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IMPLEMENTATION OF THE INSTITUTIONAL RESEARCH PROGRAM IN THE CITY SCHOOLS DIVISION OFFICE OF ANTIPOLO

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ABSTRACT

There is an increasing interest in conducting high-quality action research, particularly in education and, more specifically, in the new normal setting. Quality research does not aid teaching and learning; rather, it helps instructors become more reflective about their duties and responsibilities in the classroom, and it helps schools enhance the provision of quality education to students. As a result, instructors are encouraged, if not mandated, to do research related to their field of education in the way of action research (Barcelona, 2020). The study aimed to determine the level of implementation of the institutional research program in the City Schools Division Office of Antipolo school year 2022-2023. Specifically, this study focused on determining the level of implementation of research programs in terms of development, dissemination, and utilization of the completed research conducted by the public secondary school teachers in Antipolo City. The respondents of this study were master teachers, school heads, and head teachers of public junior and senior high schools from the City Schools Division Office of Antipolo. To obtain the essential data and information on the scope of this investigation, this study used a mixed-method research design. This method incorporates parts of qualitative and quantitative research. In the qualitative method, the researcher gathered data through focus group discussion and examined the data to identify common themes, topics, ideas, and patterns of meaning that come up frequently. In the quantitative method, the researcher used a survey questionnaire to gather numerical data and applied statistical treatment to analyze and interpret the gathered data. The overall means were near

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to each other and have the same verbal interpretation, indicating that the estimated degree of implementation of the research program was consistent across all groups. In terms of diffusion among teacher responses, school size has little bearing on the level of implementation of research programs. Most of the participants claimed that their personal challenges in conducting and initiating research fall under knowledge in implementing research, time constraints, and financial and availability of resources. Teacher- participants described the level of implementation of institutional research that focused on curriculum development, benefits in the academic performance of learners, and enhancement of pedagogical strategies.

Keywords: *Educational Research, Research Program, Proficient Teachers, Highly Proficient Teacher, Education*

INTRODUCTION

Education is one of the significant elements of society, and research is critical to increasing and improving the quality of education. According to Wyse, Brown, Oliver, and Poblete (2021), educational research is crucial for understanding the complexities of teaching and learning. It provides helpful knowledge on how learners learn and how educators can encourage them. It provides informative facts regarding how learners learn, how teachers can actively include students in the classroom, and how learning institutions can better encourage their students' academic performance. Through rigorous research techniques, educational researchers generate evidence-based information that guides the development of effective pedagogical schemes and initiatives.

Furthermore, the dissemination of educational research results is critical for the advancement of fundamental education. According to Vecaldo, Asuncion, and Ulla (2019), the publication of research findings aids in narrowing the gap between theory and implementation. It allows professionals, researchers, individuals making decisions, and other stakeholders to

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share ideas, knowledge, and best practices. Research findings can be disseminated via various media, such as scholarly articles, workshops, seminars, and Internet platforms, allowing for the broad distribution of research to a large audience.

Moreover, pedagogical research is critical for developing public policy. Lawmakers use research findings to drive the development of school-related initiatives and strategies. According to Erisman, Pesantes, and Beran (2022), evidence-based policies are more likely to be productive and have a beneficial effect on educational outcomes. Policymakers can use educational research's critical insights into the benefits and downsides of present policies to identify goals and appropriate assets and implement reforms.

Basic education research projects are critical for improving and furthering education. They advance knowledge by disseminating research findings, adopting research in an educational setting, and formulating different policies. The use of research in educational settings and the formulation of policymaking. As the eld of education evolves, it is critical to invest in rigorous research programs to generate evidence-based decisions- policies and procedures that may ultimately enhance essential education excellence.

Considering the growing acknowledgment of the relevance of research in the educational setting, the researcher's views on the development, distribution, and application of education research are as follows.

In the context of expansion, teacher researchers bear the costs of performing their research. Although the BERF (Basic Education Research Fund) exists, certain educators are unaware of it, or their studies are not eligible for funding. According to Ulla (2019), public school teachers usually face challenges because of the lack of funding, research structures, and inadequate research talents. Teachers' goal has shifted from professional to personal, intending to advance their careers rather than expand their expertise in their specialty or solve an existing educational problem.

Regarding distribution, the growing number of research works should be communicated to a broader audience. However, according to Reyes and Gomez (2020), there is a scarcity of platforms for researchers to publish their discoveries, including open-access

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journals, conferences, and online archives. They have the potential to limit the accessibility and effect of educational research by making useful findings unavailable to policymakers, practitioners, and other partners. Most e-journals charge a publication fee, which will be added to the cost of a teacher-researcher. Even school libraries rarely maintain teacher-conducted research.

Subsequently, while research on successful education methods is rising, there is a demand for greater incorporation of funding from studies into educational environments. Bullo, Labastida, and Manlapaz (2021) point out that there is frequently an inconsistency between practice and research, with teachers not always employing research-based practices in their teaching. Similarly, policymakers must employ empirical evidence to guide establishing education policies and programs that successfully address basic education concerns. Because of a lack of support or inadequate funding for usage or reproduction, most research discoveries and breakthroughs have been stored in libraries or, worse, forgotten.

MATERIALS AND METHODS

The term "research design" describes the fundamental strategy that a researcher utilizes to integrate the various study components coherently and logically, and effectively address the research problem; it serves as the guide for gathering, measuring, and analyzing data. (Sage, 2018). This study used a mixed-method research design to gather the necessary information and details about the scope of the study. This approach combines elements of qualitative and quantitative research. It is acknowledged that mixed methods research can be integrated into traditional qualitative and quantitative research. (Creswell and Creswell 2018). Comparably, imparting Shoonenboom and Johnson (2017), with the broad goals of breadth and depth of comprehension and verification, mixed methods research combines aspects of qualitative and quantitative research methodologies (e.g., the use of quantitative and qualitative viewpoints, inference techniques, analysis, and data collection). It offers a framework for planning and carrying out mixed methods research and views pragmatics as a

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suitable philosophical complement. (Guetterman et al., 2019). It explains how mixed methods design helps researchers conduct excellent research and answer the study's objectives. (Schumacher et al., 2021).

To conduct this study using qualitative research, non-numerical data must be collected and evaluated to comprehend the respondents' ideas, beliefs, and lived experiences. It can be utilized to fully comprehend a study or to generate new research ideas. (Bhandari 2020). The researcher will also employ the phenomenological study approach, devoted to studying human lived experience and recognizing that various factors might affect how people see reality differently (Williamson and Scifleet 2018). It instructs the researcher to delve into and examine the chosen respondents' thoughts, opinions, and beliefs to understand their perspectives and experiences with the implementation of the study's objectives and ascertain the core goals of the stated study.

This study used focus group discussion to gather the lived experiences of the respondents. The researcher gathered all the target respondents and brought them into a comfortable and neutral environment where they could freely express their thoughts. The researcher asks questions and lets the respondents/participants in the interview/discussion answer individually while recording and noting specific experiences shared by most respondents.

In keeping with this, the qualitative data was analyzed using a theme approach. Thematic analysis is typically applied to a collection of writings, such as conversations or documents, according to Caul eld (2019); this method is adaptable to numerous different types of study (Ho and Limpaecher, 2020). The study's author reviewed the information to find recurring themes, subjects, concepts, and trends in interpretation.

Quantitative research, on the contrary, involved gathering and analyzing numerical information that could be used to check for averages and trends, evaluate causal relationships, and conclude from the participants of the present investigation. The researcher will back up

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the quantitative data with descriptive studies. To systematically clarify and seek an answer to a population and circumstance (Mc Combes 2019).

George (2021), mixed method research may present a better picture than either one alone because it combines quantitative and qualitative research advantages. He also discussed how mixed methods research is frequently used in the social, behavioral, and health sciences, especially in difficult social or environmental inquiries and cross-disciplinary settings. A convergent parallel design, which simultaneously gathers qualitative and quantitative data, combines them, and uses the results to comprehend a study issue, is the most popular strategy for communicating a mixed-method research design (Tomasi et al., 2018).

According to Tomasi et al. (2018), the main justification for this strategy is that one data collection method offers advantages to make up for the weaknesses of the other method, and that collecting qualitative as well as quantitative information results in an in-depth comprehension of a subject. On the opposite hand, qualitative data, including in-depth observations of a small group of teacher respondents, give quantitative data which falls short of providing enough details on the context in which people submit information (such as the setting strength).

The researcher collected both quantitative and qualitative data, analyzed both datasets from the participants and respondents separately, compared the results of both data sets' analyses, interpreted, and determined the commonalities and differences of the results (Demir & Pismek 2018). Below is the mixed method convergent parallel design.

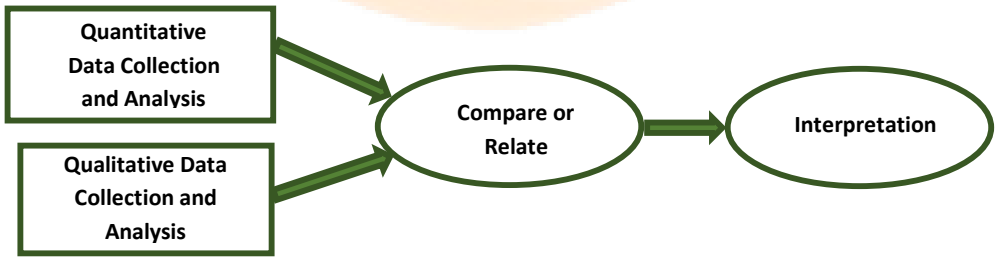

Figure 3. Convergent Parallel Design

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The aim of this research is to use a QUAL/QUAN/QUAL Mixed-Methods (Anguera et al., 2017) to combine the qualitative (QUAL) evaluations obtained from the participants' experiences done by the STEM learners with the quantitative (QUAN) information obtained from the Work Immersion teachers and skilled from the field. This12 will be done simultaneously, followed by comparing and interpreting the data (Ghina 2017). Additionally, it picks up on recurring trends that define the decision-making method and offers insightful information that might not have been obtained from the data (Elfers and Hlavá, 2016).

Convergent parallel design's advantage is that it combines the advantages of quantitative and qualitative data, i.e., quantitative data offer universality while qualitative data offer details about the setting or context (Demir, Besir, & Pismek 2017). This approach allows the researcher to gather information using the most advantageous parts of quantitative and qualitative data gathering. The issue with this, though, is that it combines the most advantageous features of gathering quantitative and qualitative information. Finding a way to merge the two forms of data and, once you have, how to analyze divergent results is a different problem with this design (Ames, H., Glenton, & Lewin, 2019).

With their descriptions of their observations and assessments of the institutional research program's level of implementation in the City School Division Office of Antipolo, the teacher participants from Junior and Senior High Schools are the focus of this study, which aims to elicit and comprehend their perspectives.

Currently, there are 194 Master Teachers, 16 School heads, and 71 Headteachers in public secondary schools in Antipolo City. Through purposive sampling, the researcher selected 30 Master teachers, 10 school heads, and 10 head teachers, which has a total of 50 respondents based on the Institutional Research Program's level of implementation in the City Schools Division Office of Antipolo.

Since the study needed specific qualifications for respondents, the researcher chose to employ the purposive sampling technique. According to Campbell et al. (2020), "purposeful sampling" is a non-probability sampling strategy where the researcher uses discretion to select factors for the sample population. It involves finding and choosing samples whose features

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are pertinent to the study. In this study, the respondents were chosen based on their relevance and exposure to the topic which is conducting research. In the Division of Antipolo, Master teachers must conduct at least one research per school year. The school heads and head teachers are the ones who checked the conducted research.

Additionally, the researcher selected 10 master teachers from the pool of respondents who answered the questionnaire checklist in the quantitative phase of research. Those 10 respondents were the participants in the focus group discussion. The focus group discussion was gathered through qualitative data from the participants' experiences and their views about the development, dissemination, and utilization of the conducted research throughout the Division of Antipolo's public schools as a part of the institutional research program's implementation.

Similarly, this study utilized the Purposive also refers to Judgmental Sampling Technique to select the samples for the investigation in the Qualitative Phase evidence involved and in line with the research methodology, goals, and objectives, and meeting the areas of rigor. To the implementation level of the institutional program research in the Antipolo City Schools Division Office, the teacher-respondents from the junior high and senior high schools will provide in-depth and detailed information about the phenomenon under inquiry.

On the other hand, in the Quantitative Phase, the purposive sampling technique was utilized for the focus population. Teachers from the Junior and Senior High Schools of the City School Division Office of Antipolo were among the respondents in this phase. They are the main factors determining how well the institutional research program is implemented.

According to Bakkalbasioglu (2020), purposive sampling includes the researcher selecting individuals for the study's population based on a range of factors, such as their competence and willingness to participate in the study or their expert knowledge of the research topic. Through their narratives, the participants' points of view and the respondents' assessments of the institutional research program's level of execution were made clear, exposing their understanding, comprehension, and expertise.

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Additionally, purposive sampling is one technique for obtaining a manageable volume of data to select the primary research and how a sample approach for qualitative and quantitative evidence to be included in the synthesis on the degree of implementation of the institutional research program of City Schools Division Office of Antipolo and its evaluation.

Two sets of respondents constitute the study's sources of data. The first set of respondents is 50 consisting of 30 Master teachers, 10 School Heads, and 10 head teachers. The respondents used the researcher-made questionnaire checklist to determine the institutional research program implementation level.

The second set is the participants in the qualitative part of the study 10 master teachers will be selected from the first set to participate in the focus group discussion. All respondents work in public junior and senior high schools in Antipolo City. Participants and respondents are identified in the study in different ways.

According to Campbell et al. (2020), maximum variation sampling, also known as a purposive sampling technique, is used because it more closely aligns the population being studied with the main goals and objectives of the research, improves the rigor of the research and the reliability of data and findings, and enables a more thorough understanding of a phenomenon. It could aid the researcher in identifying themes that repeatedly arise throughout the sample. The four elements of this idea are credibility, transferability, reliability, and confirmability. The respondents are similarly appropriately referred to as "survey respondents" given the role they play in the research process and the fact that they are answering questions that are often organized and presented in a closed-ended style, 10 participants played the role for the qualitative phase, purposively selected by the researcher for the talk and they are considered a significant informant for this research.

The selected grade teacher-respondents were research participants from the Junior and Senior High Schools of the Antipolo City Schools Division Office. It is more advantageous, helpful, and beneficial for the researcher to reach a focused participant immediately. 10 respondents played a role in the quantitative phase and utilized purposive sampling for the targeted population selected by the researcher.

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Ames et al. (2019) claim that the non-probability sampling method, known as "purposive sampling," is utilized when the researcher chooses which elements should be included in the sample. Recognizing that one of the most efficient sampling techniques, in terms of time and expense, is the purposive sampling strategy. These ten (10) respondents are Master Teachers who teach different subjects within the Division. The respondents are selected because they are knowledgeable, expert, and specialized, and key personnel within the Division who were directly involved in the institutional research program of the City Schools Division Office of Antipolo

Two types of research instruments were utilized in this study: the researcher-made survey checklist questionnaire for the respondents in the quantitative phase and researcher-made interview questions for the participants in the qualitative phase.

In the quantitative phase, the researcher made a survey checklist questionnaire using a Likert scale. Under Vinney (2019), the Likert scale allows respondents to select from a linear set of replies that differ in intensity or strength. It is a forced-choice, closed-ended scale frequently used in psychology and other social science studies. One of the most important and typical scaling techniques in research is to use a Likert-type scale to correspond to Taherdoost's (2019) survey checklist questionnaire. These five-category rating scales each have their advantages and disadvantages. The study questions are clearly stated, and objective solutions are sought to gather quantitative data and examine it with statistical tools.

While in the qualitative phase, a semi-structured interview (SSI) guide questions were crafted and validated by the expert; the experts indicated a qualitative suggestion for improvement before interviewing the participants.

The semi-structured interview (SSI) surveys, according to Brown and Danaher (2017), use a combination of closed- and open-ended questions, frequently with follow-up why or how questions. Mike Allen (2017) added that in this instance, research is often regarded as being influenced by the participants' views, values, social interactions, and viewpoints. The researcher conducted face-to-face interviews with the participants while considering current regulations and safety precautions due to the epidemic.

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According to Paredes, Ramirez, and Sabiote (2021), the research participants were allowed to offer their opinions on how an institutional research program should be implemented, considering their ideas and knowledge. As a result, this study is set up to give participants multiple chances to offer their knowledge and expertise regarding the institutional research projects of the Division. To reduce participant tiredness, the researcher chose and took into consideration an acceptable duration for SSIs (Brown and Danaher, 2017).

The questionnaires and survey questions were validated by the expert representative from UPHSD, DepEd Master Teachers, and School Heads before its distribution to the respondents. A questionnaire (or survey) with several Likert-type scales and items was subjected to Cronbach alpha testing to determine internal consistency (Taber 2018). The results in the quantitative phase were intended to validate the viewpoints and insights of the respondents concerning the extent of the institution's research program's level of implementation.

The researcher created a self-made checklist questionnaire with the help of a research adviser and experts for face and content validation. Likewise, quantitative descriptive survey questions should be such that they offer respondents a medium to answer accurately (Aggarwal, R., & Ranganathan, P. 2019). The validators coming from the University of Perpetual Help System DALTA will scrutinize and validate the two instruments and be able to give comments/suggestions from their content. Upon considering the recommendations and validating self-made questionnaires and checklist questionnaires, the researcher requested the signatures of the validators on a validation certificate, certifying that the research instrument is valid because it can measure the significance intended to measure.

This study utilized two research instruments. The following data analysis was utilized to answer the problem of the study presented.

An expert-validated survey checklist questionnaire was used to test and validate key quantitative variables for the quantitative data analysis. To make data analysis easier, appropriate interpretation scales with matching statistical limits were constructed.

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Quantitative data from the study was analyzed using descriptive and inferential statistical methods like frequency count, mean percentage, t-test, percentage, and standard deviation.

The frequency count, percentage, and rank determined the respondents' demographic profile.

The data gathered through the questionnaire checklist was assessed using weighted means to ascertain the institutional research program implementation level.

The respondents' assessments of how the institutional research program had been implemented concerning the variables in terms of the profile were compared using a one-way ANOVA (analysis of variance) to see if there was a statistically significant difference.

Data analysis for the qualitative phase entailed gathering information based on the interview guide questions and summarizing the results. Creswell and Creswell (2018) claim that various analysis degrees go into qualitative data analysis. The data had to be segmented, disassembled, and then put back together. The qualitative phase includes semi-structured interview guide questions, data collecting based on those questions, and transcription using a word processing program from Microsoft. The researcher was permitted to check the transcripts again for noteworthy remarks as part of the interview technique to uncover meaning and comprehension via themes.

During the coding process, an in-depth analysis is performed. Data were categorized by bracketing chunks or text segments and writing a word to signify a category. This was accomplished by segmenting phrases or images into groups and marking those categories with a keyword, frequently based on the participant's actual language. The coding procedure produced a description of the scene or persons, as well as categories or themes for examination. To convey the analysis' conclusions, a narrative passage will be employed to reflect the description and themes. Finally, meaning and data interpretation were performed to extract the substance of the participants' views and points of view.

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RESULTS AND DISCUSSION

Based on the foregoing analysis and interpretation of data, the findings are hereby summarized.

1. The profile of the respondents

The analysis of respondent profile revealed significant trends. The dominant position held among respondents was Master Teacher I. In the context of school size, the majority came from large schools, followed closely by representatives from mega schools, as established in the preceding chapter. Furthermore, a notable observation was that many participants had accumulated over 14 years of experience in their current educational roles. These findings shed light on the distribution of respondents across positions, school sizes, and years of experience, providing valuable insights into the sample characteristics.

2. Level of implementation of the research program

It was found that the respondents have a generally positive perception towards the implementation of the research program, particularly in terms of development, utilization, implementation of the research program, and dissemination, which were interpreted as moderately implemented.

3. Significant difference in the assessment of the respondents on the various aspects of the research program implementation when grouped according to profile.

There was no significant difference in the perceived level of implementation of the research program in terms of development based on the grouping of teacher- respondents according to position in school, school size, and years in the current position.

Similarly, there was no significant difference in the perceived level of implementation of the research program in terms of dissemination when teacher- respondents were grouped according to position in school, school size, and years in the current position.

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However, the null hypothesis stating that there is no significant difference in the perceived level of implementation of the research program in terms of utilization based on school size was rejected, as the p-value of 0.02 was less than the significance level of 0.05.

Qualitative Component

4. Significant experiences of the respondents in conducting research

The participants of the study revealed that their personal experiences in conducting research encompass the following identified themes from the Focused Group Discussion: Teachers' Responsibilities, Time Constraints, Knowledge in implementing Research, Attitude/ Interest Towards Research, Financial and Resources Challenges, Attitude and Involvement of Stakeholders and Respondents, Dissemination and Publication, Collaboration/ Partnership, and Provision of Technical Assistance and training.

5. Level of implementation of institutional research program in the City Schools Division Office of Antipolo

Participants' description of the implementation level of an institutional research program in the Antipolo City Schools Division Office were categorized into different themes, which comprises the following: Benefits of Research among learners, curriculum and instruction development, innovation, improvement and remediation, enhancement of pedagogical strategies of teachers, and basis for continuous improvement projects.

6. Proposed output/ research enhancement program

The program is called Proposed Research Enhancement Program in Addressing Personal Challenges of Teacher- Researchers and Level of Implementation of Institutional Research, intended for Proficient and Highly Proficient teachers in the Division of Antipolo City. It is designed to improve and address teacher-researchers' concerns on the institutional research implementation level. Specifically, in terms of addressing personal challenges in implementing research which encompasses: **Knowledge in Implementing Research, Attitude and Involvement of Stakeholders and Respondents, Dissemination and Publication, Collaboration/ Partnership, and Provision of Technical Assistance and**

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training. In terms of addressing the level of implementation of Institutional Research of Teacher- Researchers, the following were identified: **Enhancement of Pedagogical Strategies of Teachers and Curriculum and Instruction Development.** The primary goal of the research enhancement program is to meet the most common concerns which need to be addressed in areas identified as the most common challenges encountered among teacher- researchers in terms of addressing personal challenges and implementing institutional research. It also aims to provide the proposed research activities, which comprise: Pre- Implementation, Implementation and Post- Implementation phases.

Conclusion

The following are the conclusions drawn from the results of the study:

1. Most respondents are Master Teacher I attend large schools and have worked in their current positions for over 14 years. School size does not play a significant role in the implementation level of a research program in terms of development among teacher respondents.

2. Most of the respondents claimed that the provision of training is moderately implemented. Providing incentives to be addressed in the development of research. Providing action plans for improving the teaching and learning process are highly practiced in research dissemination. Submitting research disseminated for copyrighting to the Intellectual Property Office of the Philippines (IPOPHIL) is not emphasized research dissemination. Most respondents highly agreed that improving educational practices and improving the student's academic performance are practiced in the utilization of research. Lack of focus on designing community development programs from the research output.

3. When teacher-respondents are grouped by profile, there is a significant difference in the perceived level of a research program in terms of "Development." The level of implementation of the research program is consistent across all groups, as evidenced by the

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fact that the overall means are close to each other and with the same verbal interpretation. Regarding development, there is no statistically significant difference between the perceived levels of implementation of the research program across different respondents' positions.

4. Majority of the participant's significant experiences fall under Attitude and Involvement of Stakeholders and Respondents, Dissemination and Publication, Collaboration/ Partnership, and Provision of Technical Assistance.

5. Enhancement of Pedagogical Strategies of Teachers and Curriculum and Instruction Development served as the focus of the level of implementation of an institutional research program.

6. Research enhancement program proposed is highly focused on Knowledge in Implementing Research, Attitude and Involvement of Stakeholders and Respondents, Dissemination and Publication, Collaboration/ Partnership, and Provision of Technical Assistance.

Recommendations

With the presented findings and conclusions, the paper recommends the following:

1. Schools should give all teachers equal access and opportunities in the implementation, utilization, and dissemination of research regardless of position and number of years in service.

2. Schools should consider giving incentives as a reward system to Proficient and Highly Proficient teachers who implement, utilize, and disseminate research.

3. Schools should provide more research engagement in research development among teachers.

4. Schools and School Division Office should work collaboratively in dealing with teachers' significant experiences, specifically in the Involvement of Stakeholders and

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Respondents, Dissemination and Publication, Collaboration/ Partnership, and Provision of Technical Assistance.

5. Schools should encourage teachers to implement research on the Enhancement of Pedagogical Strategies of Teachers and Curriculum and Instruction Development.

6. The Proposed research enhancement program can be utilized to implement research among teachers.

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