Technical Support Availability and Socio-Emotional Learning Competency on Research Capability of Teachers in Integrated Schools

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ABSTRACT

This research examined the research capability of teachers in integrated schools and its relationship with technical support availability and socio-emotional learning competency. It determined the levels of technical support, socio-emotional learning, and research capability across four dimensions: information retrieval, information management, communication and collaboration, and research application and ethics. It also explored the relationships among these variables and identified significant predictors of research capability. A descriptive-correlational research design was employed. The study was conducted in the four Districts of Quezon in the Division of Bukidnon during the school year 2025-2026. A total of three hundred four (304) teachers voluntarily participated in answering the research questionnaire. Data were gathered using a structured questionnaire and analyzed using descriptive statistics, Pearson product-moment correlation, and multiple regression analysis. Findings revealed that technical support availability, socio-emotional learning competency, and research capability were all at high levels. Both technical support and socio-emotional learning were significantly related to research capability, with socio-emotional learning demonstrating a stronger association. Regression analysis identified responsible decision-making, relationship skills, and responsiveness as significant predictors, collectively explaining a substantial portion of the variance in research capability. The study concludes that while technical support provides necessary external conditions for research engagement, socio-emotional competencies exert a greater influence on teachers' research capability. These findings highlight the importance of strengthening both institutional support systems and teachers' internal competencies to enhance research productivity and professional practice.

Keywords: responsible decision making, relationship skills, responsiveness, competence, reliability, social awareness

INTRODUCTION

In today's educational landscape, teachers are increasingly expected not only to deliver effective classroom instruction but also to engage in research that strengthens professional practice and contributes to school improvement. Research capability among teachers involves proficiency in information retrieval, data management, collaboration, communication, and adherence to ethical research standards. However, developing these capabilities can be challenging, especially when teachers face barriers such as limited technical resources, lack of administrative support, and low confidence in their socio-emotional skills. These factors often influence teachers' willingness and ability to initiate and sustain research activities.

Despite the Department of Education's (DepEd) continuous efforts to institutionalize a research culture through the Basic Education Research Agenda and the issuance of DepEd Order No. 16, s. 2017, which provides Research Management Guidelines, teachers' research capabilities in the Philippine public school system remain limited. A systematic review by Castillo and Dela Cruz (2023) revealed that only a small fraction of teachers engage in research activities due to heavy workloads, insufficient training, and minimal research funding. In

their analysis, 72% of surveyed teachers admitted lacking confidence in research writing, while 68% cited the absence of mentoring as a major barrier. Similarly, a study conducted by Galarosa (2023) in Misamis Oriental found that most elementary teachers encountered difficulties in formulating research questions, analyzing data, and writing manuscripts, primarily due to time constraints and lack of institutional guidance.

Specifically, this study aimed to assess the relationship between teachers' technical support availability and socio-emotional learning competency with their research capability, and to determine which of these variables best predicts their level of research competence. This was conducted during the School Year 2025–2026 in the Integrated schools of the Division of Bukidnon specifically in the four Districts of Quezon, this study provided evidence-based insights that can guide policymakers, administrators, and educators in enhancing research competence through improved technical support systems and socio-emotional capacity-building programs.

This study investigated how technical support availability and socio-emotional learning competency relate to research capability among teachers in integrated schools within the Division of Bukidnon specifically in the four Disctricts of Quezon. Integrated schools, which house elementary, junior high, and senior high levels under one administration, offer a unique context for exploring these variables across diverse teaching responsibilities.

Objectives of the Study

This study sought to examine the relationship between technical support availability and socio-emotional learning competency on research capability of teachers in integrated schools.

Specifically, it aimed to

1. Assess the level of teachers' technical support availability in terms of:

    a. accessibility;

    b. responsiveness;

    c. competence; and

    d. reliability.

2. Examine the level of teachers' socio-emotional learning competency in terms of:

    a. self-awareness;

    b. self-management;

    c. responsible decision-making;

    d. social awareness; and

    e. relationship skills.

3. Determine the level of teachers research capability in terms of

    a. information retrieval skills;

    b. information management skills;

    c. communication and collaboration skills; and

    d. research application and ethics.

4. Correlate research capability of teachers and

a. technical support availability; and

b. socio-emotional learning.

5. Identify the variable, singly or in combination, that best predicts the research capability of teachers.

MATERIALS AND METHODS

This chapter includes the procedures used in collecting and analyzing the data. Specifically, it consists of a discussion of the research design, the research locale, the research respondents, the sampling procedure, the instruments used the method for data collection, and the statistical technique employed for data processing and analysis that will be used to gather data.

Respondents

The respondents in conducting this research were teachers from the in the four Districts of Quezon in the Division of Bukidnon comprising Quezon I, Quezon II, Quezon III, and Quezon IV Districts for the school year 2025-2026. The researcher conducted a random sampling to the teachers in integrated schools consisting at least three hundred four (304) teaching personnels.

Research Design

This study utilized a quantitative research methodology. The researcher employed a descriptive correlational strategy, which seeks to systematically observe, describe, and record facts from many viewpoints without changing variables or doing causal analyses. Descriptive design was used to describe the research capability of teachers in integrated schools in terms of technical support availability and socio-emotional learning competency. Quantitative research for quantifying the collection and analysis of data that will investigate the relationship of variables.

Instrument

There were three (3) sets of questionnaires that were used in the study. This is to categorize the content as to technical support availability, socio-emotional learning competency and research capability of teachers. Thus, the said survey questionnaire was used as the primary tool in data gathering.

Technical Support Availability

A standardized research instrument was developed patterned in the study of Technology in Schools: Suggestions, Tools, and Guidelines for Assessing Technology in Elementary and Secondary Education (U.S. Department of Education, National Center for Education Statistics, 2002) which was subjected to content validity and reliability analysis to get the cronbach alpha of 0.973, indicating an excellent level of reliability. A five point likert scale is used for each item ranging from “Strongly Agree” to “Strongly Disagree”.

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Very Poor (VP)	Very Low Availability
2	1.51-2.50	Poor (P)	Low Availability
3	2.51-3.50	Fair (F)	Average Availability
4	3.51-4.50	Good (G)	High Availability
5	4.51-5.00	Excellent (E)	Very High Availability

Socio-Emotional Learning Competency

The questionnaire was adapted from Napa, A et. al (2022) which composed of five (5) sub-variables namely: self awarenes, self-management, responsible decision-making, social awareness, and relationship skills. Prior to the conduct of the study, the instrument was subjected to a pilot test to establish its reliability within the context of the present research. The internal consistency of the questionnaire was assessed using Cronbach's alpha, which yielded a coefficient of 0.984, indicating an excellent level of reliability.

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Strongly Disagree (SD)	Very Low Competency
2	1.51-2.50	Disagree (D)	Low Competency
3	2.51-3.50	Moderately Agree (MA)	Average Competency
4	3.51-4.50	Agree (A)	High Competency
5	4.51-5.00	Strongly Agree (SA)	Very High Competency

Research Capability Questionnaire

The instrument that was used was adapted from Lagrio, R et.al (2022), composed of four (4) sub-variables namely: information retrieval skills, information management skills, communication and collaboration, and research application and ethics. Cronbach's alpha coefficient (α) was computed, which yielded a value of 0.988, indicating an excellent level of reliability. This instrument was answered through scaling 1, 2, 3, 4, and 5. It indicates as 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly Agree.

Statistical Analysis

The data of the study was interpreted using the statistical techniques in order to address the targeted issues. The means and standard deviation of the participants was determined using descriptive statistics in which the features were described by generating summaries about the data sample. Also, pearson correlation coefficient was used as a statistical tool the help the researcher obtain the results of the given and as a statistical relationship between the three variables. The significant effect of the treatment was determined using the linear regression it which it identifies what variable best predict the independent variable.

Locale of the Study

This study was conducted in the four Districts of Quezon in the Division of Bukidnon comprising Quezon I, Quezon II, Quezon III, and Quezon IV Districts for the school year 2025-2026. It includes numerous schools including the integrated schools and a significant number of employed teachers. The Quezon I District comprises 5 integrated schools. The Quezon II District comprises 7 integrated schools. The Quezon III District comprises 2 integrated schools. The Quezob IV District comprises 3 integrated schools.

RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis, and interpretation of data gathered from the study participants – the teachers in integrated schools oin the Four Districts of Quezon, Division of Bukidnon for the school year 2025-2026.

Mean Scores of Technical Support Availabiliy

The results for the learning infrastructure were discussed in this section. The level of learning infrastructure was measured along the two (2) domains namely: teaching-learning performance, and school infrastructure. The teachers rated each indicators in every domain according to how they perceived these.

The Table 1 presents the summary of the overall mean scores of technical support availability in integrated schools as perceived by teachers, categorized into four dimensions: accessibility, responsiveness, competence, and reliability. Each dimension is described using mean scores, descriptive ratings, and qualitative interpretations to determine the extent to which technical support is available in supporting teachers' professional and research-related tasks.

Table 1. Level of Technical Support Availability

Dimensions	Mean	Descriptive Rating	Qualitative Interpretation
Accessibility	3.88	Agree	High Availability
Responsiveness	3.75	Agree	High Availability
Competence	3.75	Agree	High Availability
Reliability	3.69	Agree	High Availability
Overall Mean	3.79	Agree	High Availability

Legend:

Range	Descriptive Rating	Qualitative Interpretation
1.00-1.50	Strongly Disagree (SD)	Very Low Availability
1.51-2.50	Disagree (D)	Low Availability
2.51-3.50	Moderately Agree (MA)	Average Availability
3.51-4.50	Agree (A)	High Availability
4.51-5.00	Strongly Agree (SA)	Very High Availability

As reflected in the table 6, all four dimensions of technical support availability were rated "Agree" and interpreted as "High Availability," with mean scores ranging from 3.69 to 3.88. Among the dimensions, accessibility obtained the highest mean score (3.88), indicating that teachers perceive technical support services as readily available and easy to access when needed. This suggests that schools have established mechanisms that allow teachers to reach technical support personnel or resources without significant difficulty. This is followed by responsiveness and competence, both with a mean score of 3.75, implying that technical support staff are generally prompt in addressing concerns and possess the necessary skills to resolve technical issues effectively.

The relatively lower rating in reliability highlights the need for improvements in system stability, consistency, and contingency planning. Strengthening these areas will further enhance the overall effectiveness of technical support services. The high level of technical support availability implies that teachers are well-supported in utilizing technology, which is essential in fostering their research capability and professional productivity.

The results of this study are supported by recent literature emphasizing the importance of technical support systems in education. According Scherer et al. (2019) that accessibility and reliability of ICT resources significantly influence teachers' technology integration practices. Their study highlights that consistent access to functional tools and support services enhances teachers' confidence and effectiveness.

Mean Score of Socio-Emotional Learning Competency

Table 2 presents the summary of teachers' socio-emotional learning (SEL) competency across five key dimensions: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. The table provides the mean scores, descriptive ratings, and qualitative interpretations to determine the overall level of SEL competency among teachers in integrated schools.

Table 2. Level of Socio-emotional Learning Competency

Dimensions	Mean	Descriptive Rating	Qualitative Interpretation
Self Awareness	4.44	Agree	High Competency
Responsible Decision Making	4.38	Agree	High Competency
Relationship Skills	4.38	Agree	High Competency
Social Awareness	4.35	Agree	High Competency
Self Management	4.30	Agree	High Competency
Overall Mean	4.37	Agree	High Competency

Legend:

Range	Descriptive Rating	Qualitative Interpretation
1.00-1.50	Strongly Disagree (SD)	Very Low Competency
1.51-2.50	Disagree (D)	Low Competency
2.51-3.50	Moderately Agree (MA)	Average Competency
3.51-4.50	Agree (A)	High Competency
4.51-5.00	Strongly Agree (SA)	Very High Competency

As shown in Table 12, all five dimensions were rated "Agree" and interpreted as "High Competency," with mean scores ranging from 4.30 to 4.44, indicating a consistently high level of socio-emotional learning competency among teachers. Among the dimensions, self-awareness obtained the highest mean score (4.44), suggesting that teachers have a strong understanding of their emotions, strengths, and personal values. This indicates that teachers are highly reflective and conscious of their internal states, which is foundational to socio-emotional competence.

This is followed by responsible decision-making (M = 4.38) and relationship skills (M = 4.38), indicating that teachers are capable of making ethical decisions and maintaining positive interpersonal relationships. These competencies reflect strong professional judgment and collaboration skills. Meanwhile, social awareness (M = 4.35) also received a high rating, suggesting that teachers demonstrate empathy, respect for diversity, and sensitivity to others' perspectives. On the other hand, self-management registered the lowest mean (4.30), although still interpreted as high. This indicates that while teachers are generally capable of regulating their emotions and behavior, there is relatively more room for improvement in areas such as sustained self-control and long-term goal management. The overall mean of 4.3738 indicates that teachers demonstrate a high level of socio-emotional learning competency.

The study shows that teachers in integrated schools possess high levels of socio-emotional competence across all domains, helping them manage themselves, relate well with others, and make appropriate professional decisions. High self-awareness serves as a strong foundation for other competencies, allowing teachers to better regulate their emotions (self-management), understand others (social awareness), build relationships

(relationship skills), and make ethical decisions (responsible decision-making). The interplay of these competencies contributes to holistic professional development and effectiveness.

The results of this study are supported by recent literature emphasizing the importance of socio-emotional learning competencies in professional effectiveness. According to Collaborative for Academic, Social, and Emotional Learning (2020), socio-emotional learning is composed of interconnected competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—that collectively enhance individuals' ability to succeed in personal and professional contexts. Similarly, Schonert-Reichl (2017) emphasized that these competencies are interrelated and contribute to improved emotional regulation, interpersonal relationships, and decision-making, which are essential for educators. Also, OECD (2021) reported that individuals with strong socio-emotional skills demonstrate higher levels of adaptability, collaboration, and problem-solving, which are critical in dynamic professional environments. Moreover, Jennings et al. (2017) found that teachers with high socio-emotional competence exhibit better classroom management, reduced stress, and improved professional performance.

Mean Scores of Research Capability

Table 3 presents the summary of teachers' level of research capability across four dimensions: research and application skills, information retrieval skills, information management skills, and communication and collaboration skills.

Table 3. Level of Research Capability

Dimensions	Mean	Descriptive Rating	Qualitative Interpretation
Research & Application Skills	4.30	Agree	High Capability
Information Retrieval Skills	4.17	Agree	High Capability
Information Management Skills	4.13	Agree	High Capability
Communication & Collaboration Skills	4.10	Agree	High Capability
OVERALL MEAN	4.17	Agree	High Capability

Legend:

Range	Descriptive Rating	Qualitative Interpretation
1.00-1.50	Strongly Disagree (SD)	Very Low Capability
1.51-2.50	Disagree (D)	Low Capability
2.51-3.50	Moderately Agree (MA)	Average Capability
3.51-4.50	Agree (A)	High Capability
4.51-5.00	Strongly Agree (SA)	Very High Capability

The table reveals the overall mean score of 4.17, interpreted as Agree, indicates a high level of research capability among teachers. Among the four dimensions, research and application skills obtained the highest mean (M = 4.30), followed by information retrieval skills (M = 4.17), information management skills (M = 4.13), and communication and collaboration skills (M = 4.10). All dimensions were consistently rated as Agree with a qualitative interpretation of high capability.

The results reveal that teachers demonstrate consistently high competence across all dimensions of research capability, indicating a well-rounded skill set necessary for effective research engagement. The highest rating in research and application skills suggests that teachers are particularly strong in applying research principles ethically and utilizing findings to address practical concerns. This indicates that teachers are not only

knowledgeable about research processes but are also capable of translating research into meaningful applications in their professional practice.

Meanwhile, information retrieval and management skills also received high ratings, reflecting teachers' ability to locate, evaluate, organize, and synthesize relevant information effectively. These competencies are essential in ensuring the quality and credibility of research outputs. On the other hand, communication and collaboration skills, although still high, received the lowest mean among the four dimensions. This suggests that while teachers are capable of engaging in scholarly communication and teamwork, there may be room for further enhancement in areas such as research dissemination, peer collaboration, and leadership in research activities.

The findings imply that teachers possess a strong foundation in research capability, enabling them to perform various research-related tasks effectively and ethically. The high level across all dimensions reflects their readiness to engage in research activities that contribute to professional development and institutional improvement. The prominence of research and application skills highlights teachers' ability to integrate research into practice, which is essential in promoting evidence-based decision-making in education.

The findings align with studies that stress the diverse dimensions of research capability. According to Creswell (2018), research competence involves a combination of skills, including data collection, analysis, application, and ethical practice. The high ratings across all dimensions in this study align with this comprehensive view of research capability. Also, Darling-Hammond et al. (2017) underscored that teachers' research capability is crucial in fostering continuous professional development and improving educational outcomes. Their study supports the overall finding that teachers exhibit a high level of research capability.

Relationship between the Research Capability of Teachers in Integrated Schools and Technical Support Availability and Socio-Emotional Learning Competency.

The highlight of this study was to determine the relationship between the research capability of teachers in integrated schools and the technical support availability and their socio-emotional competency, which was analyzed using the Pearson-product moment correlation, as shown in Table 4.

Table 4. Correlation between the Research Capability of Teachers in Integrated Schools and Technical Support Availability and Socio-Emotional Learning Competency

Independent Variables	Correlation Coefficient (t-value)	Probability (p-value)
Technical Support Availability	.464	.000**
Accessibility	.442	.000**
Responsiveness	.440	.000**
Competence	.456	.000**
Reliability	.376	.000**
Socio-Emotional Learning	.703	.000**
Self-Awareness	.589	.000**
Self-Management	.654	.000**
Responsible Decision-Making	.681	.000**
Social Awareness	.626	.000**
Relationship Skills	.673	.000**

**. Correlation is significant at the 0.01 level (2-tailed).
b. Listwise N=304

Table 18 presents the correlation between teachers' research capability and the independent variables, namely technical support availability and socio-emotional learning competency. The results reveal that technical support availability has a moderate positive correlation with research capability ($r = .464$, $p = .000$), which is statistically significant at the 0.01 level.

Among its sub-dimensions, competence showed the highest correlation (r = .456), followed by accessibility (r = .442), responsiveness (r = .440), and reliability (r = .376), all with p = .000, indicating significant relationships. On the other hand, socio-emotional learning competency demonstrated a strong positive correlation with research capability (r = .703, p = .000), also significant at the 0.01 level. Among its components, responsible decision-making had the highest correlation (r = .681), followed by relationship skills (r = .673), self-management (r = .654), social awareness (r = .626), and self-awareness (r = .589), all statistically significant.

The findings indicate that both technical support availability and socio-emotional learning competency are significantly related to teachers' research capability. However, the strength of the relationship differs notably between the two variables. The moderate correlation between technical support and research capability suggests that access to reliable systems, responsive assistance, and competent technical personnel contributes to teachers' ability to conduct research. Teachers who receive adequate technical support are more likely to efficiently access tools, manage data, and complete research tasks.

In contrast, the strong correlation between socio-emotional learning (SEL) and research capability highlights the critical role of internal competencies such as self-regulation, decision-making, and interpersonal skills. The high correlations across all SEL components suggest that teachers' emotional intelligence and social skills significantly influence their engagement, persistence, and effectiveness in research activities. Notably, responsible decision-making and relationship skills emerged as the strongest predictors within SEL, indicating that teachers who can make sound judgments and collaborate effectively tend to demonstrate higher research capability.

The strong relationship with socio-emotional learning underscores the importance of self-awareness, emotional regulation, and interpersonal skills in sustaining research engagement. Teachers who are emotionally resilient, collaborative, and capable of making informed decisions are more likely to overcome challenges in the research process and produce quality outputs.

The findings suggest that improving teachers' research capability requires a holistic approach, integrating both institutional support systems and the development of socio-emotional competencies.

The findings are supported by several studies emphasizing both external and internal factors influencing research capability. According to Teo (2017) that teachers' use of technology in academic tasks is influenced by the availability, accessibility, and reliability of technical support systems. The strong relationship between socio-emotional learning and research capability is supported by Durlak et al. (2017), who emphasized that socio-emotional competencies such as self-management and responsible decision-making significantly enhance individuals' performance, motivation, and problem-solving abilities.

Predictors of the the Research Capability of Teachers in Integrated Schools

Table 5 illustrates the linear regression analysis in finding the best predictor of the research capability of the teachers in integrated schools. Three predictors were found to be the variables that predict the research capability of the teachers in integrated schools.

Table 5. Predictors of the Research Capability of Teachers

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	.854	.182		4.690	.000
Socio-Emotional Learning Competency					
Responsible Decision-Making	.361	.064	.378	5.638	.000
Relationship Skills	.285	.066	.295	4.302	.000
Technical Support Availability					
Responsiveness	.130	.033	.170	3.879	.000

$R = .729$, $R^2 = .531$, $F = 113.315$, p-value= .000

Table 5 presents the predictors of the research capability of teachers in integrated schools using multiple regression analysis. The model yielded an R value of .729 and an R^2 of .531, indicating that approximately 53.1% of the variance in teachers' research capability is explained by the combined influence of the predictor variables. The model is statistically significant (F = 113.315, p = .000).

Y= 0.854 + 0.361 (X1) + 0.285 (X2) +0.130 (X3)

Where:

0.854 = Constant

Y= Research Capability of Teachers

X1= Responsible Decision-Making *(Socio-emotional Learning Competency)*

X2= Relationship Skills *(Socio-emotional Learning Competency)*

X3= Responsiveness *(Technical Support Availability)*

The results indicate that both socio-emotional learning competencies and technical support availability significantly predict teachers' research capability, with socio-emotional variables demonstrating stronger predictive power. Among the predictors, responsible decision-making emerged as the strongest predictor, as evidenced by the highest standardized coefficient (β = .378). This suggests that teachers who are capable of making informed, ethical, and reflective decisions are more likely to demonstrate higher research capability. Relationship skills also significantly contribute to research capability (β = .295), indicating that the ability to collaborate, communicate, and build professional connections enhances research engagement and productivity.

Therefore, the second null hypothesis which states that there is no variable, singly or in combination that best predicts the research capability of teachers in integrated schools is rejected.

Meanwhile, responsiveness, a component of technical support availability, was also found to be a significant predictor (β = .170), though with a comparatively smaller effect size. This suggests that timely and effective technical assistance facilitates research processes but is less influential than socio-emotional competencies. The high R^2 value further indicates that the model has strong explanatory power, highlighting the combined importance of both internal (SEL) and external (technical support) factors.

The findings imply that teachers' research capability is significantly influenced by a combination of personal competencies and institutional support systems, with greater emphasis on socio-emotional learning competencies. The prominence of responsible decision-making suggests that research capability is deeply rooted in teachers' ability to think critically, act ethically, and make sound judgments throughout the research process. This competency is essential in ensuring the quality and integrity of research outputs. Similarly, the significance of relationship skills highlights the importance of collaboration and communication in research. Teachers who can effectively engage with peers, share ideas, and work collaboratively are more likely to succeed in research endeavors.

Although technical support responsiveness contributes to research capability, its relatively lower predictive value indicates that external support alone is insufficient without strong internal competencies. The results suggest that enhancing teachers' research capability requires prioritizing the development of socio-emotional competencies, while also ensuring adequate and responsive technical support systems.

The findings are supported by several empirical studies highlighting predictors of research capability. According to Durlak et al. (2017), socio-emotional competencies such as decision-making and relationship skills significantly influence individuals' performance, problem-solving abilities, and academic outcomes. This supports the strong predictive power of responsible decision-making and relationship skills in this study. Furthermore, Bandura (2018) highlighted that personal factors such as self-regulation, motivation, and social competence significantly influence behavior and performance.This supports the significance of responsiveness

as a predictor, albeit with a smaller effect compared to socio-emotional factors. Also, Darling-Hammond et al. (2017) emphasized that both individual competencies and institutional support systems are necessary for enhancing teacher effectiveness and professional growth, reinforcing the combined influence observed in this study.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

That the teachers in integrated schools in the four Districts of Quezon operate within an environment characterized by a high level of technical support availability, which plays a facilitative role in their engagement with research-related tasks. The dimensions of accessibility, responsiveness, competence, and reliability collectively indicate that technological resources and assistance are generally sufficient, functional, and supportive of teachers' needs. This suggests that institutional provisions for technical support are adequately established, thereby reducing potential barriers to research engagement. However, while such external support systems are essential, they function primarily as enabling conditions rather than primary determinants of research capability.

The teachers possess a high level of socio-emotional learning competency, reflecting well-developed capacities in self-awareness, self-regulation, social awareness, relationship management, and responsible decision-making. These competencies indicate that teachers are not only cognitively equipped but also emotionally and socially prepared to navigate the demands of professional and research environments. The prominence of self-awareness and responsible decision-making suggests that teachers are capable of reflective practice and sound judgment, which are critical in conducting systematic and ethical research. This level of socio-emotional competence provides a strong internal foundation that supports sustained engagement in complex and cognitively demanding tasks such as research.

The teachers demonstrate a high level of research capability, encompassing competencies in information retrieval, information management, communication and collaboration, and research application and ethics. The relatively higher performance in research application and ethical practices indicates that teachers are particularly proficient in translating research knowledge into practical applications while adhering to established ethical standards. At the same time, their competence in retrieving and managing information reflects familiarity with research processes and digital resources. Although communication and collaboration skills received comparatively lower ratings, they remain within a high level, suggesting that teachers are generally capable of disseminating and discussing research findings, albeit with potential areas for further enhancement.

Both technical support availability and socio-emotional learning competency are significantly associated with research capability, thereby confirming that research performance is influenced by a combination of external and internal factors. The significance of these correlations suggests that these relationships are reliable and not due to chance. Hence, the null hypothesis that there is no relationship is hereby rejected. The markedly stronger relationship between socio-emotional learning competency and research capability indicates that internal attributes exert a more substantial influence than external support mechanisms. This suggests that while access to resources and technical assistance is important, the ability of teachers to regulate their behavior, interact effectively with others, and make informed decisions plays a more decisive role in determining their research engagement and productivity.

The regression analysis provides evidence that responsible decision-making, relationship skills, and responsiveness are significant predictors of teachers' research capability. Thus, the null hypothesis is rejected. Among these, responsible decision-making emerges as the most influential predictor, highlighting the centrality of critical thinking, ethical reasoning, and sound judgment in the research process. Relationship skills also demonstrate a strong predictive value, underscoring the importance of collaboration, communication, and professional interaction in enhancing research outcomes. While responsiveness, as a component of technical support, contributes significantly, its relatively lower predictive strength reinforces the conclusion that internal competencies are more critical determinants of research capability than external support alone. Collectively, these findings suggest that the development of teachers' research capability is best understood as a function of

both institutional support and individual competencies, with greater emphasis on the latter as the driving force behind effective research engagement.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

Teachers, as the primary beneficiaries of this study, can directly apply these insights to improve their professional practice and research performance. They are encouraged to continuously develop their socio-emotional competencies, particularly in decision-making and relationship-building, as these have been shown to significantly influence research capability. They may also actively participate in professional development activities such as seminars, workshops, and research collaborations to further improve their skills in conducting and disseminating research. Strengthening their competence in statistical analysis and the use of research tools is also recommended to enhance the quality of their research outputs.

School administrators may continue to strengthen and sustain technical support systems by ensuring that resources are accessible, reliable, and responsive to teachers' needs. They may also implement targeted training programs that enhance teachers' research skills, particularly in areas such as data analysis, communication, and collaboration. Developing a research-oriented culture through mentorship programs and collaborative activities can further enhance teachers' engagement in research.

For the Department of Education, it is recommended to design and implement comprehensive professional development programs that integrate both research capability and socio-emotional learning. Providing access to research resources, databases, and technical assistance can further support teachers in their research endeavors. Moreover, policies that encourage and recognize teacher-led research initiatives should be strengthened to promote innovation and continuous improvement in education.

Future researchers are encouraged to conduct similar studies in different contexts to validate the findings and explore additional variables that may influence research capability, such as organizational support, workload, and motivation. Employing qualitative or mixed-method approaches may also provide deeper insights into the experiences and challenges of teachers in conducting research.

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