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## ANXIETY ATTACKS: EXPLORING THE MINDSET AND PLANNED BEHAVIOR OF DEPED TEACHERS TOWARDS ENGAGING IN RESEARCH

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### ABSTRACT

In the last five years, multiple calls for research papers, research fora, research-related training and seminars were conducted by the Department, particularly in DepEd Santa Rosa City. This is in response to DepEd Order 43, s. 2015 and DepEd Order 39, 2016 where all DepEd employees are eligible to apply and were encouraged to focus on improving access to education, improving the quality of education, and improving governance through engagement in research.

However, despite the department's effort from national down to school level, teachers are still hesitant to engage and conduct research. This reality led the researcher to conduct this study to describe the mindset and planned behavior of DepEd teachers towards engaging in research and measure its relationship to the level of their anxiety leading to hesitation to conduct, to keep going, and to finish their research. A descriptive-correlational quantitative research approach was done to systematically and comprehensively describe and analyze the data of each variable under investigation. Based on the results, it is evident that anxiety is present among the participants despite the Growth Mindset of the participants. Time

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Commitment, Fear of Judgment, and Capability to conduct research were contributors to their fear and hesitation to commit and engage. Moreover, the Planned Behavior of the participants displayed a high impact on their willingness to write and conduct research.

Moreover, the study revealed the significance of the number of training and research experiences to their level of anxiety. It is recommended that the school together with the SDO-Sta Rosa City to increase the involvement and participation of participants to writing and conducting research training. Furthermore, the training was recommended to not focus on lectures on how to conduct research but to hands-on activities that will develop and add to the participants exposure and experience in the actual conduct of research. Though, the study was not able to established significant to the two variables, Mindset and Planned Behavior, further studies on other possible determinants may be conducted to get to the root cause of teachers' low engagement in research, specifically factors on time commitment and fear of judgement be investigated to resolve the problem at hand.

**Keywords:** *Research Engagement, Level of Anxiety, Mindset Theory, Theory of Planned Behavior, Teacher-Researchers*

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## INTRODUCTION AND RATIONALE

Department of Education (DepEd) released DepEd Order 24, s. 2010 entitled “Basic Education Research Fund (BERF)” providing funds to eligible research proponents from the department nationwide. This action is to strengthen the department’s continuing initiatives of improving the culture of research that will strengthen evidence-based policy development and decision making mandated by the Republic Act 9155 which stated that DepEd is mandated to undertake national educational research and studies. In 2015, another order (DepEd Order 43, s. 2015) was released to reinforce the BERF, which only had twelve (12) approved research proposals in the last four (4) years. In the said revised guidelines for BERF, all DepEd employees are eligible to apply and were encouraged to focus on improving access to education, improving the quality of education, and improving governance. In 2016, DepEd Order 39 was implemented. This order recognizes the importance of focusing on research agenda’s relevance to education issues and the need for maximizing available resources. Apart from this multiple DepEd Orders were issued providing attention and support to increase the number of researchers in the department.

### Problem Statement

In the last five years, multiple calls for research papers, research fora, research-related training and seminars were conducted by the Department, particularly in DepEd Santa Rosa City. Research engagements of teachers were highly encouraged and even given important credit for promotion and recognition programs. To qualify for being Best in the Teaching

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# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



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position (Gawad Galing Guro), researchers are given the highest point percentage. RPMS (Results-Based Performance Management) Manual for Teachers and School Head (2018), indicated that Master Teachers are to conduct research every year as part of their Key Responsibility Areas (KRAs).

However, despite the department's effort from the national down to school level, teachers are still hesitant to engage and conduct research.

Unfortunately, in 2021, Bernardo (2021) wrote an article about teachers buying ready-made research papers for promotion and funding. In the same article, ACT Secretary General Raymond Basilio said, "Continuous learning and genuine continuing professional development is important especially to the teaching profession as we are involved in knowledge transfer and production...however... our teachers are burdened by too much non-teaching duties that limit their time in updating their knowledge."

In the study of Jamoon and Al-Omrani (2021), they found that teachers had moderate to low level engagement in research due to lack of time, absence of access to up-to-date sources, and lack of encouragement and motivation. Moreover, Mehrani and Saray (2015) highlighted that barriers identified to research engagement of teachers lack collaborations (Mehrani & Saray, 2015) between researcher and practitioners and educational policies.

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## Statement of the Problem

This study aimed to describe the mindset and planned behavior of DepEd teachers towards engaging in research and measure its relationship to the level of their anxiety leading to hesitation to conduct, to keep going, and to finish their research.

1. What is the profile of the respondents in terms of:
  - a. Sex;
  - b. Age;
  - c. Teaching position;
  - d. Length of service
  - e. Research-related trainings and;
  - f. Research experience/s?
2. What is the mindset (Fixed Mindset or Growth Mindset) of the respondents?
3. What is the extent of planned behavior of the respondents towards research in terms of:
  - a. Control belief;
  - b. Normative belief and;
  - c. Behavioral belief?
4. What is the level of anxiety of the respondents toward engaging in research in terms of:
  - a. Time Commitment;

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- b. Needed Support;
  - c. Fear of Judgment;
  - d. Research Capability?
5. Is there a significant difference between the respondents' level of anxiety when grouped according to length of service, research-related training, and research experience/s?
6. Is there a significant relationship between the respondents' level of anxiety and their mindset towards engaging in research?
7. Is there a significant relationship between the respondents' level of anxiety and their planned behavior towards engaging in research?

### Conceptual and Operational Definition of Terms

To better understand the study, the following terms are conceptually and operationally defined:

**Anxiety** – is the avoidance of situations that lead to the arousal of fear (LeDoux and Gorman, 2001); the study refers to the feeling of hesitation to engage due to time commitment, needed support, fear of judgment, and research capability.

**Anxiety Attacks** – a feeling induced by a belief of threat rumor that intensifies fear and distorts individual perception (Bartholomew and Victor, 2016); the study refers to this as the a scene when a teacher feel anxiety when encouraged or tapped to engage in research

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**Anxiety for Time Commitment** – the study determined this as a component to measure the level of anxiety of respondents; this component focused on the perspective on how they see their inability to give time commitment hinders them from engaging in research.

**Anxiety for Needed Support** – the study determined this as a component to measure the level of anxiety of respondents; this component focused on the perspective on how they see relevant people in the organization and in their life provide necessary support to successfully engage in research

**Anxiety for Fear of Judgment** – the study determined this as a component to measure the level of anxiety of respondents; this component focused on the perspective on how they consider and feel fear towards societal judgement to their attempt to engage in research.

**Anxiety for Research Capability** - the study determined this as a component to measure the level of anxiety of respondents; this component focused on the perspective on their self-assessment of their capability to engage in research.

**Mindset** – is how one perceived their abilities playing key roles in their motivation and achievement (Dweck, 2015); the study refers to this on how teachers perceived their ability and the type of mindset they have towards engaging to challenging and difficult situations, particularly engaging in research.

**Fixed Mindset** – is the belief that their perception in their ability is unchangeable that commonly leads to distress when facing something perceived as difficult or new

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(Schroder et. al, 2019); the study refers to this as the type of mindset of teachers' have that restrict them to engage in research.

**Growth Mindset** – is the belief that ability can be developed leading to greater resilience and achievement despite difficulties and challenges (Yeager and Dweck, 2020); the study refers to this as the type of mindset teachers' have that pushed them to engage in research despite the anxiety they feel.

**Planned Behavior** – is guided by three (3) kinds of considerations: (a) behavioral belief; (b) normative belief and; (c) control belief (Bosnjak et.al, 2020); this study refer to this as one of the main foundation in investigating the respondents, the study looked into what planned behavior exists and contributes to their beliefs towards engaging in research.

**Behavioral belief** – is the beliefs about the likely consequences of the behavior.

**Normative belief** – is the beliefs about the normative expectations of others.

**Control belief** – is the beliefs about the presence of factors that may facilitate or impede performance of the behavior.

**DepEd Teacher** – is the teacher permanently employed under the Department of Education (DepEd), specifically stationed in Santa Rosa Science and Technology High School.

**Teaching Position** – is the current rank awarded to the DepEd teacher.

**Length of Service** – is the number of years employed in DepEd.

**Research Experience** – is the number and type of engagement in research, categorized as: no conducted research; conducted research proposal; completed research and; presented and published research.

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## Literature Review

In the attempt to understand the causes of DepEd teachers anxiety towards engaging in research, the Mindset Theory and Theory of Planned Behavior were considered. Mindset Theory by Dweck, represents a social-cognitive approach that stems from goals and goal-oriented behavior and relates to individual differences in beliefs and values. According to the theory, success comes from having the right mindset rather than intelligence, talent or education. People with a fixed mindset believe that they're born with certain intelligence, skills and abilities that cannot change while people with a growth mindset believe that attributes and abilities can change and be acquired with enough effort and determination.

In addition, the researcher looked at the respondents' behavior towards engaging to research based on the 'Theory of Planned Behavior' (TPB) by Azjen (1991). In this theory, human behavior is influenced by behavioral beliefs (attitude), normative beliefs (subjective norms), and control beliefs (perceived behavioral control). In their respective aggregates, behavioral beliefs produce a favorable or unfavorable attitude; normative beliefs result in perceived social pressure; and control beliefs give rise to perceived behavioral control, how able the an individual feels to perform.

These theories will be utilized as foundation in assessing, categorizing, and describing the mindset and behavior of the participants. Through the identified theories, the researcher had a better view and approach to understand the causes and contributors to the anxiety of DepEd teachers and was able to discover the most appropriate approach to address the problem.

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## Null Hypotheses

*Ho1:* There is no significant difference between the respondents' level of anxiety when grouped according to length of service, research-related training, and research experience/s.

*Ho2:* There is no significant relationship between the respondents' level of anxiety and their mindset towards engaging in research.

*Ho3:* There is no significant relationship between the respondents' level of anxiety and their planned behavior towards engaging in research.

## Conceptual Framework

In the paradigm (*Figure 1*), the independent and dependent variables of the study were presented. Teachers' Profile, Mindset, Planned Behavior were determined to be observed and investigate its relationship to the Teachers' Level of Anxiety towards engaging in research. In this study, these independent and dependent variables were subjected to analysis to successfully attain the objectives of the study. Such variables were considered through exploration and review of related literature and studies relevant to the study.

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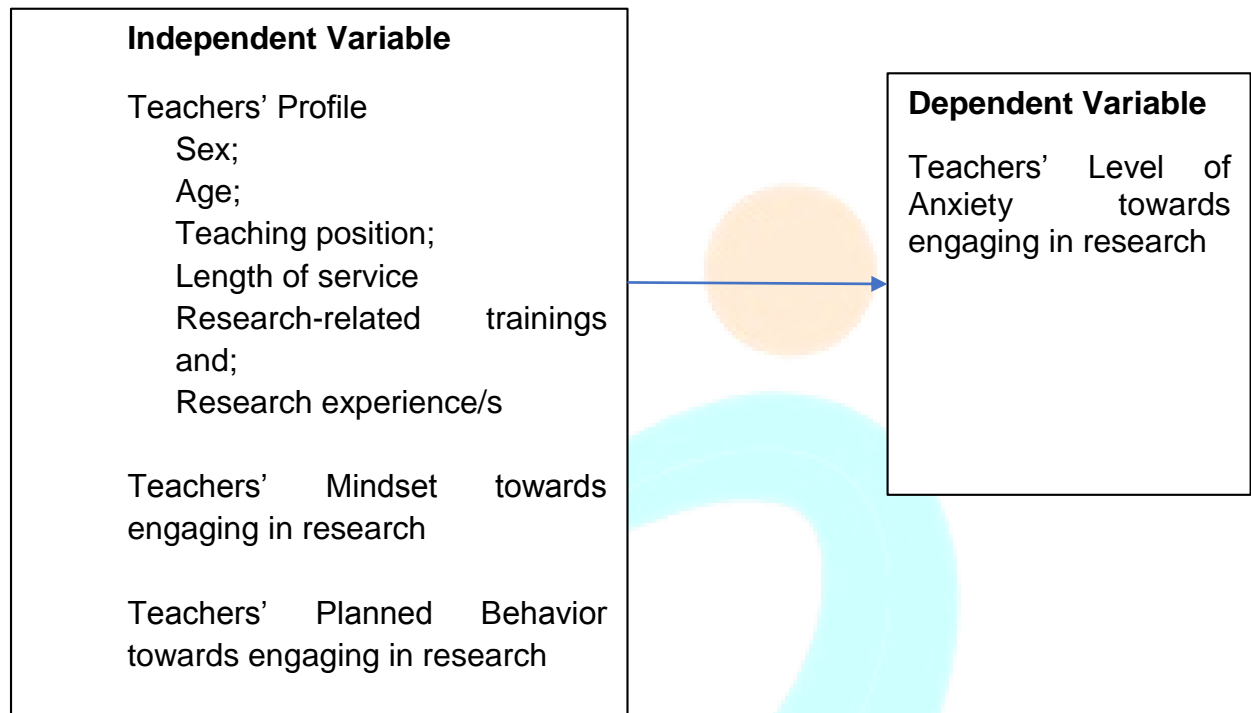
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**Figure 1**

*Research Paradigm*



To successfully describe the mindset and planned behavior of DepEd teachers towards engaging in research and measure its relationship to the level of their anxiety leading to hesitation to conduct, to keep going, and to finish their research, this section discussed the design, research locale, data gathering procedure, population and sample, instrumentation, and statistical techniques of the study.

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## Design

The study employed a descriptive-correlational quantitative research design. This design assisted the researcher in systematically and comprehensively describing and analyzing the data of each variable under investigation. Furthermore, this design has provided the needed approach to explore the relationships among mindset, planned behavior, and level of anxiety of the participants.

## Research Locale

Santa Rosa Science and Technology High School (SRSTHS) in the City of Santa Rosa under the direct supervision of the Schools Division Office – Sta. Rosa City was the setting of the study. The school has an intensive curriculum in science, technology, engineering, and mathematics and has special research subjects from Grades 7 to 12. The school was established with the intention to educate learners who will be part of STEM-related industries as stated in RA 9083 in 2001. The study was conducted in the school year 2022-2023.

## Data Gathering Procedure

A researcher-made questionnaire was used to collect the data. This questionnaire was composed of criteria that determined the respondents' mindset, behavior, and anxiety towards research. The researcher used Gform to disseminate and collect the data for the study. Statistical Package for the Social Sciences (SPSS) Software was used to tabulate and group the collected data.

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## Population/Sample

Using a random sampling technique, a total of sixty-one (61) teachers of SRSTHS participated in the study. The participants' were distributed based on their position as follows: Teacher I; 3 (5%) Teacher II ; 30 (49%) Teacher III; 17 (28%); Master Teacher I (6, 10%), and Master Teacher II (5, 8%). In terms of sex, eight (8) were male teachers and fifty-three (53) were female teachers.

## Instrumentation

The researcher developed a researcher-made questionnaire determining the mindset, planned behavior, and level of anxiety of respondents towards engaging in research. These instruments were guided by the Mindset Theory Scale (YImaz, 2022), Theory of Planned Behavior Questionnaire (Ajzen, nd), and Generalized Anxiety Disorder and Measures of Anxiety (Julian, 2014). Each part was specifically designed to meet the natural setting and synchronization to the variables predicted in the study. Apart from the core sections of the study, profiles of the respondents were also taken into account, specifically the sex, age, teaching positions, length of service, research-related training, and research experiences.

## Validity & Reliability of Instruments

To ensure the appropriateness and effectiveness of the research instrument, the researcher conducted pilot testing on ten (10) qualified participants of the study. Using Cronbach Alpha, the instruments were tested with resulting yielding values of .769 for Mindset

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of Participants, .902 for Planned Behavior of the participants towards engaging in research, and .927 for Level of Anxiety towards engaging in research shown in *Table 1*. These coefficients indicated that the instrument has the consistency desired for efficient execution.

**Table 1**

*Validity and Reliability of the Instrument*

Indicators	Cronbach Alpha	No. of Items	Internal Consistency
Mindset	.769	8	Acceptable
Planned Behavior	.902	9	Excellent
Level of Anxiety	.927	17	Excellent

In addition, 4-point Likert scales were used in measuring to assess the degree of perception of the respondents in the three (3) parts of the study namely Mindset, Planned Behavior, and Level of Anxiety. Each part consisted of indicators to be responded by "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree". The Part I: Mindset, were interpreted as "Highly Fixed Mindset", "Fixed Mindset", "Growth Mindset", and "Highly Growth Mindset". The Part II: Planned Behavior which is divided into three (3) components: (1) Behavioral Belief; (2) Normative Belief and (3) Control Belief were interpreted as "Very High Level Belief", "High Level Belief", "Low Level Belief", and "Very Low Level of Belief". Lastly, the Part III: Level of Anxiety which is divide into four (4) components: (1) Time Commitment; (2) Needed Support; (3) Fear

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of Judgment and (4) Research Capability were interpreted as "Very High Level", "High Level", "Low Level", and "Very Low Level".

## Ethical Considerations

The following are the ethical considerations of the study: (a) Informed consent from the participants will be secured where they will be informed by the purpose, procedures, risks, and potential benefits of the study and that they can withdraw from the study any time; (b) Data Privacy Act of 2012 will be followed to protect the privacy and confidentiality of the participants and their data and; (c) Participation of the respondents will be fully voluntary.

## Statistical Techniques

The data of the study were analyzed using multiple statistical treatments. Frequency distributions were used to describe the profile of the respondents. Mean and Percentage were utilized to evaluate the mindset, behavior, and level of anxiety of the respondents towards engaging in research. Tests of difference (ANOVA) were applied among length of service, number of training, and research experience/s to respondents' level of anxiety. On the other hand, through correlation analysis, relationships between mindset and level of anxiety and planned behavior and level of anxiety of the participants were administered.

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## RESULTS AND DISCUSSIONS

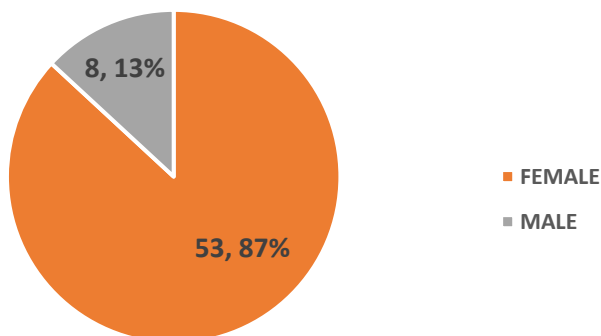
The following data presented provided light and knowledge to the pursuit of knowledge that this study aimed to unveil, describing the mindset and planned behavior of DepEd teachers towards engaging in research and their relationships to the level of anxiety leading to hesitation to conduct, to keep going, and to finish research.

### Profile of the Respondents

This section provides the information of the respondents that were determined important in the study. The following figures below illustrate an overview of the key demographic factors of the respondents: sex; age; teaching position; length of service; number of research trainings attended and; research experience.

**Figure 2**

*Sex of the Respondents*



The chart displayed the representation of males and females in the study (Figure 2). Among the sixty-one (61) respondents, eight (8) were male teachers and fifty-three (53) were female teachers.

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**Figure 3**

*Age Groups of the Respondents*

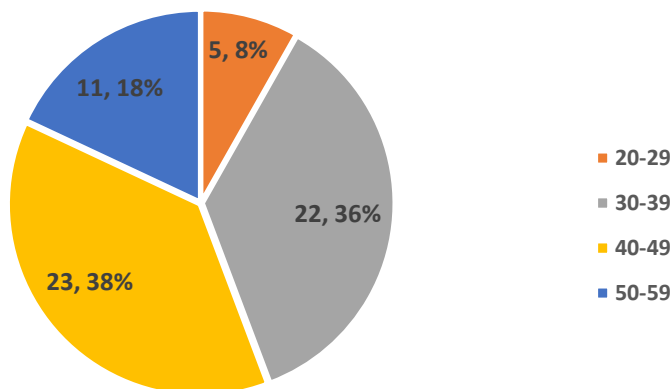
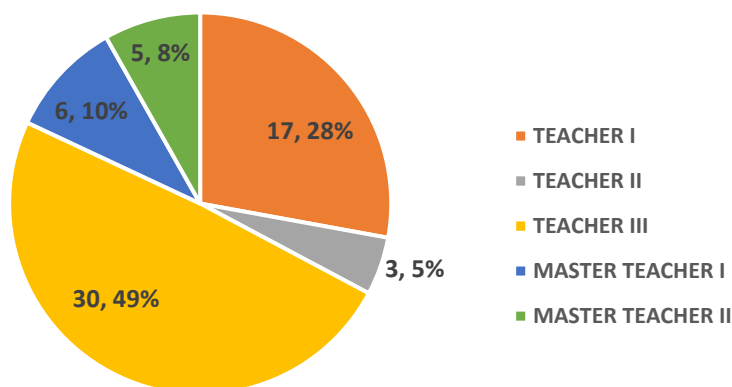


Figure 3 revealed that the respondents of the study were of various age groups.

A big number came from teachers aged 40-49 years old at 38%, followed by teachers aged 30-39 years old at 36%, the count of teachers aged 50-59 years old were at 18%, and 8% of the respondents were at the age group 20-29 years old.

**Figure 4**

*Teaching Positions of the Respondents*



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As shown in *Figure 4*, the majority of the respondents were holding a Teacher III position (30, 49%). While the rest were in the positions of Teacher I (17, 28%), Teacher II (3, 5%), Master Teacher I (6, 10%), and Master Teacher II (5, 8%).

**Table 2**

*Length of Service of the Respondents*

Years of Service	Frequency	Percentage
0 – 5 years	9	14.8
6 – 10 years	22	36.1
11 – 15 years	13	21.3
16 – 20 years	6	9.8
21 – 30 years	6	9.8
31 years and above	5	8.2
Total	61	100.0

*Table 1* represents the length of service of the DepEd teacher-respondents of the study. More than half of the respondents (72.2%) were teachers teaching from 0 – 15 years, nine (9) were serving with less than 5 years, twenty-two (22) were serving for 6-10 years while thirteen (13) were serving for 11-15 years. The remaining 27.8% were composed of teachers in the service for 16 years and above, 8.2% had been teaching for more than 30 years and those who had been teaching for 16-20 years and 21-30 years were both at 9.8%. As revealed, most of the teachers in the SRSTHS are considered to be at the beginning or middle of their teaching career.

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**Table 3**

*Research-related Trainings of the Respondents*

No. of Research-related Trainings Attended	Frequency	Percentage
1	20	32.8
2	17	27.9
3	9	14.8
4	6	9.8
5	5	8.2
6 and up	4	6.6
Total	61	100.0

A total of 75.5% of the respondents experienced a very small number of research-related training. These trainings were mostly school-based and only for 2-3 hours. Only fifteen (15) of the respondents have attended 4 and more research-related training, mostly these were the Master Teachers and some from the Teacher III position holders. Very low research training was provided to teachers and considered to be insufficient in terms of training time to meet the research writing requirements.

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**Table 4**

*Research experience of the Respondents*

Research Engagement	Frequency	Percentage
No Research Conducted	18	29.5
Research Proposal	26	42.6
Research Completed	11	18.0
Research Presented	2	3.3
Research Published	4	6.6
Total	61	100.0

It is reflected in *Table 3* that about 30% of the teacher-respondents have not engaged in research. Twenty-six (42.6%) have crafted and attempted to conduct research through writing a proposal. However, out of sixty-one (61) teachers, only eleven (11) have successfully completed a research, only two (2) had the chance to present their research, and only four (4) had the chance to have their research published. These data were from the time that they have started teaching in DepEd. This evidently shows that despite the years of service of the teachers, no good number of research is being completed, presented, and published in the school.

### **Mindset of the Respondents**

One of the main variables that the study investigated is the mindset of the teacher-respondents. In the study of Thorsteinsson and Niculescu (2012), findings revealed that teachers' engagement on something new (e.g. ICT) is influenced by their mindset on their level of confidence and skills on the task at hand. Table 4 showcased the mindset of the

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teacher-respondents. The mindset analysis done with the data is based on the Mindset Theory by Dweck. This similar theory was utilized to understand teachers' intention to enact autonomy support (Tan and Levesque-Bristol, 2023). The study then concluded that teachers with a growth mindset evidently had an additive effect and were recommended to target long-term interventions to promote it.

**Table 5**

*Mindset of the Respondents*

Indicator	Mean	SD	Description
1. I believe that intelligence and talents are down to efforts, not inherited.	3.28	.710	Strong Agree
2. I am willing to learn from my mistakes and find value in criticisms.	3.70	.495	Strong Agree
3. I believe that intelligence and ability can be developed.	3.77	.424	Strong Agree
4. I am willing to ask questions and admit when I don't know something.	3.75	.434	Strong Agree
5. I seek out new and challenging tasks and take on risks.	3.34	.574	Strong Agree
6. I like the kind of work that makes me think hard and go beyond what I usually do.	3.26	.575	Strong Agree
7. I grab on tasks/ work even if a have little knowledge and experience on it.	3.16	.582	Agree
8. When something is hard, it just makes me want to work more on it, not less.	3.25	.623	Agree
Overall Weighted Mean	3.44	.346	<b>HIGHLY GROWTH MINDSET</b>

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The responses of the participants of the study exposed their highly growth mindset. According to Yeager et. Al (2022), interventions to dispel fixed mindset is a way to establish a growth mindset which leads to the belief that abilities can be improved. Such intervention was implemented for the potential and benefits of the growth mindset to be delivered. It is favorable to realize that teachers in SRSTHS have a Highly Growth Mindset with an overall weighted mean of 3.44, making it more feasible to challenge them in engaging in research.

### **Planned Behavior of the Respondents**

Apart from the Mindset Theory, Theory of Planned Behavior (TPB) by Azjen also became the determinants of the study. The researcher aimed to describe the intentions and behaviors of the teacher-respondents towards research under the TPB influencing beliefs. In the next sets of tables, the behavioral beliefs, normative beliefs, and control beliefs are to be discussed.

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**Table 6**

*Behavioral Belief of the Respondents*

Indicator	Mean	SD	Description
1. Writing and conducting research is essential to my work.	3.34	.544	Strong Agree
2. Writing and conducting research is vital to my professional growth.	3.43	.562	Strong Agree
3. Writing and conducting research is good not only for me but to my students, colleagues, and to the educational community.	3.10	.790	Agree
Overall Weighted Mean	3.29	.572	<b>High Behavioral Belief</b>

The results expressed the behavioral belief of the respondents toward research with a rating of 3.29 (over-all mean), focusing on the attitude of the participants towards research. The participants have shown a positive attitude (high behavioral belief) on how they find research and its relevance to their work, professional growth, and to the community they belong to. This is a good indicator that the respondents understand well why conducting research is being implemented and is necessary in their profession.

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**Table 7**

*Normative Belief of the Respondents*

Indicator	Mean	SD	Description
1. People around me encourage me to conduct research.	3.15	.628	Agree
2. People around me help and support me to write and conduct research.	3.05	.561	Agree
3. People around me like it when I write and conduct research.	3.00	.548	Agree
Overall Weighted Mean	3.03	.467	<b>High Normative Belief</b>

Normative belief is the participants' beliefs on how other people think and approve what they are doing. This belief is relevant for them to determine if they will or will not engage into something. The data shown in *Table 6* described the participants to have high normative belief equivalent to an overall mean of 3.03. A high result was set on by not receiving discouragement or negative connotation on the conduct of research but can be strongly evident as 30 percent of the respondents have not yet even tried to engage in a research.

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**Table 8**

*Control Belief of the Respondents*

Indicator	Mean	SD	Description
1. I believe that writing and conducting research is something I am capable of doing.	3.10	.651	Agree
2. I find writing and conducting research interesting and exciting to do.	3.10	.676	Agree
3. I motivate myself in writing and conducting research.	3.03	.632	Agree
Overall Weighted Mean	3.08	.594	<b>High Control Belief</b>

Another component of the Theory of Planned Behavior is the Control Belief. The data showed how the respondents see their control over their situation and possible outcome, in this case conducting a research. The over-all mean of 3.08 described the participants to have high control belief. This reveals that the respondents have awareness about writing and conducting research and see themselves capable to execute them. This is an indicator that the respondents do not show a good level of confidence on their control belief towards engaging in research.

**Table 9**

*Planned Behavior of the Respondents*

Indicator	Mean	SD	Description
Behavioral Belief	3.29	.572	Very High
Normative Belief	3.03	.467	High
Control Belief	3.08	.594	High
Overall Weighted Mean	<b>3.14</b>	.469	<b>High</b>

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The Theory of Planned Behavior served as the basis to examine the three components: (a) behavioral belief, (b) normative belief, and (c) control belief that determined the intention and behavior of the respondents towards engaging in research. Dunn et. Al (2018) also depended on the theory of planned behavior to explore teachers' intention to engage in professional learning. The said study revealed that control belief was the most powerful predictor. In the study of MacFarlane and Woolfson (2012), normative belief was concluded to predict teachers' behavior. These two components, normative and control beliefs, fall under the high level, may be given attention and may be increased further to increase teachers intention to engage in research on a personal level.

### **Level of Anxiety of the Respondents towards Engaging in Research**

As the need for research engagement of teachers increases, anxiety in engaging to it was determined to be an important element by the researcher. In the paper of Selami (2021), it was recognized how anxiety levels were directly related to affective states but then may be addressed by improving or creating experience, knowledge, and instruction. The next tables are to discuss the level of anxiety of the respondents in the areas of time commitment, needed support, fear of judgment, and research capability that were hindering their engagement in research.

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**Table 10**

*Level of Anxiety of Respondents on Time Commitment*

Indicator	Mean	SD	Description
1. I have no time to conduct research due to teaching workload	3.26	.728	Strongly Agree
2. I have no time to conduct research due to domestic responsibilities	3.28	.636	Strongly Agree
3. I have no time to conduct research due to poor time management	2.80	.853	Agree
Overall Weighted Mean	3.11	.540	<b>High Level of Anxiety</b>

Long hours of teaching and continuous workloads are the top reasons why teaching was described as demanding by Jomuad et. Al (2021). Aside from the school workload, teachers also have domestic responsibilities that they need to attend after school hours. A rating of 3.26 (teaching workload) and 3.28 (domestic responsibilities) were given by the participants to express their belief that time to engage in research may not be possible.

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**Table 11**

*Level of Anxiety of Respondents on Needed Support*

Indicator	Mean	SD	Description
1. I have no support getting from Institution (trainings, opportunities, resources)	2.43	.741	Disagree
2. [I have no support getting from School administrator (incentives, recognition)	2.31	.696	Disagree
3. I have no support getting from: Mentors (technical assistance)	2.49	.744	Disagree
4. I have no support getting from: Colleagues (feedback, encouragement, participation, judgment, criticism)	2.44	.719	Disagree
5. I have no support getting from: Family (resources, duties)	2.48	.766	Disagree
Over-all Weighted Mean	2.43	.604	<b>Low Level of Anxiety</b>

Respondents acknowledged that their needed support from their institution, administrators, mentors, colleagues, and family were all present and available. In the past years, the Department of Education had been giving awards, recognition, and incentives to teachers who completed, presented, and published their research. Experts in the research field became available through online focus group discussion (FGDs) and LAC Sessions. In addition, collaboration in research and continuous technical assistance to have a healthy community of research were accessible. The over-all mean rating of 2.43 is a good indicator that needed support by the teachers to engage in research is present.

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**Table 12**

*Level of Anxiety of Respondents on Fear of Judgment*

Indicator	Mean	SD	Description
1. I fear failing to finish the research that I commit to conduct.	3.03	.752	Agree
2. I fear being criticized for the process and outcome of my research.	2.80	.792	Agree
3. I fear to be rejected by the research bodies, panelists, and possible participants of my research.	2.82	.866	Agree
4. I fear to be questioned in terms of my abilities and skill	2.85	.872	Agree
Overall Weighted Mean	2.88	.749	<b>High Level of Anxiety</b>

Fear of judgment had been one of the basic social cultural concerns in the country, making teachers vulnerable to it. This had been the reason for the researcher to include it as an indicator to assess anxiety towards engaging in research. As the results show, a high level of anxiety is present among the respondents with an overall mean of 2.88. According to Fetzner (2014), fear of evaluation has determined one's social anxiety disorder caused by interpersonal distrust. This had been a common professional culture not only in the academe but in any field of discipline.

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**Table 13**

*Level of Anxiety of Respondents on Research Capability*

Indicator	Mean	SD	Description
1. I have limited understanding on how to conduct research	2.77	.693	Agree
2. I have limited skills in writing a research	2.85	.703	Agree
3. I have limited capability to conduct or execute a research study	2.84	.663	Agree
4. I have limited trainings in writing a research	2.98	.695	Agree
5. I have limited experience in writing a research	2.90	.746	Agree
Overall Weighted Mean	2.87	.630	<b>High Level of Anxiety</b>

Herron et. Al (2019) discussed how experience and knowledge contribute to self confidence in executing a task. *Table 12* showcased that limited training (mean = 2.98) and limited experience (mean = 2.90) were identified to be the top concerns of the respondents leading to high levels of anxiety reflected in the overall mean rating of 2.87.

**Table 14**

*Level of Anxiety of Respondents on Engaging in Research*

Indicator	Mean	SD	Description
Anxiety for Time Commitment	3.11	.540	Agree
Anxiety for Needed Support	2.43	.604	Agree
Anxiety for Fear of Judgment	2.88	.749	Agree
Anxiety for Research Capability	2.87	.630	Agree

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Overall Weighted Mean	2.82	.500	<b>High Level of Anxiety</b>
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In the over-all results on the respondents' level of anxiety, it is revealed that anxiety for Time Commitment topped the indicators with a rating of 3.11. Teachers having big responsibilities and workloads cannot completely commit to add engagement in research considering that they find it to demand additional time to their regular existing duties.

**Table 15**

*Difference on respondents' level of anxiety and length of service*

Dependent Variable	Independent Variable (Length of Service)	N	Mean	SD	F	P-value
Level of Anxiety	0 – 5 years	9	3.11	.600	.372	.866
	6 – 10 years	22	3.00	.534		
	11 – 15 years	13	2.77	1.01		
	16 – 20 years	6	2.83	.408		
	21 – 30 years	6	3.00	.632		
	31 years and above	5	2.80	.837		

*\*Significance at p<0.05*

Data showed that there is no significant difference on the respondents' level of anxiety and length of service. This revealed that teachers' years in service is not a

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determinant on their decision to engage in research. The p-value of .866 and F value .372, confirms that the null hypothesis be accepted. In contrast to the study by Janardhanan and Raghavan (2018), results showed that tenureship in the organization influence their performance and higher engagement.

**Table 16**

*Difference on respondents' level of anxiety and no. of trainings attended*

Dependent Variable	Independent Variable (No. of Trainings Attended)	N	Mean	SD	F	P-value
Level of Anxiety	1	20	3.05	.510	2.456	.044
	2	17	2.94	.658		
	3	9	3.00	.500		
	4	6	2.17	.983		
	5	5	3.40	.894		
	6 and above	4	2.75	.500		

*\*Significance at  $p < 0.05$*

Number of training attended by the respondents evidently revealed that there is a significant difference (p value = .044) to their level of anxiety. Results exhibit the need to reject the null hypothesis and acknowledge that the number of training sessions is relevant to address the level of anxiety of teachers towards engaging in

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research. Training has been a way to improve knowledge and skills thus increasing self-confidence to engage in something. Hanton and Connaughton (2013) examined and revealed how cognitive and somatic information were relevant and related to performance.

**Table 17**

*Difference on respondents' level of anxiety and research experience*

Dependent Variable	Independent Variable (Research Experience)	N	Mean	SD	F	P-value
Level of Anxiety	No Research Conducted	18	3.11	.676	4.467	.003
	Research Proposal	26	3.00	.565		
	Research Completed	11	3.00	.447		
	Research Presented	2	2.50	.707		
	Research Published	4	1.75	.957		

*\*Significance at  $p < 0.05$*

In terms of respondents' research experience and level of anxiety, significant difference is also determined at p-value .003. This indicates that more exposure and hands-on experience decreases the level of anxiety in engaging in research. Innovation capability and international experience were found to have an impact with the decision to perform (Tan and Sousa, 2019). In another study by Vandor and Franke (2016), it

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was affirmed that experience increases a person's ability to grab opportunities, decreasing anxiety to engage. With this, null hypothesis is rejected by the study.

**Table 18**

*Relationship between respondents' level of anxiety and mindset*

Independent Variable	Dependent Variable	r	P-value	Interpretation
Mindset	Time Commitment	.038	.770	Not Significant
	Needed Support	-.187	.149	Not Significant
	Fear of Judgment	-.145	.265	Not Significant
	Research Capability	-.006	.962	Not Significant
	<b>Level of Anxiety</b>	<b>-.060</b>	<b>.644</b>	<b>Not Significant</b>

*\*Correlation is significant at the 0.05 level (2-tailed)*

With the data collected from the participants of the study, the relationship between Level of Anxiety and Mindset were concluded as not significant with r value of -.060 and p-value of .644. This is in contrast to the study of Smith (2019) showing how a growth mindset decreases anxiety. This data is interpreted that despite the High Growth Mindset of the participants, still a high level of anxiety towards engaging in research exists. Further, the researcher then accepts that in case of the respondents of the study, their mindset is not a determinant to address their level of anxiety towards engaging in research.

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**Table 19**

*Relationship between respondents' level of anxiety and planned behavior*

Independent Variable	Dependent Variable	r	P-value	Interpretation
Planned Behavior	Time Commitment	-.134	.304	Not Significant
	Needed Support	-.090	.490	Not Significant
	Fear of Judgment	-.238	.065	Not Significant
	Research Capability	-.199	.125	Not Significant
	<b>Level of Anxiety</b>	<b>-.237</b>	<b>.066</b>	<b>Not Significant</b>
Planned Behavior (Control Belief)	<b>Level of Anxiety (Fear of Judgment)</b>	<b>-.289*</b>	<b>.024</b>	<b>Significant</b>

*\*Correlation is significant at the 0.05 level (2-tailed)*

In the general analysis of the relationship between Level of Anxiety and Planned Behavior of the respondents, no significant relationship was observed ( $r = -.237$ ,  $p\text{-value} = .066$ ). However, in the specific components of Planned Behavior, Control Belief showed a negative significant relationship to the Level of Anxiety for Fear of Judgment at  $p\text{-value} .024$  and  $r$  value of  $-.289$ . It evidently represented that as the participants increase their control belief, believing that control over their competence delivers outcomes (Paris et. Al 2017), decreases their fear of being judged by the people in the academe community.

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## Conclusion, Recommendation, and Implications

The study is an attempt to investigate the underlying reasons for the low number of research engagement of teachers in Santa Rosa Science and Technology High School. Based on the results, it is evident that anxiety is present among the participants despite the Growth Mindset of the participants. Time Commitment, Fear of Judgment, and Capability to conduct research were contributors to their fear and hesitation to commit and engage. Moreover, the Planned Behavior of the participants displayed a high impact on their willingness to write and conduct research. This showed their consciousness on how their beliefs and perceptions matter in their decision to engage.

As the study revealed the significance of the number of training and research experience to their level of anxiety, it is recommended that the school together with the SDO-Sta Rosa City to increase the involvement and participation of participants to writing and conducting research training. Furthermore, the training was recommended to not focus on lectures on how to conduct research but to hands-on activities that will develop and add to the participants exposure and experience in the actual conduct of research. Working on teachers' intellectual capabilities and skills would mean more to the intentions of having a high level of engagement to research.

As the study was solely conducted in one school in the Division of Santa Rosa, it is highly recommended to conduct another study involving all schools in the division with high focus on the teachers who have no training and experience in writing research. As the study

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ISSN: 2704-3010

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was not able to find significant to the two variables, Mindset and Planned Behavior, further studies on other possible determinants be conducted to get to the root cause of teachers' low engagement in research, specifically determinants on time commitment and fear of judgement be foundation on what can be investigated further to the problem at hand.



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