perception of employees as to whether they will get what they desire even if a manager has promised it".

As this study will be anchored to the Expectancy Theory of Motivation by Vroom (1964), it clearly shows that three (3) distinct indicators or factors influence an employee's motivation; either these factors will increase or decrease one's motivation toward an engagement to a particular task. Instrumentality (interest), valence (attitude), and expectancy (self-efficacy) are indicators that will determine whether a specific employee will be motivated to participate in a particular task where the absence of one might result in a lack of motivation of any specific individual. According to the World of Work Project (2019), the expectancy, instrumentality, and valence beliefs of an employee interact psychologically to generate a motivating force so that the employee.

Previous research has shown that teachers have a favorable attitude toward study and believe it is helpful for their careers and promotions. However, some studies have shown that a hopeful attitude only sometimes results in future research projects. The current study intends to investigate how additional elements, such as research interest and self-efficacy, influence instructors' attitudes toward research.

This study aims at providing concrete solutions to intensify research engagements of educational professionals and institutions. It seeks to understand further the factors affecting their research engagement and interests and how they influence or drive them to conduct research. Thus, this study will explore the research interests, self-efficacy, and attitudes of the Basic Education teachers at the University of Perpetual Help System DALTA – Molino Campus toward writing research.

II. OBJECTIVES OF THE STUDY

The primary goal of the study is to conduct an unbiased assessment of the research training requirements of SHS faculty members to be used in planning university research activities. The study's determination of the numerous aspects impacting faculty research and engagements is crucial since it may help the university's research policies and procedures. The following research questions will serve as the guide for the whole investigation:

1. What are the demographic profile variables of the respondents in terms of:
 - a. Department
 - b. Sex
 - c. Age

- d. Highest Educational Attainment
 - e. Number of years in the profession
 - f. Number of research conducted
 - g. Number of research published
 - h. Number of research trainings attended
2. What is the extent of research self-efficacy, research interests, and research attitudes of the respondents?
 3. What are the common factors affecting faculty research productivity and engagements?
 4. Is there a significant difference between the extent of research self-efficacy, interests, and attitudes when respondents are grouped according to their demographic profile variables?
 5. Is there a significant association between:
 - a. Research attitudes and research interest
 - b. Research attitudes and research self-efficacy
 - c. Research interests and research self-efficacy

III. METHODOLOGY

The study used a quantitative approach and a correlational research method in contrast to the majority of research productivity literature, which was informed by the positivist paradigm. This method makes it possible to look at the relationships between numerous variables that may impact research productivity. The quantitative information was gathered using a survey questionnaire on the demands of academic researchers. Due to the University's limited face-to-face protocol, the questionnaire was distributed online via the Research and Development Center and the college deans' offices.

The population is 79 BED faculty (S.Y. 2020 – 2021) from the University. Respondents were selected randomly through a wheel-of-names application. Using the Raosoft sample size calculator, 57 sample responses were estimated, with a 93% confidence level and a 7% margin of error.

The University of Perpetual Help-Molino, a private university in Bacoor, Cavite, was the site of the study. With its significant research programs led by its Research and Development Center (R&DC), this University was chosen by its faculty members due to the expanding research culture.

The primary research tool is the university-mandated, statistically validated assessment of research training needs. The demographics and basic information of the respondents are profiled in the first section of the survey, and the research interest, self-efficacy, and attitudes are determined in the second section. Cronbach Alpha is equal to 0.98 (Interest), 0.98 (self-efficacy), and 0.96 (attitudes).

The research study utilized percentage, mean, cumulative ranking, Mann Whitney, Kruskal Wallis, and Pearson r to provide sufficient and substantial interpretation and analysis.

IV. RESULTS AND DISCUSSIONS

The findings are as follows:

Respondents Demographic Profile

Table 1. Profile of the Respondents

	F	%
Department		
Grade School	7	12.2
Junior High School	25	43.9
Senior High School	25	43.9
Age		
20 – 30 years old	25	43.9
31 – 40 years old	10	17.5
41 – 50 years old	15	26.3
Over 50	7	12.3
Gender		
Male	14	24.6
Female	43	75.4
Educational Attainment		
Bachelor's Degree	48	84.2
Master's Degree Holder	9	15.8
Number of Years in the Profession		
1 – 5 years	14	24.6
6 – 10 years	20	35.1
11 – 15 years	5	8.8
16 – 20 years	6	10.5
Over 20 years	12	21.0
Number of Research/es Conducted		
None	43	75.4
One (1) – two (2)	9	15.8
Three (3) & more	5	8.8
Number of Research/es Published		
None	51	89.5
One (1) – two (2)	4	7.0
Three (3) & more	2	3.5
Number of Trainings/Workshops Attended		
None	8	14.0
One (1)	7	12.2
Two (2)	9	15.8
Three (3)	5	8.8
More than three	28	49.2

Legend: n=57, f-frequency, % – percentage

Table 1 shows the demographic profile of the respondents based on their department, sex, age, highest educational attainment, number of years in the profession, number of research conducted, number of research published, and number of research training attended. There are only a few

teachers who have undertaken and published a research paper, but there is a good number who have attended research training and workshop.

Research Interests, Self-Efficacy and Attitudes among BED faculty

Table 2. Level of Research Interests, Self-Efficacy and Attitudes

	Mean	Description
Interest	4.12	Generally Interested
Self-Efficacy	3.68	Generally Confident
Attitudes	3.94	With Positive Attitude

The teacher's research interests, self-efficacy, and attitudes are displayed in Table 2. With a mean score of 4.12, the teachers indicate a general interest in conducting research, with particular emphasis on reading research journal articles, participating in research teams, conceptualizing research studies, running their studies, incorporating research into work, enrolling in courses on research design, creating data analysis strategies, analyzing data, writing paper presentations, writing for research publications, and gathering data. With a mean score of 3.68 in self-efficacy, teachers believe they are generally capable of designing a research study, writing the introduction, writing the literature review, writing the discussion, writing the methodology, writing the results of the study, forming the conceptual research paradigm, and choosing the right tool for the job. Similarly, Pamatmat (2016) reported that research competence, research efficacy, their belief in the usefulness of research in their lives, and their involvement in research reflect the teacher's interest in research.

Common Factors Affecting Research Productivity

Table 3. Factors Affecting Research Productivity

	Cumulative Ranking	Rank
Lack of Competence	135	3
Lack of Confidence	141	2
Lack of Time	177	1
Insufficient Funding	113	4

Table 3 shows that different factors affect the research productivity of the teacher respondents. The first factor is the need for more time because teachers spend the most time teaching and preparing for their lessons. The second factor is a lack of confidence, and the third factor is a lack of competence, probably because some teachers don't have a lot of research engagements. The fourth factor is insufficient funding because teachers are also motivated when they will have a sufficient budget or incentive after accomplishing a paper. Similar to the study of Maravilla, the teachers recognized that rewards could influence their research

activities and be driven by personal interests. They believed research is essential to the university's mission and helpful to their profession and daily lives. On the other hand, the study of Robiños, Alcazaren, and Jordan (2022) reported different results. The study shows that the various factors affecting their research productivity are: first in rank is insufficient funding, second is lack of competence, third is lack of confidence, and fourth is lack of time.

Significant Differences

Table 4. Mann-Whitney U and Kruskal-Wallis Results on Significant Differences

	U / H value	p-value (2tailed)
Interests		
Department	5.181	0.075
Age	3.135	0.371
Gender	244	0.294
Educational Attainment	183	0.478
Number of Years in the Profession	3.278	0.512
Number of Research/es Conducted	6.873	**0.032
Number of Research/es Published	130	0.555
Number of Trainings Attended	0.246	0.884
Self-Efficacy		
Department	0.864	0.649
Age	2.406	0.493
Gender	237	0.238
Educational Attainment	182	0.465
Number of Years in the Profession	2.686	0.612
Number of Research/es Conducted	4.371	0.112
Number of Research/es Published	143	0.803
Number of Trainings Attended	1.322	0.516
Attitudes		
Department	5.658	0.059
Age	4.920	0.178
Gender	275	0.638
Educational Attainment	169	0.308
Number of Years in the Profession	6.524	0.163
Number of Research/es Conducted	7.199	**0.027
Number of Research/es Published	107	0.238
Number of Trainings Attended	1.821	0.402

Note: n=57, The result is significant at p<.05

Table 4 shows the significant differences among BED teachers at the University of Perpetual Help System DALTA - Molino Campus' research interests, self-efficacy, and attitudes when grouped according to their respective department, age, gender, and number of years in the profession, research conducted and published, and research training attended using the Mann Whitney U and Kruskal

Wallis Test. In the above table, it was found that there were no significant differences among BED teachers' research interests, self-efficacy, and research attitudes when grouped according to their demographic profiles except only on the number of research studies conducted where $n=57$, and $p=0.032$ (interest), and $p=0.027$ (attitudes).

This shows that the more teachers conduct research, the more they develop positive attitudes and interests toward research. If a teacher is exposed to numerous research training, research writing workshops, and other research-related activities and can produce research outputs will result in a more productive research engagement. Teachers with less attention to research writing tend to be less effective than those teachers who have published or conducted more research papers during their professional years.

Significant Associations

Table 5. Pearson r Results on Significant Associations

	R²	p-value (2tailed)
Interest and Self-Efficacy	0.6224	0.00001
Interest and Attitudes	0.7131	0.00001
Self-Efficacy and Attitudes	0.6039	0.00001

Note: $n=57$, The result is significant at $p<.05$

As shown in Table 5 with $r=0.6224$, $n=57$, and $p=0.0001$, BED teachers' interests in research writing and their self-efficacy have a strong relationship. With $r=0.7131$, $n=57$, and $p=0.0001$, BED teachers' research interests and attitudes have a very high and positive relationship. And with $r=0.6036$, $n=57$, and $p=0.0001$, BED teachers' self-efficacy and attitudes toward research engagement also indicate a strong and increased association with one another. With this, teachers' interests, attitudes, and self-efficacy toward research engagement are associated. Likewise, the study conducted by Robiños, Alcazaren, and Jordan (2022) revealed that teachers' self-efficacy, interests, and attitudes have significant associations with one another. This shows that one can accomplish this rigorous academic task if these three indicators are all present and are positively manifested.

Similarly, Victor Vroom's Expectancy Theory of Motivation, where this study is anchored, explains that an individual is motivated to accomplish something if they have enough capabilities, positive attitudes, and have the reward if they do an excellent job for motivation can be described by effort-performance relationship, performance-reward relationship, and reward-goals relationship (Tarver, 2020). With the indicators of this theory of motivation: Instrumentality (research interest), Expectancy (self-efficacy), and Valence (research attitudes) present among faculty members, only then would drive toward research productivity. As the results of this study show, productivity and engagement in research writing can be caused by a teacher's research interest, self-efficacy, and positive attitude,

for these three indicators are psychologically related. If research interests, self-efficacy, and a positive attitude are present in a teacher, he will be able to produce quality research outputs that would lead to high research productivity.

V. CONCLUSION

With the study's primary aim of identifying the BED teachers of the University of Perpetual Help System DALTA - Molino Campus' interests, attitudes, and self-efficacy toward research engagement, the study was able to gather the demographics of the faculty members as one of the critical variables necessary for the study. The study found that only a few of the faculty member's population conducted or published research studies. Though the university's faculty members are generally interested, have a positive attitude, and can produce a research output, their research productivity is greatly affected by a lack of time, confidence, competence in research writing, and insufficient funds. With these findings, enough time, skills, and fundings are necessary to increase teachers' research productivity. The results of this study can be a groundwork for developing a program for faculty members to increase their research productivity and to be more engaged in this academic endeavor.

In addition, with the significant difference among the research interests, self-efficacy, and attitudes of faculty members in terms of the number of research conducted, this means that those who have completed more research studies will develop a more positive attitude and are more interested in being engaged in this academic endeavor than those with few to no research outputs or research studies conducted.

Furthermore, faculty members' interests, self-efficacy, and attitudes are associated with one another resulting in research productivity. To be highly productive in research writing, one must be interested, have the skill, and have a positive attitude toward research. These three indicators come as one. These three factors must be present among faculty members to develop motivation to engage in research writing.

The results imply that BED teachers are interested in research writing. However, some factors hinder them: time, lack of confidence, lack of competence, and funding. Thus, the researchers come up with the following recommendations.

VI. RECOMMENDATION

Since the teachers are generally interested and confident in doing research, the researchers recommend the Basic Education Department adopt the I AM PART program to intensify their research engagement. I AM PART means Igniting and Motivating Productivity Among "Research-oriented" Teachers. "Research-oriented" is a term used by researchers to describe the teachers (with research or without) in the university because it is one of the institution's missions to create research-driven individuals.

To be part of this mission, this program aims to increase the research engagement and productivity of the teachers through conducting various seminar workshops. The workshops and training are related to qualitative and quantitative research, especially on topics about the use of different statistical tools to further widen professional teachers' knowledge and skills in research writing and to make sure that they are equipped with the necessary skills and content-knowledge needed in accomplishing this rigorous academic endeavor and in producing a well-written research output. Through this training, teachers will be more ready to validate questionnaires and panel research defense of SHS students.

The researchers propose to the university officials and administrators to recalibrate the research programs and incentives of the university. The first recommendation is to add four hours or four units of Research time to the regular schedule of the teachers to accomplish their research paper. The second recommendation is to make the maximum number of members in a research group to three faculty only and to double the research incentives per paper. The third recommendation is that the I AM PART program will collaborate with RDC to create research conferences (inter-school or international), allowing teachers to present their papers. These will encourage and motivate more teachers to be part of the research endeavor. Moreover, the researchers suggest that government agencies allot more budget to the research sector in Health and Sciences and across all areas. For future research, the present researchers suggest exploring the research productivity of other professionals so they can also be part of the research endeavor.

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