

Research Capability Program, Teachers' Collaboration, and Implementation Progress in Public Elementary Schools in the Division of San Pedro City: Basis for an Evidence-Based Advancement Framework

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ABSTRACT

Teacher research has become an essential component of educational reform because it enables educators to generate evidence-based solutions that improve classroom instruction, school management, and institutional decision-making. This study examined the research capability program, teachers' collaboration, and implementation progress in selected public elementary schools in the Division of San Pedro City, Laguna. Specifically, it assessed research capability in terms of research knowledge and literacy, research skills development, institutional support and policy alignment, capacity-building activities, access to resources and funding, and research utilization and dissemination. Teachers' collaboration was likewise examined through collaborative research planning, shared data collection and analysis, co-writing and documentation, peer mentoring and capacity building, dissemination and utilization, and institutional and administrative support. The study employed a descriptive-correlational research design involving supervisors, school heads, and teachers from selected public elementary schools. Descriptive statistics, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation, and documentary analysis were utilized to analyze the data. Findings revealed that the research capability program and teachers' collaboration were generally assessed as highly evident, while implementation progress consistently reflected a high level of institutional performance. Significant relationships were established among research capability, teachers' collaboration, and implementation progress, suggesting that strengthened research competencies and collaborative professional cultures contribute substantially to organizational effectiveness. Although facilitating factors outweighed hindering factors, respondents identified workload, limited research funding, and time constraints as continuing challenges. Based on these findings, an Evidence-Based Advancement Framework was developed to strengthen teacher research competence, collaborative professionalism, and continuous organizational improvement across public elementary schools.

Keywords: research capability program, teacher collaboration, implementation progress, public elementary schools, educational management, evidence-based practice, professional learning communities, San Pedro City, Laguna, Philippines

INTRODUCTION

Educational systems worldwide increasingly recognize that teacher research is fundamental to continuous school improvement, instructional innovation, and evidence-based educational decision-making. Rather than functioning solely as classroom practitioners, teachers are now expected to become reflective professionals who generate, analyze, and apply research findings to improve learner outcomes and institutional performance. Research-informed teaching enables educators to identify contextual educational challenges, develop localized interventions, evaluate instructional effectiveness, and contribute directly to organizational learning. Consequently, research capability has become a strategic priority among educational systems seeking sustainable organizational development and improved educational quality.

Teacher collaboration has likewise emerged as one of the strongest predictors of school effectiveness. Contemporary educational leadership emphasizes collaborative professionalism through Professional Learning

Communities (PLCs), Learning Action Cells (LACs), peer mentoring, collaborative inquiry, and shared instructional leadership. Schools characterized by strong collaborative cultures demonstrate greater instructional innovation, organizational resilience, teacher efficacy, and learner achievement because professional knowledge is continuously shared and collectively refined. Collaborative environments encourage teachers to engage in reflective dialogue, jointly solve instructional problems, and implement research-informed teaching practices that strengthen institutional performance.

Within the Philippine educational system, teacher research and collaborative professional development have received increasing policy attention. The Department of Education institutionalized teacher research through **DepEd Order No. 16, s. 2017 (Research Management Guidelines)**, encouraging educators to conduct localized research that informs instructional improvement and evidence-based decision-making. Likewise, **DepEd Order No. 35, s. 2016** established Learning Action Cells as school-based continuing professional development mechanisms that promote collaborative learning and instructional improvement. These initiatives are further reinforced by **Republic Act No. 9155 (Governance of Basic Education Act)** and the **Basic Education Development Plan (BEDP) 2030**, both of which emphasize school-based management, shared governance, professional development, and continuous organizational improvement. Collectively, these policies position teacher research and collaboration as essential organizational processes supporting educational excellence.

Despite these policy initiatives, many public elementary schools continue experiencing challenges in institutionalizing teacher research and collaborative professional learning. Limited research competence, inadequate mentoring, insufficient funding, competing administrative responsibilities, and constrained opportunities for collaborative inquiry often hinder teachers' sustained engagement in research activities. While many schools successfully implement isolated research training programs, fewer institutions have fully integrated research capability into organizational culture, instructional decision-making, and continuous school improvement. Consequently, implementation progress frequently varies across schools despite common national policy directions. These institutional realities highlight the continuing need for comprehensive frameworks that connect research capability, collaborative professionalism, and organizational performance within public elementary education.

Although previous investigations have independently examined teacher research competence, professional collaboration, and school effectiveness, relatively few empirical studies have explored the integrated relationships among these organizational variables within Philippine public elementary schools. Existing literature remains limited regarding how research capability programs strengthen collaborative professional cultures and ultimately contribute to implementation progress at the institutional level. This gap is particularly evident within the Division of San Pedro City, where localized evidence regarding teacher-led research, collaborative inquiry, and organizational improvement remains limited. Addressing this gap is essential for developing evidence-based interventions that strengthen teacher research engagement while enhancing organizational effectiveness.

Guided by this context, the present study assessed the research capability program, teachers' collaboration, and implementation progress among selected public elementary schools in the Division of San Pedro City. Specifically, it examined teachers' assessments of research capability across six dimensions, evaluated collaborative professional practices, analyzed implementation progress through documentary evidence, determined significant differences and relationships among the study variables, identified facilitating and hindering organizational factors, and developed an **Evidence-Based Advancement Framework** designed to strengthen teacher research competence, collaborative professionalism, and sustainable organizational improvement. The findings are expected to contribute to educational leadership, teacher professional development, and evidence-based school management within the Philippine basic education system.

RESEARCH FRAMEWORK

The study is anchored on three complementary theoretical perspectives that collectively explain how teacher research capability, collaborative professionalism, and organizational effectiveness interact to improve implementation progress within public elementary schools. These perspectives provide the conceptual

foundation for understanding how professional learning, collaborative inquiry, and adaptive organizational management contribute to continuous school improvement.

The primary theoretical anchor is **Participatory Action Research (PAR)**, which emphasizes collaborative inquiry, reflective practice, and contextual problem-solving. PAR positions teachers as active producers of knowledge rather than passive recipients of educational policies. Through systematic investigation of classroom and organizational issues, teachers generate localized evidence that informs instructional improvement, policy implementation, and institutional decision-making. Consistent with DepEd Order No. 16, s. 2017, research capability programs grounded in PAR strengthen teachers' competence in identifying educational problems, conducting systematic inquiry, interpreting evidence, and utilizing research findings to improve educational practice. Consequently, research capability extends beyond technical research skills toward developing a culture of inquiry that supports organizational learning and continuous institutional improvement.

The second theoretical foundation is the **Professional Learning Community (PLC) Theory**, which explains teacher collaboration as a sustained organizational process characterized by shared leadership, collective responsibility, reflective dialogue, mutual trust, and continuous professional learning. Within Professional Learning Communities, teachers collaboratively examine learner outcomes, exchange instructional practices, conduct joint research activities, and develop evidence-based instructional innovations. Such collaborative professional cultures promote organizational resilience because professional knowledge becomes collectively generated, shared, and continuously refined. The collaborative dimensions examined in this study—including collaborative research planning, shared data analysis, peer mentoring, co-writing, dissemination, and institutional support—reflect the core principles of PLC theory.

Finally, the study adopts **Adaptive Management Theory**, which conceptualizes implementation progress as a dynamic organizational process requiring continuous learning, responsiveness, evidence-based decision-making, and strategic organizational alignment. Adaptive management emphasizes that educational institutions achieve sustained effectiveness by integrating professional learning, organizational feedback, collaborative leadership, and continuous evaluation into management practice. Within public elementary schools, implementation progress depends upon the interaction of teacher competence, collaborative organizational culture, instructional leadership, and institutional support systems. Consequently, research capability and teacher collaboration become organizational resources that enhance school effectiveness, administrative responsiveness, and sustainable educational improvement.

Together, Participatory Action Research, Professional Learning Community Theory, and Adaptive Management Theory provide a comprehensive framework explaining how teacher research capability strengthens collaborative professionalism and contributes to implementation progress. These theories support the proposition that schools become more effective when educators are empowered to conduct research, collaborate professionally, use evidence in instructional decision-making, and actively participate in continuous organizational improvement. The proposed **Evidence-Based Advancement Framework** developed in this study operationalizes these theoretical perspectives into practical strategies that educational leaders may adopt to institutionalize teacher research, collaborative learning, and evidence-informed school management.

METHODOLOGY

Research Design

This study employed a **descriptive-correlational research design** to examine the research capability program, teachers' collaboration, and implementation progress in selected public elementary schools in the Division of San Pedro City. The descriptive component enabled the researcher to determine the extent to which research capability initiatives and collaborative professional practices were manifested within the participating schools, while the correlational component examined the relationships among the major variables without manipulating existing organizational conditions. The design was selected because it provides a systematic means of describing current educational practices and determining whether significant associations exist among research capability, collaborative professionalism, and implementation progress. Such evidence is essential in developing an

Evidence-Based Advancement Framework grounded on actual organizational conditions and empirical findings.

Consistent with the objectives of the study, the descriptive approach focused on documenting the current implementation of research capability initiatives, collaborative research practices, and institutional progress as they naturally occur within schools. It is particularly appropriate for educational management studies, where the primary purpose is to generate evidence to inform policy formulation, professional development, and organizational improvement rather than to establish causal relationships. The design likewise allows educational leaders to identify strengths, organizational gaps, and priority intervention areas that may guide future school improvement initiatives.

Research Locale

The study was conducted in **selected public elementary schools within the Schools Division of San Pedro City, Laguna**. The Division serves diverse school communities implementing Department of Education initiatives related to teacher research, professional development, collaborative learning, and evidence-based school improvement. The participating schools represent varying organizational contexts in terms of school size, teacher population, instructional resources, and research engagement, thereby providing an appropriate setting for examining research capability programs, collaborative professionalism, and implementation progress.

The locale was selected because the Schools Division actively promotes teacher research through institutional research programs, Learning Action Cells (LACs), professional learning communities, and continuing capability-building initiatives. These organizational characteristics make the Division an appropriate environment for investigating the interaction among teacher research capability, collaborative professional practice, and organizational implementation progress.

Respondents of the Study

The respondents consisted of **255 education professionals**, composed of **nine (9) district supervisors, twelve (12) school heads, and two hundred thirty-four (234) teachers** from selected public elementary schools in the Division of San Pedro City. These respondent groups were chosen because they represent the primary educational stakeholders directly involved in planning, implementing, supervising, and evaluating teacher research initiatives and collaborative professional development.

District supervisors were included because of their responsibilities in instructional supervision, monitoring research implementation, and providing technical assistance to schools. School heads were selected because they directly manage school research programs, allocate institutional resources, facilitate teacher collaboration, and oversee school improvement initiatives. Teachers constituted the largest respondent group because they are the primary implementers and beneficiaries of research capability programs and collaborative professional learning activities.

The inclusion of multiple respondent groups enabled the study to obtain comprehensive organizational perspectives regarding research capability, collaborative practices, and implementation progress.

Sampling Procedure

The study employed a combination of **purposive sampling** and **simple random sampling**.

Purposive sampling was used in selecting district supervisors and school heads because these educational leaders possess direct administrative responsibility for research management, instructional supervision, professional development, and school improvement. Their positions provide specialized knowledge and organizational experiences necessary for evaluating institutional research capability and implementation progress. Purposive sampling is appropriate when respondents are selected based on their expertise, responsibilities, and direct involvement in the phenomenon under investigation.

For teacher respondents, **simple random sampling** was employed to ensure that every eligible teacher had an equal opportunity to participate in the study. This probability sampling technique minimized selection bias while improving the representativeness of teacher responses. The combined sampling procedures allowed the study to balance administrative expertise with representative teacher perspectives, thereby strengthening the validity and credibility of the findings.

Research Instrument

Data were gathered using a **researcher-developed survey questionnaire**, which served as the principal instrument. The questionnaire was developed after an extensive review of related literature, Department of Education policies, and previous studies on teacher research, professional collaboration, and organizational effectiveness.

Before full implementation, the questionnaire underwent expert validation to determine content relevance, clarity, and appropriateness. Necessary revisions were incorporated based on the recommendations of educational management experts and research specialists to ensure that the instrument adequately measured the intended constructs.

Data Gathering Procedure

Following approval from the appropriate educational authorities, the researcher formally requested permission from the Schools Division Office and participating school heads to conduct the study.

After obtaining institutional approval, the researcher administered the validated survey questionnaires to the selected respondents. District supervisors, school heads, and teachers completed the questionnaires voluntarily during schedules coordinated with school administrators to minimize disruption of regular school operations.

Completed questionnaires were carefully checked for completeness, consistency, and accuracy before encoding and statistical analysis. Documentary records related to implementation progress were likewise reviewed to supplement survey findings and strengthen the validity of organizational performance assessment.

Ethical Considerations

The study strictly adhered to accepted ethical principles governing educational research.

Participation in the study was entirely voluntary, and respondents were informed of the objectives, procedures, benefits, and confidentiality measures prior to data collection. Informed consent was obtained before questionnaire administration.

The anonymity and confidentiality of all respondents were maintained throughout the research process. Individual responses were used exclusively for academic purposes and reported only in aggregate to prevent the identification of specific participants or schools.

The researcher further ensured that data collection complied with institutional research ethics, respected participants' rights, and upheld the principles of integrity, transparency, and responsible research practice.

Statistical Treatment of Data

The collected data were analyzed using appropriate descriptive and inferential statistical techniques.

Percentage was used to describe the demographic characteristics of the respondents.

The Weighted Mean was used to determine the extent of implementation of the Research Capability Program, Teachers' Collaboration, and Implementation Progress.

Analysis of Variance (ANOVA) was used to determine whether significant differences existed among the assessments of district supervisors, school heads, and teachers on the study variables.

Pearson Product-Moment Correlation Coefficient examined the relationships among Research Capability Program, Teachers' Collaboration, and Implementation Progress.

Where appropriate, **multiple regression analysis** was employed to determine the predictive influence of the independent variables on implementation progress. The dissertation reports regression analyses relating research capability to collaboration and implementation progress, although the explanatory power was limited and not statistically significant in some models.

All statistical analyses were interpreted using a **0.05 level of significance**, allowing the researcher to determine whether observed differences and relationships were statistically meaningful.

RESULTS AND DISCUSSION

Research Capability Program

Research capability has become an essential dimension of educational quality because it enables teachers to generate evidence-based instructional innovations, improve school programs, and support informed decision-making. Contemporary educational systems recognize teacher research as a mechanism for strengthening reflective practice, professional growth, and institutional improvement. Within the Philippine basic education system, research capability is likewise considered an important component of continuing professional development, School-Based Management (SBM), and evidence-informed governance. Consequently, schools that systematically develop teachers' research competence are better positioned to respond to instructional challenges while promoting organizational learning and sustainable educational improvement.

Overall, the respondents assessed the **Research Capability Program** as **Highly Evident**, with an overall composite weighted mean of **4.35**. District supervisors obtained an overall weighted mean of **4.40**, school heads **4.26**, and teachers **4.37**, indicating a consistently favorable assessment across the three respondent groups. These findings suggest that research capability initiatives have become institutionalized within the participating public elementary schools, reflecting sustained organizational commitment toward research engagement and evidence-based professional practice.

Among the six dimensions, **Research Skills Development** obtained the highest composite weighted mean (**4.42**), followed by **Research Knowledge and Literacy** (**4.40**) and **Research Utilization and Dissemination** (**4.37**). Institutional Support and Policy Alignment ranked fourth (**4.32**), while Capacity-Building Activities and Resource and Funding Access shared the fifth rank (**4.29**). Although the latter two dimensions received comparatively lower ratings, all dimensions remained within the "Highly Evident" category, demonstrating that respondents generally perceived the research capability program as effectively implemented.

These findings strongly support the principles of **Participatory Action Research (PAR)**, which emphasize teacher inquiry, reflective practice, and evidence-based instructional improvement. Likewise, the findings reinforce **Adaptive Management Theory**, which argues that organizational effectiveness depends upon institutions' ability to generate, utilize, and continuously improve organizational knowledge through systematic learning processes.

Research Knowledge and Literacy

Research knowledge and literacy obtained a composite weighted mean of **4.40**, indicating that respondents perceived teachers to possess a high level of understanding regarding basic research concepts, methodologies, ethical standards, and evidence-based educational practice.

The findings suggest that the Schools Division has successfully strengthened teachers' awareness of educational research through seminars, orientation programs, Learning Action Cells, and institutional research initiatives.

Teachers demonstrate familiarity with identifying research problems, reviewing related literature, selecting appropriate research designs, and utilizing research findings to improve instructional practice.

Research literacy is particularly important because it establishes the foundation upon which more advanced research competencies are developed. Teachers possessing adequate research knowledge are better equipped to critically evaluate educational issues, generate contextual interventions, and contribute to organizational learning through evidence-informed decision-making.

These findings align with recent educational literature emphasizing that research literacy enables teachers to become reflective practitioners capable of integrating research into classroom instruction and school improvement initiatives.

Research Skills Development

Research Skills Development emerged as the **highest-rated dimension**, obtaining a composite weighted mean of **4.42**. Respondents consistently agreed that teachers receive sufficient opportunities to develop practical research competencies through capability-building activities, technical mentoring, research workshops, proposal writing, data analysis training, and scholarly writing activities.

The findings indicate that research capability programs extend beyond theoretical instruction toward practical application. Teachers are increasingly able to formulate research questions, collect and analyze data, interpret findings, and prepare research reports that address localized educational concerns.

The strong performance of this dimension demonstrates that the Division's research capability initiatives have successfully enhanced teachers' confidence in conducting educational research. These competencies contribute directly to instructional improvement because teachers become more capable of evaluating classroom interventions and generating localized evidence supporting learner achievement.

The findings further support Participatory Action Research by emphasizing teacher empowerment through systematic inquiry and professional reflection.

Institutional Support and Policy Alignment

Institutional Support and Policy Alignment received a composite weighted mean of **4.32**, indicating that respondents generally perceived school and division leadership as supportive of teacher research initiatives through policies, administrative guidance, organizational structures, and institutional research priorities.

The findings demonstrate that research capability has become aligned with Department of Education policies, including the Research Management Guidelines, Learning Action Cells, and School-Based Management initiatives. Such alignment ensures that teacher research contributes not only to individual professional development but also to institutional priorities and organizational improvement.

Nevertheless, the comparatively lower ranking suggests opportunities for strengthening administrative support by simplifying research procedures, enhancing communication regarding research policies, and increasing organizational recognition of teacher research accomplishments.

Institutional support remains essential because research capability becomes sustainable only when organizational systems consistently encourage teacher participation, provide technical assistance, and recognize scholarly productivity.

Capacity-Building Activities

Capacity-Building Activities obtained a composite weighted mean of **4.29**, indicating that professional development programs supporting teacher research are **Highly Evident** but remain among the comparatively lower-rated dimensions.

Respondents acknowledged that teachers regularly participate in research seminars, workshops, mentoring sessions, capability-building activities, and technical training designed to strengthen research competence. These professional development opportunities enable teachers to continuously improve methodological skills while remaining updated regarding current educational research practices.

The findings indicate that schools recognize professional development as an essential investment supporting instructional innovation and organizational learning. However, respondents' assessments also suggest the need for expanding advanced capability-building activities focusing on statistical analysis, scholarly publication, action research, and research dissemination.

Educational leadership literature consistently demonstrates that continuous capability-building strengthens teacher confidence, research productivity, and institutional innovation.

Resource and Funding Access

Resource and Funding Access likewise obtained a composite weighted mean of **4.29**, sharing the fifth rank with Capacity-Building Activities. Although respondents generally perceived research resources and funding opportunities as available, this dimension received the lowest relative assessment, indicating continuing organizational challenges.

The findings suggest that participating schools provide basic research resources, technical support, and limited funding opportunities. However, respondents recognized that additional financial assistance, research grants, access to databases, technological resources, and publication support would further strengthen teacher research engagement.

Limited resource availability has frequently been identified within educational research as one of the primary barriers preventing teachers from sustaining research productivity despite possessing adequate research competence.

The findings therefore emphasize that strengthening institutional investment in research infrastructure remains an important organizational priority.

Research Utilization and Dissemination

Research Utilization and Dissemination obtained a composite weighted mean of **4.37**, ranking third among the six dimensions. Respondents recognized that schools actively encourage teachers to present research findings, archive completed studies, disseminate research outputs, and utilize research evidence to improve instructional practice and organizational decision-making.

The findings indicate that teacher research extends beyond report preparation toward actual utilization within school improvement processes. Research dissemination contributes significantly to organizational learning because completed studies become accessible to other educators, thereby facilitating knowledge sharing and continuous professional development. Among the indicators, respondents highly valued activities promoting research presentation, documentation, and institutional sharing of research outputs. However, lower-ranked indicators suggested that greater emphasis should be placed on strengthening reflective utilization of research findings to inform future instructional practices and continuous organizational improvement.

These findings reinforce Adaptive Management Theory, which emphasizes that organizations improve when evidence generated through systematic inquiry is continuously utilized to refine organizational policies, instructional practices, and institutional decision-making.

Teachers' Collaboration

Teacher collaboration is increasingly recognized as a critical organizational process that enhances instructional quality, strengthens research productivity, and promotes evidence-based educational practice. Contemporary educational leadership views collaboration as extending beyond routine teamwork toward sustained professional

partnerships in which teachers jointly identify educational problems, conduct research, analyze evidence, disseminate findings, and utilize research results to improve instruction and organizational performance. Within research capability programs, collaboration enables teachers to collectively develop research competencies while establishing professional learning communities that support continuous school improvement.

Overall, respondents assessed **Teachers' Collaboration** as **Evident**, with a composite weighted mean of **4.03**. Teachers provided the highest assessment (**4.24 – Highly Evident**), while district supervisors (**3.77**) and school heads (**4.08**) rated collaborative practices as **Evident**. The findings indicate that collaborative research activities are generally institutionalized within the participating schools, although opportunities remain for strengthening deeper collaborative engagement across all organizational levels.

The results support **Professional Learning Community (PLC) Theory**, which emphasizes that sustained professional collaboration promotes shared expertise, collective inquiry, and continuous organizational learning. Likewise, the findings reinforce Participatory Action Research by demonstrating that collaborative inquiry strengthens teacher engagement in evidence-based educational improvement.

Collaborative Research Planning

Collaborative research planning was assessed as **Evident**, indicating that teachers generally work together in identifying research topics, defining research objectives, planning methodologies, and aligning research activities with school priorities. Respondents recognized that collaborative planning has become an accepted professional practice that promotes collective ownership of teacher research.

The findings suggest that teachers increasingly participate in joint planning sessions where educational issues are identified and research priorities are aligned with School Improvement Plans and institutional objectives. Such collaborative planning encourages the exchange of professional expertise while reducing teachers' apprehension toward conducting educational research.

Nevertheless, respondents also indicated that collaborative planning could be strengthened through more structured planning sessions, greater administrative facilitation, and expanded interdisciplinary participation.

Shared Data Collection and Analysis

Shared data collection and analysis likewise received an **Evident** assessment. Teachers generally cooperate in gathering classroom data, organizing research information, interpreting findings, and discussing implications for instructional improvement. These collaborative activities contribute to more systematic educational inquiry while strengthening teachers' research competence.

The findings demonstrate that collaborative analysis encourages reflective professional dialogue because teachers jointly interpret educational evidence rather than relying exclusively on individual perspectives. Such collaborative interpretation enhances the validity of research findings while promoting evidence-based instructional decision-making.

Although collaborative data analysis is generally practiced, opportunities remain for strengthening teachers' competence in advanced statistical analysis, qualitative interpretation, and research validation.

Co-writing and Documentation

Co-writing and documentation were also assessed as **Evident**, indicating that teachers collaborate in preparing research proposals, drafting reports, documenting findings, and organizing research outputs. Collaborative writing enables teachers to combine professional expertise while improving the quality of research documentation.

Interestingly, inferential analysis later revealed that **co-writing and documentation did not demonstrate significant differences among respondent groups**, suggesting relatively consistent organizational perceptions regarding collaborative writing practices.

The findings indicate that collaborative writing has become a relatively standardized organizational practice across participating schools. Nevertheless, respondents identified opportunities for strengthening scholarly writing competence, publication preparation, and research dissemination.

Peer Mentoring and Capacity Building

Peer mentoring and capacity building obtained an overall composite weighted mean of **4.03 (Evident)**. Teachers assessed this dimension as **Highly Evident**, whereas district supervisors and school heads rated it as **Evident**, indicating generally favorable organizational support for mentoring relationships.

The highest-rated indicator was "**Experienced teachers mentor colleagues who are new to research**," followed by sustained teamwork and strengthened collegial relationships through collaborative research. Lower-ranked indicators involved collaborative acquisition of research skills and constructive peer feedback, suggesting that while mentoring structures exist, they may still be strengthened to improve research quality further.

The findings indicate that mentoring relationships contribute significantly to teacher confidence, collaborative learning, and professional growth. Experienced teacher-researchers serve as valuable organizational resources by guiding novice researchers throughout the research process, thereby strengthening institutional research capability.

These findings are consistent with recent literature emphasizing that peer mentoring strengthens reflective practice, instructional improvement, and collaborative professional learning communities.

Dissemination and Utilization

Research dissemination and utilization were likewise assessed as **Evident**, indicating that teachers generally present research findings, share completed studies, and utilize research evidence during instructional planning and school improvement activities.

The findings demonstrate that participating schools increasingly recognize research utilization as an organizational learning process rather than merely a reporting requirement. Teachers who disseminate research findings contribute to broader institutional knowledge while encouraging colleagues to adopt evidence-based instructional innovations.

Nevertheless, the findings suggest that research dissemination could be further strengthened through expanded research conferences, publication opportunities, institutional research repositories, and collaborative presentation activities.

Institutional and Administrative Support

Institutional and administrative support obtained an overall composite weighted mean of **4.10 (Evident)**. Teachers perceived this dimension as **Highly Evident**, while supervisors and school heads rated it as **Evident**, indicating positive organizational support for collaborative research.

The highest-rated indicator was "**Teachers feel supported by leadership in conducting joint research**" (4.32), followed by institutional support for accessing research training and integrating collaborative research into School Improvement Plans. Lower-ranked indicators related to sustaining long-term teacher motivation and organizational recognition of collaborative research. These findings indicate that leadership support significantly contributes to sustaining collaborative research activities. Schools providing organizational guidance, research coordination, administrative assistance, and professional recognition encourage greater teacher engagement in collaborative inquiry.

The Implementation Progress

Implementation progress represents the degree to which research capability initiatives have been translated into sustained institutional practice. Rather than measuring isolated research activities, implementation progress

reflects organizational capacity to institutionalize teacher research, collaborative professionalism, and evidence-based decision-making within school operations.

Documentary analysis indicated that participating schools demonstrated **high implementation progress** across the evaluation period, suggesting that research capability initiatives have been integrated into school management, professional development, and instructional improvement activities.

The findings demonstrate that teacher research increasingly contributes to organizational learning through action research, collaborative inquiry, professional development, and evidence-informed decision-making. Schools exhibiting stronger research capability likewise demonstrate greater organizational responsiveness because instructional improvements are supported by systematically generated educational evidence.

However, regression analysis reported in the dissertation indicates that although research capability showed a **moderate association** with implementation progress ($R^2 = 0.383$), the regression model was **not statistically significant** ($F = 1.656, p = .252$). Similarly, the model relating research capability to teachers' collaboration was not statistically significant despite a moderate R^2 , suggesting that additional organizational variables beyond research capability likely influence collaboration and implementation outcomes.

These results imply that while research capability contributes meaningfully to implementation progress, successful implementation is also shaped by leadership practices, organizational culture, resource availability, teacher motivation, institutional support, and broader school governance mechanisms. Consequently, strengthening research capability alone may not be sufficient to maximize implementation progress unless accompanied by complementary organizational interventions.

Significant Differences in the Research Capability Program

One of the objectives of the study was to determine whether district supervisors, school heads, and teachers differed significantly in their assessment of the **Research Capability Program**. Analysis of Variance (ANOVA) revealed that **significant differences existed in most dimensions** of research capability, indicating that respondents occupying different organizational positions perceived institutional research initiatives differently. However, **Co-writing and Documentation** did not demonstrate a statistically significant difference, suggesting a shared organizational perception regarding collaborative research writing practices.

The findings suggest that district supervisors generally assessed research capability from the perspective of policy implementation, research management, and division-wide monitoring, whereas school heads evaluated research initiatives based on institutional implementation and resource management. Teachers, meanwhile, assessed research capability through their direct experiences in research training, mentoring, collaborative inquiry, and actual research implementation.

These perceptual differences are expected because each respondent group performs distinct professional responsibilities within the educational system. Nevertheless, the consistently positive ratings across respondent groups indicate that research capability has become an important organizational priority within the Division of San Pedro City.

The findings support **Adaptive Management Theory**, which recognizes that organizational learning is interpreted differently depending on institutional roles, responsibilities, and participation in decision-making processes.

Significant Differences in Teachers' Collaboration

The study likewise examined whether significant differences existed in respondents' assessment of teachers' collaboration. ANOVA results demonstrated **statistically significant differences across several collaborative dimensions**, indicating that supervisors, school heads, and teachers perceive collaborative research practices from different organizational perspectives.

The differences may be attributed to the nature of respondents' professional responsibilities. Supervisors evaluate collaboration based on division-wide implementation and organizational outcomes, school heads focus on school-level management and professional development, while teachers evaluate collaboration according to their direct participation in collaborative research activities.

Despite these statistical differences, all respondent groups consistently assessed collaborative practices as **Evident to Highly Evident**, indicating that collaborative professionalism is generally well established within participating schools.

These findings reinforce **Professional Learning Community Theory**, which emphasizes that collaboration evolves differently across organizational levels while contributing collectively to institutional learning.

Relationship Between Research Capability Program and Teachers' Collaboration

Pearson Product-Moment Correlation analysis revealed a **significant positive relationship** between the Research Capability Program and Teachers' Collaboration. Schools demonstrating stronger research capability likewise exhibited higher levels of collaborative professional practice.

The findings indicate that teacher research serves as a catalyst for collaboration because research activities require teachers to work collectively during problem identification, proposal development, data gathering, analysis, report writing, and dissemination of findings.

Research capability therefore extends beyond technical competence toward strengthening collaborative organizational cultures characterized by shared inquiry, reflective dialogue, peer mentoring, and evidence-based professional learning.

These findings strongly support **Participatory Action Research (PAR)**, which conceptualizes educational research as a collaborative process promoting collective problem-solving and organizational improvement.

Relationship Between Research Capability Program and Implementation Progress

Correlation analysis likewise demonstrated a **positive relationship** between the Research Capability Program and Implementation Progress. Schools with stronger research capacity generally reported greater implementation progress in research utilization, instructional innovation, and organizational improvement.

However, the regression analysis presented in the dissertation indicated that although the Research Capability Program explained approximately **38.3% of the variance** in implementation progress ($R^2 = .383$), the regression model was **not statistically significant** ($F = 1.656, p = .252$).

This finding suggests that while research capability contributes meaningfully to implementation progress, additional organizational variables—including leadership effectiveness, institutional culture, resource availability, teacher motivation, administrative support, and stakeholder participation—also influence successful implementation.

Consequently, strengthening research capability alone may not guarantee improved organizational implementation unless accompanied by broader institutional support mechanisms.

Relationship Between Teachers' Collaboration and Implementation Progress

Teachers' collaboration also demonstrated a **positive association** with implementation progress. Schools characterized by stronger collaborative professional cultures generally reported more successful implementation of research initiatives and evidence-based instructional improvement.

Collaborative professionalism strengthens implementation because teachers collectively solve organizational problems, exchange instructional innovations, provide peer support, and sustain continuous organizational learning.

These findings demonstrate that implementation progress depends not only upon individual teacher competence but likewise upon the quality of collaborative organizational relationships established within schools.

Facilitating Factors

Respondents identified several organizational conditions that facilitate the successful implementation of the Research Capability Program and collaborative professionalism. Overall, these facilitating factors were assessed as **Highly Facilitating**, indicating that participating schools have organizational environments that support teacher research and evidence-based educational practice.

Among the strongest facilitating factors were: strong administrative support for research; collaborative professional culture; regular research capability-building activities; availability of technical mentoring; supportive school leadership; effective communication among teachers; positive organizational climate; institutional commitment to continuous improvement.

These findings demonstrate that organizational leadership, collaborative professionalism, and sustained professional development collectively strengthen teacher engagement in research while supporting evidence-based organizational improvement.

Hindering Factors

Although research capability programs were generally assessed positively, respondents likewise identified several organizational constraints. These hindering factors were generally interpreted as **Least Encountered**, although they continue to influence research implementation across participating schools.

The most frequently identified challenges included: excessive teaching workload; limited research funding; insufficient time for research; competing administrative responsibilities; limited statistical analysis expertise; inadequate technological resources; limited publication opportunities; documentation requirements.

These findings indicate that teachers continue balancing instructional responsibilities with research expectations, thereby reducing opportunities for sustained research engagement.

Addressing these organizational constraints will enable schools to further institutionalize teacher research and strengthen evidence-based educational practice.

Proposed Evidence-Based Advancement Framework

Based on the empirical findings, an **Evidence-Based Advancement Framework (EBAF)** was developed to strengthen research capability, collaborative professionalism, and implementation progress across public elementary schools in the Division of San Pedro City. The framework integrates teacher research, collaborative inquiry, organizational learning, and evidence-based leadership into a sustainable organizational improvement model.

Strategic Component 1: Research Capability Enhancement

Objective

Strengthen teachers' competence in educational research through systematic capability development.

Major Strategies

- Advanced research methodology workshops
- Action research mentoring
- Statistical analysis training

- Scholarly writing clinics
- Research proposal coaching

Strategic Component 2: Collaborative Professional Research

Objective

Institutionalize collaborative research as a regular professional practice.

Major Strategies

- Collaborative research teams
- Peer mentoring
- Professional Learning Communities
- Learning Action Cells
- Inter-school research collaboration

Strategic Component 3: Research Utilization and Organizational Learning

Objective

Strengthen utilization of research findings for instructional improvement.

Major Strategies

- School research conferences
- Research repositories
- Research utilization forums
- Best practice dissemination
- Evidence-based instructional planning

Strategic Component 4: Sustainable Research Management

Objective

Institutionalize sustainable organizational support for teacher research.

Major Strategies

- Research funding mechanisms
- Annual research agenda reviews
- Institutional incentives
- Digital research management systems
- Continuous monitoring and evaluation

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. The Research Capability Program is **highly evident**, demonstrating strong institutional commitment to teacher research and evidence-based professional practice.
2. Teachers demonstrate high levels of research knowledge, research skills, and research utilization, although resource availability and research funding require further strengthening.
3. Teachers' collaboration is generally **evident**, reflecting sustained collaborative inquiry, mentoring, professional dialogue, and shared research implementation.
4. Implementation progress indicates that teacher research has become increasingly integrated into school improvement and instructional decision-making.
5. Significant differences exist among district supervisors, school heads, and teachers regarding their assessment of research capability and collaborative practices.
6. Research capability and teachers' collaboration are positively associated, demonstrating that stronger research competence promotes collaborative professionalism.
7. Collaborative professionalism strengthens evidence-based organizational learning and instructional improvement.
8. Facilitating factors—including leadership support, mentoring, professional development, and collaborative culture—strengthen teacher research engagement.
9. Hindering factors—including workload, funding limitations, and insufficient time—continue to affect research productivity.
10. The proposed **Evidence-Based Advancement Framework** provides a comprehensive organizational strategy capable of institutionalizing teacher research, collaborative professionalism, and evidence-informed school improvement.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

For the Department of Education

1. Continue strengthening teacher research through expanded implementation of the Research Management Guidelines and increased funding for school-based research initiatives.
2. Integrate research capability indicators into continuing professional development and leadership development programs.

For the Schools Division Office

3. Establish a Division Research Mentoring Network composed of experienced researchers who will provide continuous coaching and technical assistance.
4. Institutionalize annual division-wide research conferences that encourage the dissemination and utilization of teacher-generated research.

For School Heads

5. Strengthen research culture by integrating teacher research into School Improvement Plans and Annual Implementation Plans.
6. Allocate dedicated research time, mentoring opportunities, and organizational resources supporting collaborative inquiry.
7. Recognize outstanding teacher researchers through institutional awards and promotion incentives.

For Teachers

8. Continue participating actively in collaborative research, action research, Learning Action Cells, and Professional Learning Communities.
9. Utilize completed research findings to strengthen classroom instruction, learner interventions, and school improvement initiatives.

For Future Researchers

10. Replicate the study in secondary schools, senior high schools, and higher education institutions.
11. Employ Structural Equation Modeling (SEM), Hierarchical Linear Modeling (HLM), or longitudinal research designs to examine organizational pathways influencing research capability and implementation progress.
12. Future researchers are encouraged to **expand the scope of investigation** by including a larger number of schools from multiple school divisions, provinces, or regions of the Philippines. Comparative studies involving urban and rural schools, public and private educational institutions, and different educational levels would strengthen the external validity and generalizability of the findings and identify contextual factors that influence research capacity, collaborative practices, and implementation progress across diverse educational environments.
13. Future researchers are likewise encouraged to employ **longitudinal research designs** to determine how research capability programs influence teachers' research productivity, collaborative professional learning, and school improvement over extended periods. Monitoring schools over several academic years would provide stronger evidence on the sustainability of research capability initiatives and their long-term contributions to evidence-based educational practice, instructional innovation, and organizational development.
14. To obtain a more comprehensive understanding of research capability implementation, future investigations should adopt **mixed-method or qualitative research approaches** that combine quantitative surveys with **in-depth interviews, focus group discussions, classroom observations, document analysis, and evaluation of actual research outputs** such as completed action research projects, published articles, conference presentations, innovation projects, and school-based research initiatives. These approaches would provide richer explanations of how teachers develop research competence, collaborate throughout the research process, overcome implementation challenges, and translate research findings into improved instructional practices and school improvement initiatives. Evaluating actual research outputs would also provide a more objective assessment of teachers' research competence beyond self-reported perceptions.
15. Future studies may further examine additional organizational and professional variables that may influence research capability and implementation progress. These include **instructional leadership, transformational leadership, organizational culture, research self-efficacy, digital research competence, mentoring and coaching systems, professional learning communities, organizational support, resource availability, innovation climate, and institutional research policies**. Investigating these variables may provide a more comprehensive explanation of how organizational conditions facilitate or constrain teachers' research engagement and collaborative practices.

Limitations of the Study

The present study employed a descriptive-correlational research design to examine the relationships among the Research Capability Program, teachers' collaboration, and implementation progress in public elementary schools within the Division of San Pedro City. While this approach provided valuable empirical evidence regarding the associations among these variables, it was limited to a single educational division and relied primarily on respondents' perceptions obtained through structured questionnaires. Consequently, the findings should be interpreted in the context of the participating schools and may not fully generalize to other educational settings with different organizational structures, leadership practices, and institutional resources.

Future Research Directions

Future researchers are encouraged to evaluate the effectiveness of the proposed Evidence-Based Advancement Framework using experimental, quasi-experimental, or action research designs. Such studies may determine whether systematic implementation of the framework leads to measurable improvements in teachers' research competence, collaborative research practices, research productivity, evidence-informed instructional decision-making, and overall progress in school implementation. Findings from these investigations would provide stronger empirical support for institutionalizing the framework across schools and educational divisions.

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