



PERCEIVED RESEARCH CAPABILITIES AND TEACHING COMPETENCIES OF JUNIOR HIGH SCHOOL TEACHERS IN PRIVATE EDUCATIONAL INSTITUTIONS

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Abstract: Research capabilities and teaching competence are vital to the teaching profession. Hence, using a convergent parallel design, the researcher conducted a study to determine the relationship between private junior high school teachers' perceived research capabilities and teaching competencies for capacity building. The data were treated using percentages, means, Pearson's *r*, and thematic analysis. Overall, the respondents had fair research capability skills, were highly competent in terms of pedagogical skills and instructional delivery, they were very highly qualified in terms of students' performance assessment and classroom management. Moreover, two themes were generated, such as critical thinking and problem-solving, and continuous learning and adaptation. Furthermore, research capabilities and pedagogical skills showed a weak negative correlation. A moderate positive correlation was found between research capabilities and instructional delivery, classroom management, and student performance assessment. Thus, the participants should be given training on how to analyze and interpret research results data, providing clear instructions to the learners, checking students' understanding by asking comprehension questions, and requiring practical application of the skill. In addition, there should be training on managing time properly for task completion and maintaining a physical environment conducive to learning. Lastly, capacity building should be given to fully equip the teachers with the necessary research skills and teaching competence.

Keywords: Research capabilities, teaching competence, private junior high school teachers, capacity building, Mixed Method, Olongapo City

INTRODUCTION

Wong (2019) and Ulla et al. (2017) show that academic research is in high demand for primary education. This suggests that more authorities and professionals understand the importance of incorporating it into their study activities to boost instructional strategies. Research is essential for problem-solving, not just learning. Epstein and Sheldon (2016) show that new research projects can promote community cooperation. Academic curiosity and community participation are now demanded of educators. This suggests that nations are advancing knowledge, advancements, and innovations. Organizations must invest in research and human capital development to equip researchers. The global COVID-19 pandemic has challenged educators' skills. Despite health issues causing instructors to use more technology, stress increased. In addition to COVID-19, instructors must examine additional results and dedicate more resources to virtual instructional sessions. The study by Mukundan & Khandehroo (2010) further corroborates these findings by revealing that English language teachers in Malaysia experience significant levels of emotional exhaustion and depersonalization, which are critical indicators of burnout. Tapani and Salonen (2019) and Dubovicki and Juki (2017) use educational and psychological concepts to stress competence. Turk (2016) states that organizational competency is essential for human resources managers to lead people and employees. This set of skills includes fostering a collaborative environment and promoting a culture of cooperation, facilitating knowledge exchange through organizational initiatives, and emphasizing leadership qualities like motivating colleagues to participate actively and using readily available knowledge to make crucial decisions. Previous studies that evaluate the impact of different research capabilities on private school teaching ability are needed. This study compared private junior high school teachers' research and teaching skills.



(Nurhalimah et al., 2022) emphasize the need for English teachers to develop professional competencies relevant to the 21st century. The research identifies key indicators of competency that align with the demands of contemporary education, such as adaptability, technological proficiency, and effective communication. According to UNESCO, the above aims are crucial to educational reform. Nevertheless, teacher quality is vital because it directly and significantly affects students' topic knowledge (Ugbe & Agim, 2014). The Indonesian government has taken various steps to improve teachers' quality (UNESCO, 2014). The skill of a teacher might reveal their character. Myrberg and Rosén (2014) say teachers' competence is based on their education and experience. Competence affects an individual's behavior and cognition in different contexts and changes over time (Chouhan & Srivastava, 2014). Competence produces observable results (Campbell, 2013). This study revises Bartram's (2012) definitions, notwithstanding the current dispute over competency (Schippmann, 2015). Therefore, research may affect teaching competence. Thus, more ASEAN students are enrolling at Malaysian universities for master's and PhD programs. Globalization and an excellent postgraduate environment have also attracted international students from Indonesia, the Middle East, and Africa. The curriculum, intended for doctoral students, aims to help them acquire research skills to independently conduct and publish their research in a field (Meerah et al., 2019). Most research projects have focused on this. Such collaborative models underscore the importance of partnerships—combining resources and expertise of high-income and low-income nations—which bolster the research ecosystem essential for policy formulation and health interventions (Varshney et al., 2016). Explanatory studies reveal that Indonesian foreign instructors' actions and classroom research skills affect people's perceptions. Pati (2019) and Wong (2019) report that the latter variable explains 7.45% of the variation in the former. Research abilities, competency, and aptitude have been extensively studied (Basilio et al., 2019; Macabago, 2017). Dela Cruz (2016) revealed that teacher researchers had strong conceptual understanding but weak computational and technical proficiency. Tourism and hotel management professors are skilled at research implementation, according to Abarquez et al. (2019). Abarro et al. (2016) say public primary and secondary school teachers may write research proposals and papers. However, their classroom research skills may be improved. Public educators struggle with action research statistics, data management, literature searches, and report writing (Morales et al., 2016). According to Narag et al. (2016), business, entrepreneurship, and accounting faculties have extensive knowledge of technology research. Finally, Macabago (2017) revealed that public school teachers were worried about their research writing skills. Several correlational studies have found significant connections between variables and professional group research competency. For instance, Li et al. (2019) found substantial correlations between research time, teamwork, leadership support, training opportunities, and nursing research ability. Similarly, Narag et al. (2016) linked business, entrepreneurship, and accounting professors' employment status to research competency. Finally, Manongsong et al. (2018) linked research attitudes, motivators, and dentistry faculty research ability. Similarly, improving instructors' skills may raise education standards. Teachers must enhance their teaching skills to help students succeed in the 21st century. This allows people in future attempts (Guillermina & Mazariegos et al., 2020).

Due to the pandemic, the Philippines' Department of Education is developing different measures to resume in-person schooling. For education to return to its pre-pandemic status or thrive in the new paradigm, educators must be qualified (Department of Education, 2022). A study by Sulaiman and Noor (2020) stressed the need for teacher competency in developing students' 21st-century abilities to help them face future problems. This research on private junior high school teachers' research and teaching skills is essential since it can inform a capacity-building program.



Private junior high school teachers' research and teaching skills are less studied than those of public school instructors.

This research on the private junior high school teachers' research capabilities and teaching competencies is significant because of its potential to provide appropriate improvement plans, as may be needed, based on the results. There could have been many studies about public school teachers' research capabilities and teaching competence, but there are still few about private junior high school teachers. This research is worth conducting to find out the relationship between variables that may lead to providing necessary training and intervention.

FRAMEWORK

Demonstrating teaching competence through pedagogical skills indicates a positive correlation between the effectiveness of instructional communication patterns and the level of pedagogical competency. Consequently, it is imperative to enhance pedagogy by establishing a proficient instructional communication framework (Susanto et al., 2019). Similarly, Darling-Hammond (2016) posited that research capacity examines the significant effects of different professional endeavors on the caliber of teacher training, assessment of instructional efficacy, and contrasting conceptions of teacher accountability. The research paradigm applying the Input-Process-Output technique is depicted on the next page. The primary inputs in this study include teaching competency in terms of pedagogical skills, student performance assessment skills, classroom management skills, and instructional delivery abilities. In addition to the feedback, teacher-respondents have research capabilities. These variables were processed using a survey questionnaire. The received data were statistically analyzed, including percentage, mean, and Pearson's r Product-Moment Correlation coefficient. Finally, the output is a capacity-building based on the study's findings.

OBJECTIVES OF THE STUDY

This study was conducted to: (1) determine the level of research capabilities of junior high school teachers; (2) describe the junior high school teachers' teaching competencies; (3) analyze how respondents' research capabilities affect their teaching competence; (4) explain the significant relationships between junior high school teachers' research capabilities and teaching competencies; and (5) propose a capacity building to enhance the research capabilities and teaching competencies of the respondents.

METHODOLOGY

Research Design

This study's research methodology involved utilizing a mixed method of qualitative thematic analysis and descriptive correlational research strategy, a parallel convergent design. Moreover, studies related to blue economy strategies underscore the significant correlation between economic theories and practical outcomes, supporting the discourse surrounding sustainability and the interconnectedness of diverse economic actors in fostering competitive markets (Das, 2023). Hamora et al. (2022) further elaborated on the use of descriptive correlational design in evaluating students' satisfaction with instructional materials. By assessing student feedback on faculty-prepared modules, the study effectively identified significant correlations between satisfaction levels and module characteristics. Moreover, according to Bueno (2019), descriptive-correlational design entails



gathering information to respond to inquiries about the subject's status. It is typically collected using a questionnaire, documentary analysis of the information already accessible, and data supported by an interview or an observation at a particular time. Studies like those by Ahmadian et al. (2025) incorporated thematic insights to assess public infrastructure's impact on regional economic growth, demonstrating the interplay between qualitative themes and quantitative data in exploring how infrastructure influences community well-being. It has grown in popularity in social science research because it enables researchers to identify the overarching themes in a data collection comprising several qualitative sources.

Research Site

The study was conducted in Olongapo City. Olongapo City is a 1st class highly urbanized city in the Central Luzon region of the Philippines. Located in the province of Zambales but governed independently from the province, it has a population of 260,317 people, according to the 2020 census. Along with the municipality of Subic, it comprises Metro Olongapo, one of the twelve metropolitan areas in the Philippines.

Participants

The participants of the study came from seven (7) selected private schools in Olongapo City. The researcher used a total population sampling technique to have a more comprehensive analysis of the situation.

Instrumentation

The questionnaire was adapted from the study of Veluz (2023) entitled "Elementary Educators' Teaching Competence and public schools culture of Innovation: Basis for Developing a Learning Restoration Plan" and Sison (2019) entitled "Research Attitude and Capabilities of Selected Academic Librarians Towards Preparation in Conducting Research," and Caingoy (2020) entitled "Research Capability of Teachers: Its Correlates, Determinants, and Implications for Continuing Professional Development." To ensure the reliability of the instrument, face, and content validity was established through consultations with experts in the field of educational research, namely the professors in the Graduate School of Columban College, the Dean of the College of Business and Accountancy, and Vice President for Administration and Finance, and the Dean of Graduate School and Vice President for Academic Affairs of Columban College. Furthermore, the thesis adviser was consulted. The result shows that a Pearson correlation of 0.897 with a significant value of 0.001 shows excellent reliability at an alpha level of 0.01. Moreover, high consistency and stability are also observed in the responses on the items in the variable of pedagogical skills ($r = 0.996$), students' performance assessment skills ($r = 0.789$), classroom management skills ($r = 0.813$), and instructional delivery skills ($r = 0.906$) as implied by p-values less than 0.01. Moreover, based on the computation of Cronbach's alpha, a value of 0.839 indicates that the respondents' responses on the items under teacher research capability have excellent internal consistency reliability. Likewise, variables in teaching competency, such as Pedagogical competence ($\alpha = 0.910$), Student performance assessment skills ($\alpha = 0.870$), classroom management skills ($\alpha = 0.938$), and instructional delivery ($\alpha = 0.952$), show excellent internal consistency reliability. Furthermore, an F value with Tukey's Test for Nonadditivity of 1.111 at a significant value of 0.294 implies that the questionnaire items for the Teacher's Research Capability construct are enough to determine the responses' reliability and show that items are sufficient to portray content validity. Moreover, items on the constructs of teachers' competencies, specifically on



pedagogical skills ($F=0.037$), students' performance assessment skills ($F=0.112$), classroom management skills ($F=0.191$), and instructional delivery skills ($F=2.153$) are sufficient to maintain the content validity of the items to each construct as implied by a p-value that is greater than 0.01.

Ethical Considerations

The researcher showed high conscientiousness in upholding the respondents' entitlement to privacy and confidentiality. Additionally, the study adhered to the six ethical principles outlined by Bryman and Bell (2017). Firstly, no harm was inflicted upon any participants during the study. Secondly, great emphasis was placed on upholding the dignity of the research respondents. Thirdly, before the commencement of the study, explicit consent was obtained from all respondents. Fourthly, measures were taken to safeguard the privacy of the research respondents. Fifthly, the research data was securely stored in a controlled environment. Lastly, the identities of individuals involved in the study were kept anonymous.

Data Collection

Upon the successful approval of the Thesis Proposal, a formal letter was submitted to the school heads to request authorization to begin the data-gathering procedure. The respondents were provided with a consent letter, demonstrating that their involvement in the study was entirely voluntary. Likewise, the respondents received a Google Form containing the questionnaire and interview guide. Moreover, the researcher conducted face-to-face interviews to gather qualitative data thoroughly.

Statistical Techniques

The researcher employed the following statistical treatments to analyze and interpret the data in this study. First was the Percentage, which determined the proportion of the respondents who belonged to the specific norms/scales specified in the questionnaire. Next is the Mean, which was used to determine the mean and the final weight of each item in the respondents' responses to the questionnaire. Also, the Pearson r was used to determine if there are significant relationships between junior high school teachers' research capabilities and teaching competencies. Lastly, there is thematic analysis, which uses the five steps by Villegas (2024): familiarization, coding, reviewing, finalizing, and writing a report.

RESULTS AND DISCUSSION

Research Capability Skills

The average score of 2.49 indicates moderate proficiency in research capability skills. The individual shows proficiency in some areas but needs to improve skills in research proposal writing, literature review, data gathering, analysis, interpretation, and sharing research findings. The respondents have basic research capability skills, but have room for improvement and development to enhance proficiency in all areas of the research process. They can improve their effectiveness in conducting research and contributing to advancing knowledge in the field of education by utilizing their strengths and addressing areas for improvement. Public teachers have reported moderate perceived difficulty in certain aspects of action research, including statistics, data organization, literature searching, and writing reports (Morales et al., 2016). In contrast, Narag et al. (2016) uncovered that faculty in Business Entrepreneurship and Accountancy demonstrated substantial proficiency in knowledge and technical aspects of research capability. Furthermore, master teachers



displayed fair skills in designing experimental studies, selecting and developing research instruments, choosing appropriate statistical tools, and preparing manuscripts for publication (Basilio et al., 2019). Lastly, Macabago (2017) observed that public elementary teachers expressed uncertainty regarding their proficiency in writing research.

Teaching Competencies of the Participants

The assessment shows that the respondents demonstrate a high level of proficiency in pedagogical skills, with an overall mean score of 3.17, placing them in the "Highly Competent" category. This shows a consistently strong performance in the pedagogical skill indicators assessed. According to McCune (2018), a proficient educator actively participates in educational conferences, workshops, and seminars, demonstrates effective classroom management, possesses strong communication skills, deeply understands the subject matter, and employs diverse pedagogical strategies to enhance the learning atmosphere. On the other hand, the average score for student performance assessment skills is 3.35, indicating a rating of "Very Highly Competent." The respondents show a high level of proficiency in evaluating student performance, using different assessment methods, giving helpful feedback, and using assessment data to guide instructional choices. Educators can comprehensively understand their students' abilities and create practical instructional approaches that enhance academic achievement (Mills, 2022). Meanwhile, the average score for classroom management skills is 3.27, indicating a rating of "Very Highly Competent." The respondents show a high level of proficiency in effectively managing different aspects of classroom dynamics to create an ideal learning environment. How the classroom is run dramatically impacts how well kids do academically and behave. Classroom management plays a crucial role in the effectiveness of instruction (Scott, 2017). On the contrary, according to Dumaguing and Yango (2023), teachers with poor classroom management skills could be more efficient at establishing relationships. Lastly, the average score for instructional delivery skills is 3.20, which corresponds to a rating of "Highly Competent." Nevertheless, the skills needed for effective student learning and teaching excellence necessitate fundamental competencies and abilities beyond basic literacy and numeracy, commonly referred to as 21st-century skills (Kim et al., 2019).

The Effect of Respondents' Research Capabilities on their Teaching Competence

The first theme includes three categories: Critical Thinking and Problem-Solving. The methods in the first category, "Problem-Solving Strategies," facilitate a cyclical problem-solving process, which includes methods like problem identification, brainstorming, and root cause analysis. The second category, analytical skills, highlights the skills that enable objective analysis and outcome prediction. These skills include data analysis and trend identification. Evaluation and Decision-Making, the third category, is concerned with evaluating possibilities, recognizing risks, and strategically allocating resources to maximize results. Teachers assist students in developing their critical thinking skills by encouraging inquiry, experimentation, and reflection (Maulana et al., 2020). (Zulnaidi et al., 2022) investigated the use of reciprocal teaching strategies to improve critical thinking abilities in physics students. Instructors can spot potential problem areas in their pupils, adjust their teaching strategies, and offer extra help or enrichment when necessary.

The second theme, "Continuous Learning and Adaptation," focuses on developing new ideas and refining current ones to promote innovation and creativity. Formal education, proactive skill enhancement, and structured training are all means of promoting professional development. Setting



an example, offering direction and support, exchanging information and experiences, promoting networking, and encouraging personal growth are all ways to foster inspiration and mentoring. According to Munna and Kalam (2021), teachers can remain current on the most recent pedagogical techniques, educational research, and teaching and learning best practices by engaging in continuous learning. According to Seshan et al. (2021), research capabilities give teachers the critical thinking abilities to properly assess the evidence, analyze data, and resolve challenging issues. This makes it possible for them to adapt their pedagogy, integrate cutting-edge tools, and tackle newly arising issues, all of which contribute to their increased efficacy in the classroom (Rajendran, 2023).

Significant Relationships between Junior High School Teachers' Research Capabilities and Teaching Competencies

First, research capabilities and pedagogical skills showed a weak negative connection ($r = -0.244$). On the other hand, research abilities and other teaching competencies showed positive relationships. In particular, a moderate positive association was found between research capabilities and instructional delivery skills ($r = 0.5846$), classroom management skills ($r = 0.5832$), and student performance assessment skills ($r = 0.4643$). Overall, the findings highlight the value of fostering teachers' research skills since they favorably impact several teaching competency areas and may even improve overall effectiveness and student outcomes. Wong (2019) documented a statistically significant association between teaching competencies and the research ability of master teachers. The current study supports Macabago's (2017) research, which identified a strong and positive correlation between elementary teachers' research skills and teaching competencies. In a separate research investigation, the results obtained from assessing the research competencies required in classrooms by student teachers, using the Priority Needs Index Modified (PNI modified), revealed that the most crucial competencies were cognitive skills, with research practice skills and research mindset being of similar significance (Srikham & Seehamongkon, 2023).

Correlation Between Junior High School Teachers' Research Capabilities and Teaching Competencies

		Computed r	P - Value	Interpretation	Decision ($\alpha = 0.05$)
Research and Pedagogical Skills	Capabilities	- 0.244	.0 14428	Low Negative Correlation	Reject Hypothesis (significant)
Research and Student Assessment Skills	Capabilities Performance	0.4 643	.0 0001.	Moderate Positive Correlation	Reject Hypothesis (significant)
Research and Classroom Skills	Capabilities Management	0.5 832	.0 0001.	Moderate Positive Correlation	Reject Hypothesis (significant)
Research and Instructional Skills	Capabilities Delivery	0.5 846	.0 0001.	Moderate Positive Correlation	Reject Hypothesis (significant)

Capacity Building on Research and Teaching Competence



This activity aims to (1) train the teachers in writing research proposal, analyze findings, write conclusions and recommendations, and publish research paper; (2) upskill teachers' teaching competence in providing clear instructions, using art of questioning, time-on-tasks management, and explaining concepts; and (3) enrich collaboration among teachers through sharing best practices in teaching and research.

CONCLUSION

This study found that most of the respondents can update themselves with recent research developments to improve their teaching quality, efficiency, and timeliness. Meanwhile, most of them can analyze and interpret research results and their implications for solving research problems. Overall, the respondents had fair research capability skills. In terms of teaching competence, the respondents are highly competent in terms of pedagogical skills and instructional delivery skills. At the same time, they are very highly qualified in terms of students' performance assessment skills and classroom management skills. Moreover, after the interviews were conducted, two themes were generated: critical thinking, problem-solving, and continuous learning adaptation. Furthermore, research capabilities and pedagogical skills showed a weak negative correlation. A moderate positive correlation was found between research capabilities and instructional delivery skills, classroom management skills, and student performance assessment skills.

RECOMMENDATIONS

The following recommendations are proposed based on the analysis of findings and conclusions. Specifically, the respondents should be given training on how to analyze and interpret research results data and its implications to solve research problems; publish research on different platforms; make summaries, conclusions, and recommendations aligned with the study's findings; and write research proposals in line with the status of teaching, learning, and development in education. While in their teaching competence, specifically pedagogical skills, the respondents should be given training on providing explicit instruction to the learners regardless of the differences and explaining concepts, terms, vocabulary, and principles related to the lessons. Likewise, on the respondents' student performance assessment skills, training on checking students' understanding by asking comprehension questions and requiring practical application of skill, and using assessment results to determine if the learning competencies were mastered, and addressing the least learned competencies should be given. In addition, training on respondents' classroom management skills, training on managing time appropriately for task completion, and maintaining a physical environment conducive to learning should be provided. Further, the respondents should develop skills in fully explaining the concepts embedded in the lessons more elaborately and relevantly, and demonstrate step-by-step procedures during activities or lessons that require a specific methodology. Lastly, continuous support through a performance improvement plan should be given to fully equip the teachers with the necessary research skills and teaching competence, leading to comprehensive critical thinking and problem-solving skills and continuous learning adaptation. Other researchers may conduct similar studies on the effects of research and teaching competence on student and school performance.

TRANSLATIONAL RESEARCH



The findings of this study can be best translated in a capacity building program on research and teaching competence, which aims to train the teachers in writing research proposal, analyze findings, write conclusions and recommendations, and publish research paper; upskill teachers' teaching competence in providing clear instructions, using art of questioning, time-on-tasks management, and explaining concepts; and enrich collaboration among teachers through sharing best practices in teaching and research.

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