



EXPLORING THE INFLUENCE OF RESEARCH ON PROFESSIONAL GROWTH AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS: A CASE STUDY

May T. Lastra¹ⁱ,

Noe P. Garcia²

¹Master of Arts in Education,

Major in Educational Management,

Teacher III,

H. N. Cahilsot Central Elementary School II,

Calumpang, General Santos City,

Philippines

¹Guidance Counselor, Professor,

Doctor of Education, Educational Management,

Ramon Magsaysay Memorial Colleges,

General Santos City,

Philippines

Abstract:

This single case study aimed to describe and explore the experiences of public elementary school teachers regarding the influence of research on their professional growth. The participants were five teachers from H.N. Cahilsot Central Elementary School II in the Division of General Santos City. The study explored the views, feelings, and insights regarding their research capability. Despite varying backgrounds and teaching styles, all teachers commonly struggled with skills deficiency, correctly setting priorities, and the overwhelming pressure from heavy workloads and rigid research procedures. They often struggled to prioritize research writing alongside their teaching responsibilities. Feelings of emotional strain were evident. However, teachers drew strength from their self-motivation, reflective adaptation, and increased supportive systems from the mentors and colleagues. Their ability to rise above obstacles showed a strong resilience, allowing them to push forward even when the workload became too much to bear. Rather than giving up, they demonstrated persistence, adapting to each challenge with courage and determination. Many embraced proactive strategies such as exploring academic resources and setting personal goals to complete their research. Insights showed that research played a pivotal role in their professional journeys. It helped them improve their teaching methods, broaden their understanding of student needs, make teaching more effective, improve classroom management, and foster better collaboration with colleagues. Teachers realized that conducting research required careful attention to small

details. More importantly, they viewed research as a path to self-improvement and long-term professional growth. Through determination and adaptability, these teachers transformed a demanding task into a meaningful experience that enhanced their instructional practices and confidence as educators.

Keywords: educational management, professional growth, teachers, single case study, Philippines

1. Introduction

“At first, I was not sure how research could help me, but applying the techniques sparked real engagement from my students, especially the struggling ones.” (Maria, Grade 4 Teacher)

The quote encapsulated the journey of a teacher who initially doubted the practical value of research but eventually experienced its positive impact on student engagement and learning outcomes. This is closely aligned with the study's focus on how research influenced the professional growth of public elementary school teachers. The quote underscored the transformative potential of research-based strategies, highlighting how they led to more effective teaching, particularly for struggling students. It justified the study's exploration by illustrating a real-world example of how research bridged the gap between theory and practice, ultimately improving teaching practices and student performance.

Globally, there is an increasing recognition of the importance of continuous professional development for educators, especially in light of rapidly evolving educational demands. Research has the potential to improve instructional quality and student outcomes, but a persistent challenge remained: translating educational research into practical, classroom-level strategies. Many educators struggled to implement research-informed practices due to limited training, institutional constraints, and the absence of sustained mentorship programs. External pressures, such as standardized testing and rigid frameworks, further impede reflective teaching and innovation. These systemic issues prevented teachers from refining their methods and engaging students in meaningful learning experiences.

At the local level, H.N Cahilsot Central Elementary School II in General Santos City reflected global and national trends. Teachers faced obstacles such as limited access to research resources, minimal training on evidence-based instruction, and a lack of collaboration or mentoring. Overcrowded classrooms and administrative demands further reduced the time for reflective practice and innovation. These compounded challenges made it difficult for teachers to evolve beyond content delivery and become reflective practitioners capable of driving classroom change. As a result, many educators felt isolated in their efforts to improve teaching practices through research and innovation.

From personal experience as a teacher at H.N Cahilsot Central Elementary School II, I had long recognized the value of research in improving instruction. However, balancing lesson planning, grading, and managing overcrowded classrooms made it difficult to engage with research meaningfully. While I understood its potential to elevate teaching quality, there was often no clear guidance, mentorship, or support structure to help translate research into everyday practice. This disconnect underscored the urgent need to make research accessible, practical, and relevant to teachers' immediate classroom realities.

As teachers engaged with research, they actively integrated evidence-based strategies into their practice, improving their teaching effectiveness and student outcomes. Constructivist learning underscored that teachers had to actively participate in professional development, engaging with new research to adapt and improve their instructional methods (Brusilovsky & Millán, 2020).

2. Literature Review

2.1 Research on Professional Growth

Research seeks to expand knowledge, address societal challenges, and inform decision-making. It systematically explores ideas and phenomena, offering new perspectives that improve practices across diverse fields. Researchers utilize qualitative, quantitative, and mixed methods methodologies based on specific study objectives and research questions. Ultimately, research underpins evidence-based practices and provides innovative solutions to complex problems, significantly influencing policy, public perception, and community development (Bandura, 2023; Flick, 2024; Navy *et al.*, 2020).

Moreover, research fosters social change by identifying challenges and providing evidence for informed decisions. This is especially significant in fields like education, healthcare, and environmental sciences, where research directly impacts policy and practice. The evolution of research methods, from traditional experimental designs to modern digital platforms, has transformed data collection and analysis. Researchers must adapt to technological advancements and societal needs, advocating for evidence-based solutions that promote equity, inclusion, innovation, and sustainable development in communities (Baumann *et al.*, 2022; Fu *et al.*, 2022; Neihart, 2021).

2.2 Research Capability of Teachers

The research capability of teachers is essential for improving educational practices and outcomes. Teachers with strong research skills can address classroom challenges, refine their teaching strategies, and implement evidence-based interventions. Professional development programs emphasizing research skills empower teachers to adapt their practices to changing policies and trends. As a result, fostering research competence is a global priority (Kim, 2021; Saldana, 2021; Tisdell *et al.*, 2025).

Similarly, teachers who engage in research are often more capable of critically evaluating educational technologies. Technology integration becomes increasingly

important in the classroom; teachers must be prepared to assess its effectiveness in supporting student learning. Through research, teachers can evaluate whether technology tools align with their instructional goals and whether they are helping to improve student engagement, achievement, and overall learning outcomes. Additionally, teacher research on technology can inform the development of best practices for digital learning (Bandura, 2023; Flick, 2024; Navy *et al.*, 2020; Neihart, 2021).

Indeed, professional development also provides teachers with new skills and strategies to manage challenges. These programs also relieve stress, allowing teachers to collaborate and gain fresh perspectives. Effective professional development is most impactful when ongoing, relevant to teachers' needs, and embedded within their daily practice. When teachers see a clear connection between training and classroom experiences, they are more likely to implement new strategies confidently. Studies emphasize the importance of continuous learning in enhancing teachers' resilience and well-being (Anda, 2022; Dart *et al.*, 2023; Marcotte *et al.*, 2021).

Finally, promoting teacher well-being requires meaningful efforts to support work-life balance and reduce professional stress. Prioritizing teacher well-being benefits educators personally and leads to more effective teaching. Providing mental health resources and streamlining administrative duties can enhance morale and motivation. Fostering peer mentorship and shared leadership creates a sense of professional belonging and growth. A supportive work environment contributes significantly to teacher retention and success (Al-Mahdi, 2021; Creswell, 2020; Mahatmya *et al.*, 2022).

3. Methodology

The study utilized qualitative research and focused on a single case study to examine participants' experiences.

Qualitative research is a method that focuses on exploring and understanding phenomena from the perspective of those who experience them. This approach sought to uncover the complexities of human behavior, interactions, and social processes, primarily using non-numerical data such as words, images, or observations. Unlike quantitative research, which prioritized statistical analysis and generalization, qualitative research emphasized in-depth, context-specific understanding. This made it especially suited for exploring complex issues where human experience and social settings played a crucial role. By generating rich, detailed descriptions, qualitative research offered insights into how individuals perceived their experiences and how these perceptions influenced their behaviors (Creswell, 2020).

- **Inquirer.** In qualitative research, I played an integral role as the primary instrument for collecting and analyzing data. This position involved a wide range of responsibilities beyond mere observation, as I engaged deeply with participants through multiple methods such as interviews, focus groups, and document reviews. Each role I undertook contributed significantly to the depth and richness

of the study's findings, enhancing the understanding of the phenomenon under investigation (Bailey, 2022).

- **Interviewer.** As a facilitator, I created an environment conducive to open communication, allowing participants to express themselves freely and without judgment. This role was vital in qualitative research, where participants often shared sensitive personal experiences. My ability to establish rapport and trust was key to eliciting authentic and meaningful data. By fostering a safe and supportive space, I captured deeper insights that have emerged in an impersonal setting; I played a critical part in ensuring that the research process was inclusive and respectful of perspectives (Erbacher *et al.*, 2023).
- **Synthesizer.** As a synthesizer, I integrated various data sources—interviews, field notes, observations, and documents—to create a coherent and comprehensive narrative. This process involved drawing connections between the data and identifying overarching themes and patterns. By integrating information from multiple perspectives, I presented a holistic view of the research topic, ensuring the findings were robust and well-supported by evidence (Braun & Clarke, 2019).
- **Advocator.** Additionally, I took on the role of advocate, where I actively worked to amplify participants' voices, particularly those from marginalized groups. This role was essential in ensuring that participants' narratives were accurately represented and that their voices contributed to the broader discourse. Advocating for participants helped to address power imbalances and support the ethical integrity of the study (Baumann *et al.*, 2022).

3.1 Research Participants

The study involved five (5) public school teachers from H.N Cahilsot Central Elementary School II, Division of General Santos City. To ensure that the participants met specific criteria, I established inclusion requirements: male or female teachers, with five or more years of in-service experience, and currently teaching at H.N Cahilsot Central Elementary School II. This criterion ensured that participants possessed sufficient professional experience to provide meaningful insights into the study's focus. By setting these standards, I aimed to gather perspectives from educators who are well-acquainted with the dynamics of teaching and the challenges within the educational environment.

3.2 Data Collection

Data collection for this case study primarily involved individual interviews with selected participants from H.N Cahilsot Central Elementary School II, General Santos City. I conducted the interviews in a semi-structured format, allowing for flexibility while ensuring that key topics related to the influence of research on professional growth were thoroughly explored. I designed open-ended questions to encourage participants to reflect on their experiences with research, its impact on their teaching practices, and how it had contributed to their overall professional development. Each interview was conducted in a private, quiet setting to ensure participants felt comfortable sharing their

thoughts and insights freely. With the participant's consent, the interviews were audio-recorded to allow for accurate transcription and detailed analysis of their responses (Alam, 2021)

3.2.1 Trustworthiness

This qualitative research had to demonstrate trustworthiness and rigor to strengthen the study. I ensured that validity and reliability were established at all stages, including data collection, analysis, and descriptions. I employed trustworthiness principles throughout the research process, such as credibility, dependability, transferability, and confirmability. Member checking and peer debriefing were also utilized to enhance credibility and reduce researcher bias.

3.2.2 Credibility

I ensured that those participating in the research were accurately identified and described, ensuring that I gathered credible data. I carefully examined the interview tapes, videos, and transcriptions to secure the credibility of the gathered data; as suggested, I ensured participants were accurately identified and clearly described to collect trustworthy data. I thoroughly reviewed interview recordings, videos, and transcriptions to verify the accuracy of the information gathered, following the guidance of Koch (1994).

3.2.3 Dependability

It refers to the stability of the data over time and under different conditions. I maintained a detailed audit trail documenting all stages of the research process, including methodological decisions, changes, and reflections. This transparency supported the findings' consistency and enabled other researchers to trace and evaluate the logic behind key choices, strengthening the study's overall credibility. I clearly stated the principles and criteria I used in selecting research participants and detailed their main characteristics, which allowed for an assessment of the transferability of the results to other contexts (Gabriel, 2023).

3.2.4 Transferability

I described the phenomenon in sufficient detail so that others could evaluate the extent to which the conclusions drawn might apply to different people, settings, times, and situations. I analyzed the data, focusing on factors affecting teachers' proficiency levels. I considered the applicability of the results to similar settings to ensure the study's transferability, as recommended by Lincoln and Guba (1988).

3.2.5 Confirmability

I ensured that the data accurately represented the information provided by the participants and that the interpretations of those data were not invented. This was particularly important since I also analyzed latent content (such as noticing silence, sighs,

laughter, posture, etc.) and manifest content. To reduce the risk of over-interpretation, I involved another person in the analysis to increase the comprehensiveness of the findings and provide a sound interpretation of the data (Bradley & Hess, 2021; Gherardi, 2022; Patel, 2022).

3.3 Ethical Consideration

For this qualitative study, I carefully addressed key ethical considerations, including proper conduct, confidentiality, and anonymity. I followed the RMMC Ethics Review Committee's guidelines, ensuring compliance with ethical standards, especially regarding the participants and data.

3.3.1 Voluntary Participation

I ensured that participants could participate without repercussions, reparations, or loss of benefits. Their right to contribute to the body of knowledge was carefully considered, and the study's objective and benefits were clearly explained. No one was coerced into participating in the study, and any participant who became uncomfortable during the survey had the right to withdraw at any point without consequence. Participants were given ample time to review the consent form and ask questions before agreeing to join the study. Confidentiality was maintained throughout the research process to protect their identities and responses.

3.3.2 Privacy and Confidentiality

With the Data Privacy Act of 2012, I prioritized protecting participants' rights. I ensured participants could omit personal details such as names, age, gender, and occupation from the survey. Their identities were kept confidential, and all responses were treated with the utmost confidentiality. Data was securely stored to prevent the possibility. Participants were also informed of their right to withdraw from the study at any time, ensuring voluntary participation and upholding privacy throughout the research process. Before data collection, participants signed informed consent forms outlining the measures to protect their information. Regular reviews and ethical checks were conducted to ensure compliance with privacy standards and promptly address any emerging concerns. Anodized codes were used in place of personal identifiers to further safeguard participant identities. These ethical measures reinforced trust between the researcher and participants, encouraging honest and open responses. These efforts ensured the research process remained transparent, respectful, and ethically sound at all stages.

3.3.3 Informed Consent Process

I adequately informed potential participants about the study's goals, procedures, and benefits. They voluntarily agreed to participate by signing the informed consent form, indicating they freely chose to be part of the study. Participants' identities were not listed on the survey forms, and their responses were kept private. I provided the informed

consent form in clear, accessible language and offered to explain any part of the study verbally if needed. Participants were encouraged to ask questions before consenting, creating an open environment for dialogue and clarification.

3.3.4 Recruitment

I informed participants about the role of the study and explained the study's purpose, ensuring they understood the significance of the research. In addition to a written letter detailing the study, I communicated the rationale behind the research to clarify its importance. I emphasized the value of their unique perspectives in contributing to an in-depth understanding of the specific context being explored. Their individual experiences were essential in capturing the richness and complexity of the case.

3.3.5 Risks

I ensured that the study had an acceptable, favourable benefit-to-risk ratio, prioritizing the welfare of the participants. I confirmed that no harm would be caused by careful attention to ensuring that participants were physically, emotionally, and socially ready to answer the survey questions. I also ensured they did not experience discomfort or awkwardness during the process.

3.3.6 Benefits

The study findings may inspire and encourage more teachers to view research as an academic requirement and a meaningful pathway to enhance teaching practices and student learning outcomes. It aims to deepen the understanding of how engaging in research activities contributes to the professional development of public elementary school teachers. This research can help guide future professional development programs and inform the Department of Education's strategies in research.

3.3.7 Plagiarism

There was no evidence of plagiarism in the study. I made sure to check the work using plagiarism detection software, such as Grammarly or Turnitin, to maintain the credibility and integrity of the research. I adhered to moral virtues and values, ensuring my work was original and adequately referenced. All sources of information, ideas, and direct quotations were accurately cited, following the appropriate academic referencing style. This reflected my commitment to academic honesty and ethical writing.

3.3.8 Fabrication

There was no indication of misrepresentation or fabrication in the study. I ensured no data or results were made up and all conclusions were based on actual findings. All data collected were accurately recorded and transparently presented, reflecting participants' genuine responses and experiences. I maintained a clear audit trail throughout the research process, documenting each step from data collection to analysis to support the study's credibility. This rigorous approach ensured that the findings were trustworthy

and could be traced back to authentic sources, reinforcing the study's integrity and reliability.

3.3.9 Falsification

There was no intentional misrepresentation of the work to fit a model or theoretical expectation. The data were not manipulated to form misleading conclusions, and I made sure not to omit important details or use materials, tools, or methods that could mislead others. I remained transparent throughout the research process, ensuring that all findings were reported accurately, whether expected or not; any limitations or uncertainties in the data were acknowledged and discussed to maintain the integrity of the study.

3.3.10 Conflict of Interest (COI)

There were no conflicts of interest in the study. I ensured transparency in the research process, with no external influences affecting the study's validity or the participants' welfare. Participants were not coerced into participating, and I had no undue influence over their participation decision. All affiliations, funding sources, and potential biases were disclosed to maintain complete transparency. I remained impartial throughout the collection and analysis to ensure the integrity and objectivity of the findings.

3.3.11 Deceit

I ensured there was no misleading information about potential risks or dangers to participants. I protected the rights of participants and adhered to balanced and appropriate ethical principles throughout the study. Participants were fully informed about the purpose, procedures, and potential outcomes of the study through a clear and comprehensive informed consent process. I avoided any deception and ensured that all communication was honest and respectful.

3.3.12 Permission from Organization/Location

I followed all required protocols to obtain permission, starting with approval from the panelists, adviser, and RMMCERC Committee. I then sought formal approval from the Schools Division Superintendent and sent a letter to the District Supervisor and School Principal, including the endorsed letter from the Schools Division Superintendent. Before administering the survey, the participating public elementary school teachers were given an orientation. Also, I ensured that all participants were fully informed of the study's purpose, confidentiality measures, and the right time.

3.3.13 Authorship

The researcher of this study is currently enrolled at the RMMC Graduate School. Throughout the development of the study, multiple revisions were made based on the feedback and guidance provided by my adviser. Their insights significantly contribute to improving the quality of my thesis. Additionally, I ensured that the recommendations set by the RMMC Ethics Review Committee regarding ethical standards were carefully

followed. All contributions were made correctly with the knowledge to uphold transparency and integrity.

4. Results and Discussion

This single case study describes the experiences of five public school teachers at H.N Cahilshot Central Elementary School II, Division of General Santos City, for the school year 2023–2024. Additionally, the study aimed to address teachers' views, feelings, and insights regarding their research capability. Similarly, each case was given co-e names such as Analytical Teacher, Resourceful Teacher, Innovative Teacher, Objective Teacher, and Diligent Teacher.

4.1 Views of Participants Regarding Research Capability

4.1.1 Heavy Workload

Heavy workload can significantly impact both the physical and mental well-being of individuals. Research has shown that an excess workload can increase stress and fatigue and decrease overall job satisfaction. The participant expressed difficulty finding research time due to the heavy workload.

“Nahihirapan akong makahanap ng time para mag research kasabay ng aking mga duties sa pagtuturo.” (T1-IDI-Lines 8-9)

(I struggle with finding time to do research alongside my teaching duties.)

“Halos wala na akong time to breath with my teaching load. Its imposible to carve out a few hours sapag research at pag prepare ng lesson at pag kandle ng administrative tasks.” (T1-IDI-Lines 12-14)

(I barely have time to breathe with my teaching load. It’s impossible to carve out a few hours for research when I have to prepare lessons and handle administrative tasks.)

In addition, a heavy workload significantly contributes to employee stress, burnout, and reduced job satisfaction. The participant revealed that balancing teaching responsibilities with research is a significant challenge due to time constraints.

“Ni ru-rush ko always between sa classes at meetings, so by the time na nag-iisip ako about sa research, im already pagod o exhausted. There’s just not enough time. (T2-IDI-Lines 78-80)

(I’m always rushing between classes and meetings, so by the time I think about research, I’m already exhausted. There’s just not enough time.)

4.1.2 Skill Deficiency

Skill deficiency is a critical factor hindering individual and organizational performance. Research indicates that lacking technical or interpersonal skills can decrease job effectiveness, productivity, and turnover rates. The participant expressed a lack of confidence in conducting proper research due to insufficient training, particularly in data analysis.

"I feel na, I lack the necessary skills na mag conduct ng proper na research, especially sa data analysis. We don't receive enough training kung papaano e handle ang research methodology." (T2-IDI-Lines 73-75).

(I feel I lack the necessary skills to conduct proper research, especially in data analysis. We don't receive enough training on how to handle research methodologies.)

Moreover, skill deficiency can significantly impact an individual's ability to perform effectively in educational and professional settings. Research indicates that individuals with skill gaps often experience lower confidence, reduced job satisfaction, and decreased productivity.

"My main difficulty ay understanding kung papaano e apply ang research findings sa real-life classroom situations. It feels disconnected from what I do daily." (T5-IDI-Lines 268-258)

(My main difficulty is understanding how to apply research findings to real-life classroom situations. It feels disconnected from what I do daily.)

4.1.3 Follow Rigid Procedures

Rigid procedures can hinder flexibility and innovation, often leading to frustration and decreased efficiency in educational and organizational settings. The theme of rigid procedure reflects the difficulties Teacher 3 faced in balancing the structured demands of research with their already overwhelming responsibilities.

"Ang time talaga ang biggest issue. The demands sa teaching, grading, at meetings leave no room para sa proper research. I end up sapag postpone nito for a month." (T3-IDI-Lines 134-136)

(Time is my biggest issue. The demands of teaching, grading, and meetings leave no room for proper research. I end up postponing it for months.)

"The balance is stressful, sometimes nagtatanong ako whether it's worth doing research when I have... marami akong other responsibility to juggle." (T3-IDI-Lines 139-140)

(The balance is stressful. Sometimes I question whether it's worth doing research when I have so many other responsibilities to juggle.)

4.1.4 Set Priorities Properly

Setting priorities properly ensures tasks are completed efficiently and effectively, particularly in high-pressure environments. Research indicates that individuals who can prioritize tasks based on urgency and importance tend to experience reduced stress and higher productivity. In the workplace, proper prioritization allows employees to focus on key responsibilities, improving both performance and job satisfaction.

"I can only start during sa school breaks o kung mag leave of absence ako." (T4-IDI-Line 200-201).

(I can only start during school breaks or when I take a leave of absence.)

4.1.5 Overwhelming Pressure

Overwhelming pressure can significantly negatively affect mental and physical health, often decreasing performance and job satisfaction. The participant felt torn between the desire to contribute to the academic field through research and the pressure to meet both teaching and research demands, leading to decreased motivation, burnout, and a sense of being stretched too thin, further affecting work-life balance.

"I'm torn dahil I love the idea of contributing to the field, but ang pressure to meet deadlines at pag-prepare ng lessons drains my enthusiasm." (T5-IDI-Lines 265-266)

(I'm torn because I love the idea of contributing to the field, but the pressure to meet deadlines and prepare lessons drains my enthusiasm.)

Table 1: Views of Teachers Regarding Research Capability

Cluster Theme	Emergent Theme
Views	
Struggled with finding time to do research alongside my teaching duties. Barely have time to breathe with my teaching load.	Heavy Workload
Lacked the necessary skills to conduct proper research, especially in data analysis Did not receive enough training regarding how to handle research methodologies.	Skills Deficiency
Profession demanded of teaching, grading and planning. No meeting room for proper research. Questioned whether it's worth doing research.	Follow Rigid Procedures
Worked on research during school break. Took a leave of absence.	Set Priorities Properly
Pressured to meet deadlines and prepare lessons drains enthusiasm. Felt pressured to complete the research.	Overwhelming Pressure

4.2 Feelings of Participants Regarding Research Capability

4.2.1 Emotional Strain

Emotional strain has been identified as a significant factor contributing to both personal and professional challenges, particularly in high-stress environments. Research indicates that prolonged exposure to emotional stress can lead to adverse outcomes such as burnout, anxiety, and depression. The analytical teacher views research as a burden, as teaching duties take priority, making it difficult to stay motivated.

“Mahirap to stay motivated at ang research feels like an added burden. I know na ito ay important, pero ang teaching duties ko always takes priority. (T1-IDI-Lines 17-19)

(It’s hard to stay motivated when research feels like an added burden. I know it’s important, but my teaching duties always take priority.)

“Para sa akin research can be challenging at time-consuming, pero, it can also be rewarding na experience that encourages me na mag isip beyond the box at mag explore ng new ideas.” (T1-IDI-Lines 30-32).

4.2.2 Reflective Adaptation

Reflective adaptation refers to how individuals adjust their behaviors, attitudes, and perspectives in response to challenges or environmental changes. Research suggests that this adaptation process is key to personal growth and resilience, enabling individuals to better cope with stress and uncertainty.

“It allows us teachers na e assess ang aming teaching practices, mag reflect sa aming learning outcomes, at mag generate ng practical ways para ma improve ang aming pedagogical competence.” (T1-IDI-Lines 22-24)

(It allows us teachers to assess my teaching practices, reflect on my learning outcomes, and generate practical ways of improving my pedagogical competence.)

4.2.3 Eagerness to Integrate Best Strategies

Integrating best strategies into organizational practices is crucial for optimizing performance and promoting long-term success. Research shows that organizations implementing evidence-based strategies, such as continuous training, clear communication, and adaptive leadership, tend to outperform their counterparts regarding employee satisfaction and productivity. The participant copes with research challenges by integrating the best teaching strategies discovered through their research.

“Ino-organize ko ang aking topic, listing keywords at concepts, considering ang scope ng topic, and evaluate yong information sources.” (T1-IDI-Lines 39-40)

(I organize my topic, listing the keywords and concepts, considering the scope of the topic, and evaluate the information sources.)

"Maraming na contribute ito sa aking career because I was able to integrate yong aking best teaching strategies for best learning outcome, kaya yan yong dahilan kung bakit ako masaya". (T1-IDI-Lines 43-45)

(It contributes a lot to my career because I was able to integrate the best teaching strategies for the best learning outcomes that is why I am so happy.)

4.2.4 Increased Support System

A strong organizational support system is crucial in promoting employee well-being and satisfaction. Research has shown that employees with access to support networks, such as mentorship programs, peer support, and managerial guidance, are better equipped to handle workplace challenges and stress. Furthermore, a well-established support system enhances team collaboration, morale, and productivity.

"I am extremely grateful na may mga taong nakapaligid sa akin who encourage me and supported me sa lahat ng pinagdadaanan kung mga highs and lows." (T2-IDI-Lines 67-69)

(I am extremely grateful to have been surrounded by people who encouraged and supported me through all the highs and lows.)

"I've found reading more at exploring related research or issues sa Google Scholar have been effective strategy." (T2-IDI-Lines 102-103)

(I've found that reading more and exploring related research or issues on Google Scholar have been effective strategies.)

4.2.5 Self-Determination

Self-determination is critical in enhancing motivation, performance, and overall well-being, particularly in educational and workplace settings. The participant's determination helped them overcome emotional struggles and exhaustion, ultimately leading to the successful completion of their research.

"Sa pamamagitan ng self-determination, I manage na ma complete ang aking research." (T2-IDI-Lines 117-118).

(Through self-determination, I managed to complete my research.)

4.2.6 Self-Motivation

Self-motivation is crucial in achieving personal and professional success, driving individuals to set goals and persevere in facing challenges. The participant coped with research challenges by focusing on their motivation to improve the educational system. They remain driven by the potential positive impact of research on teaching practices and student outcomes.

"I feel motivated na gamitin ang aking skills and observation for the betterment sa educational system of ones room o sa school." (T3-IDI-Lines 150-151)

"I feel motivated to use my skills and observations for the betterment of the educational system of one's room or school."

4.2.7 Initiate Actions to Create Anew

Initiating actions to create anew is vital for fostering innovation and driving progress in organizational and personal development. The participant used research to learn new educational theories and concepts, which they then applied to their teaching practices.

"Nakakatulong talaga para sa aming mga guro na mag learn new theories, which can provide useful information about sa kung paano ang mga tao learn best, allowing teachers na e assess ang kanilang teaching practices, reflect sa learning outcomes, and generate practical ways of improving their peadagogical competence." (T3-IDI-Lines 143-147)

Research helps us teachers to learn new theories, which can provide useful information about how people learn best, allowing teachers to assess their teaching practices, reflect on learning outcomes, and generate practical ways of improving their pedagogical competence.

4.2.8 Exploring Resources

Exploring resources is critical to problem-solving and decision-making in professional and educational settings. Research shows that individuals who actively seek out and utilize available resources, such as training programs, mentorship, and informational materials, are more likely to succeed in overcoming challenges and improving their skills.

"Read more and do research sa Google scholar about sa related research." (T5-IDI-Lines 283-284)

"Read more and do research in Google Scholar about related research."

4.2.9 Goal-Driven

Being goal-driven is essential for achieving success and maintaining motivation in both personal and professional environments. Research suggests that individuals who set clear, measurable goals tend to experience higher motivation, focus, and overall job satisfaction. The participant's determination to persist despite setbacks shows that resilience was a crucial coping mechanism.

“A very rocky road, pero dahil sa self-determination, I was able to finish ang aking research study.” (Y5-IDI-Lines 299-300)

“A very rocky road, but because of self-determination, I was able to finish my research study.”

Table 2: Feelings of Teachers Regarding Research Capability

Cluster Theme	Emergent Theme
Feelings	
Feels like an added burden. Research can be challenging and time-consuming.	Emotional Strain
Allowed the teacher to assess teaching practices. Reflected learning outcomes, and generate practical ways of improving pedagogical competence.	Reflective Adaptation
Organized the topic, listing the keywords and concepts, considering the scope of the topic. Integrated the best teaching strategies for best learning outcomes.	Eagerness on Integrating Best Strategy
Surround oneself with supportive people Thankful with the people who were willing to extend their help	Increased Support System
Through self-determination Managed to complete research	Self-determination
Through self-determination Managed to complete research Got motivated to use skills and observations for the betterment of the educational system	Self-motivation
Asked teachers to learn new theories Provides useful information about how people learn best Assessed teaching practices and reflected on learning outcomes Generates practical ways of improving pedagogical competence	Initiate Actions to Create Anew
Did research in Google Scholar Looked into references using an online source	Exploring Resources
Was able to finish my research study through self-determination Developed being self-directed	Goal-driven

4.3 Insights of Participants Regarding Research Capability

4.3.1 Promotes Professional Growth

Professional growth within organizations is critical to employee motivation, retention, and overall success. Research has shown that opportunities for career development, such as training programs, mentorship, and skill-building workshop, can enhance job

satisfaction and improve performance. The participant recognizes that research plays a key role in their professional development.

“Ang research enhances my ability in doing or pag conduct ng research ay nag change sa aking viewpoint in teaching learning instruction” (T1-IDI-Lines 49-51).

(Research enhances my ability in doing or conducting research which changes my viewpoints in teaching-learning instruction.)

“Na develop nito ang aking knowledge about teaching and learning which can help me tackle ang mga specific practice problems and give a strong reference point to guide teaching.” (T1-IDI-Lines 60-62).

(It develops knowledge about teaching and learning which can help tackle specific practice problems and give a strong reference point to guide teaching.)

“It has significantly improved my teaching skills and strategies.” (T2-IDI-Line 99)

“I’ve learned that research is a stepping stone toward a brighter future and career advancement.” (T2-IDI-Lines 109-110)

“It is more interesting na mag explore in the field of research. It changed yung aking teaching career to be more creative at to create different interventions para sa betterment ng aking teaching skills” (T3-IDI-Lines 159-161)

(It is more interesting to explore in the field of research. It changed my teaching career to be more creative and create different interventions for the betterment of my teaching skills.)

Furthermore, professional growth is essential for employee satisfaction, performance, and long-term organizational success. Resourceful teacher recognizes that research enhances their teaching skills and strategies, allowing them to refine their instructional methods and adapt to diverse learning needs.

4.3.2 Self-Improvement

Self-improvement is a continuous process that plays a vital role in personal and professional development. Research has shown that individuals prioritizing self-improvement are more likely to enhance their skills, increase their self-awareness, and achieve long-term success.

“Natutunan ko na ang research is a stepping stone for a greener future at promotion.” (T5-IDI-Lines 290-291)

(I learned that research is a stepping stone for a greener future and promotion.)

"I become more productive and more efficient." (T5-IDI-Line 285)

4.3.3 Teaching Becomes Effective

Effective teaching strategies enhance student engagement, understanding, and overall academic performance. Research indicates that teaching outcomes are significantly improved when educators adopt interactive and student-centered approaches, such as collaborative learning, problem-solving, and personalized feedback. Additionally, integrating technology and multimedia resources in the classroom has further supported learning by catering to diverse student needs and learning styles.

"It influences me kung papano mag teach at I apply ang mga appropriate strategies para sa mga diverse learner with different needs." (T1-IDI-Lines 54-55)

(It influences me on how to teach and apply the appropriate strategies for a diverse learner with different needs.)

Along with this, effective teaching is fundamental to student success and engagement, and research highlights the importance of continuous improvement in teaching methods. Studies show that teachers who actively reflect on their practice, engage in professional development, and adapt to students' needs see improved student outcomes and higher levels of engagement.

"Experiencing research ay nagbigay sa akin ng big impact sa aking professional growth because it led me sap ag organize na mga bagay and plan brilliant programs or activities para ma address ang various problems and give the best solutions to them." (T3-IDI-Lines 184-187)

(Experiencing research gave a big impact on my professional growth because it led me to organize things more and plan brilliant programs or activities to address various problems and give the best solutions to them.)

In addition, effective teaching is essential for fostering student success and engagement in the classroom. A diligent teacher highlighted that engaging in research helps educators improve their teaching practices.

"It helps me improve ang aking teaching skills and strategies." (T5- IDI-Lines 280)

(It helps me improve my teaching skills and strategies.)

4.3.4 Broadens Understanding

Broadening understanding is essential for fostering critical thinking and enhancing problem-solving skills in various educational and professional settings. Additionally, engaging in reflective practices and continuous learning helps individuals expand their knowledge base and adapt to new information, enhancing personal and professional growth.

"It allows me to pursue my interest, to learn something new, at to hone ang aking problem solving skills, at e challenge ang aking sarili sa mga new ways." (T1-IDI-Lines 58-60)

(It allows me to pursue my interest, to learn something new, to hone my problem-solving skills, and to challenge myself in new ways.)

Moreover, broadening understanding is crucial for enhancing cognitive flexibility and problem-solving abilities across various fields. The participant gained a broader perspective on teaching and classroom management through research.

"Napalawak nito ang aking inderstanding sa teaching, kung pano maki pag-interact sa mga students, my coleagues, and even sa aking superiors." (T2-IDI-Lines 113-114)

(It has broadened my understanding of teaching, how I interact with students, my colleagues, and even my superiors.)

4.3.5 Increased Resilience and Productivity

Increased resilience and productivity are essential for employee well-being and organizational success. Research helped the participant become more resilient, productive, and efficient in teaching.

"It has made me more productive and efficient." (T2-IDI-Line 106)

"Ive become more resilient sapag face sa mga challenges na ma-arise sa aking daily na pag tatabaho." (T2-IDI-Lines 118-120)

(I've become more resilient in facing the challenges that arise in my daily work.)

4.3.6 Needs Attention to Small Details

Attention to small details is critical in ensuring accuracy and effectiveness in educational and professional environments. In teaching, focusing on small details such as students' learning styles, providing timely feedback, and organizing classroom materials can significantly enhance the learning experience.

"Kahit yung mga small detail of information matters. Through sa research, problem anr clarified, at ang concrete evidence is laid out to present the truth sa problema." (T3-IDI-Lines 175-177

(Even a small detail of information matters. Through research, problems are clarified, and concrete evidence is laid out to present the truth in a problem.)

4.3.7 Enhanced Classroom Management Skills

Enhanced classroom management skills are crucial for creating an environment that fosters learning and student engagement. Through research, the participant becomes more proactive in addressing classroom challenges. This insight reflects how research has enabled the participant to anticipate and resolve issues efficiently, leading to improved classroom management.

"I learned about classroom management at e address ang existing problems efficiently. It makes me proactive." (T4-IDI-Lines 234-235)

(I learned about classroom management and addressed existing problems efficiently. It makes me proactive.)

"Natutunan kung e address and problems in school effectively." (T4-IDI-Lines 243-244)

(I learned how to address problems in school efficiently.)

4.3.8 Fosters Self-Directed Growth

Self-directed growth empowers individuals to take ownership of their learning, leading to stronger goal-setting, critical thinking, and performance. The participant highlighted the role of research in fostering self-direction. Research helps the participant take control of their professional development, enabling them to independently seek new knowledge and skills to enhance their teaching practice.

"Research makes me a self-directed at proactive teacher." (T4-IDI-Line 243)

(Research makes me a self-directed and proactive teacher.)

"It also makes me na maging confident sa mga tasks given to me by my superiors." (T4-IDI-Lines 244-245)

(It also makes me more confident with the tasks given to me by my superior.)

4.3.10 Encourages Cooperation

Encouraging cooperation in educational and professional settings boosts teamwork, knowledge sharing, and productivity. It also strengthens trust and relationships among team members, fostering a supportive culture. The participant emphasized that research has a transformative impact on educational interpersonal relationships.

“Mas naging malawak ang aking pang-unawa sa pagtuturo at pakikipagtungo sa mga bata at sa aking kapwa guro at gayundin sa aking superior.” (T5-IDI-Lines 294-295)

(My understanding of teaching and my interactions with students, fellow teachers, and even my superiors have become broader and more profound.)

Table 3: Insights of Teachers Regarding Research Capability

Cluster Theme	Emergent Theme
Insights	
Improved teaching skills and strategies A stepping stone toward a brighter future and career advancement	Promotes Professional Growth
Learned that research is a stepping stone for a greener future and promotion	Self-Improvement
Broadened understanding of teaching It helps me understand how I interact with students, my colleagues, and my superiors.	Broadens Understanding
Became more productive, efficient and resilient in facing the challenges	Increased Resilience and Productivity
Became more confident with the tasks given by the superiors Improved teaching skills and strategies Improved teaching skills and strategies	Teaching Becomes Effective
Small details of information matter. Laid out to present programs and activities to address various problems and gave the best solutions	Need Attention To Small Details
Broaden understanding in teaching students Interaction with fellow teachers and superiors became more profound	Encourages Cooperation
Learned effective and efficient classroom management. Addressed problems in the classroom efficiently	Enhanced Classroom Management Skills
Research makes oneself self-directed. Developed self-directness and proactivity.	Fosters Self-directed Growth

5. Conclusion

5.1 Implication for Practice

5.1.1 Heavy Workload

Educational institutions may implement structured support systems that prioritize research alongside teaching responsibilities. According to Abelardo *et al.* (2019), providing institutional support—such as protected time for research and recognizing

scholarly work as integral to teaching—significantly enhances teachers' motivation and ability to balance their academic responsibilities.

5.1.2 Skill Deficiency

According to Al-Mahdi (2021), structured research training and mentoring significantly improve teachers' competence and confidence in conducting educational research, leading to more active and informed participation in scholarly work.

5.1.3 Overwhelming Pressure

According to Neihart (2021), institutional strategies such as time allocation, recognition of research achievements, and peer collaboration play a vital role in reducing educators' overwhelming pressure, enabling sustained engagement in teaching and research.

5.1.4 Rigid Procedure

According to Navy *et al.* (2020), when schools implement flexible policies and involve teachers in procedural decision-making, it enhances their sense of agency. It improves both instructional effectiveness and research engagement.

5.1.5 Set Priorities Property

The theme emphasizes the importance of teachers effectively managing their time and responsibilities by prioritizing tasks according to urgency and impact. According to Pacaol (2021), equipping educators with prioritization strategies and reflective time management practices significantly enhances their efficiency and reduces professional burnout.

5.1.6 Integrating Best Strategy

To enhance educators' ability to effectively conduct research, schools and educational institutions should implement training programs focused on research organization strategies. According to Mertler (2024), providing structured training and protected time for research improves teachers' ability to conduct organized, relevant studies that contribute to professional development and instructional improvement.

5.1.7 Reflective Adaptation

Professional development programs may incorporate reflective adaptation strategies to promote effective research practices among educators to promote effective research practices among educators. According to Baxter and Jack (2020), integrating reflective practices into teacher development enhances research engagement, strengthens instructional decision-making, and fosters a culture of continuous improvement.

5.1.8 Increased Support System

The theme emphasizes the importance of external networks—such as colleagues, mentors, and family—in helping teachers cope with the challenges of balancing teaching

and research responsibilities. This not only aids teachers in overcoming immediate challenges but also contributes to long-term professional growth and job satisfaction. According to Marcotte *et al.* (2021), strong interpersonal and institutional support networks are critical in reducing stress, improving work-life balance, and sustaining educators' motivation to engage in teaching and research.

5.1.9 Emotional Strain

To mitigate the emotional strain associated with balancing research and teaching responsibilities, educational institutions may prioritize the mental well-being of their teachers by implementing supportive measures. Additionally, fostering a collaborative research culture can reduce feelings of isolation, allowing teachers to work together and share the emotional burdens associated with research. According to Young and Ferguson (2020), providing emotional and psychological support for teachers engaged in research enhances their well-being and fosters greater resilience and sustained engagement in academic inquiry.

5.1.10 Self-Determination

To cultivate a culture of self-determination among educators engaged in research, educational institutions may implement programs that promote resilience and intrinsic motivation. Workshops focused on developing a growth mindset, emphasizing the importance of perseverance, can also empower teachers to view setbacks as opportunities for learning rather than obstacles. Bonganisco (2024) states that fostering self-determination through goal setting, mentorship, and mindset training significantly increases educators' intrinsic motivation and persistence in research engagement.

5.1.11 Initiate Action to Create Anew

To effectively support educators in pursuing knowledge through research, educational institutions may prioritize establishing professional development programs that encourage ongoing learning and exploration. According to Kelley (2023), when schools invest in continuous professional development that promotes innovation and collaboration, educators are more likely to adopt new research-informed strategies and transform their teaching practices effectively.

5.1.12 Exploring Resources

To effectively enhance research skills among educators, it is essential to provide training sessions focused on exploring and utilizing diverse academic resources. Professional development programs may include workshops that guide teachers in effectively navigating platforms like Google Scholar and accessing relevant literature. Encouraging collaboration and discussion among peers regarding using these resources can also foster a culture of inquiry and continuous improvement.

5.1.13 Goal-Driven

The theme highlights the importance of clearly defined goals that guide teachers in effectively managing their tasks and responsibilities. According to Patel (2022), goal-oriented professional practices enhance teachers' motivation, improve task management, and lead to greater success in both instructional and research-related responsibilities.

5.1.14 Promotes Professional Growth

To harness the transformative potential of research for professional growth, educational institutions actively promote a culture that values and integrates research into everyday teaching practices. According to Gherardi *et al.* (2021), integrating research into daily teaching practice deepens teachers' professional knowledge and cultivates a reflective and growth-oriented mindset that supports continuous instructional improvement.

5.1.15 Teaching Becomes Effective

To maximize the benefits of engaging in research, educators may focus on developing effective planning and organizational skills as part of their professional development. Encouraging collaboration among educators to share strategies and best practices can further enhance their organizational capabilities. Piloni (2020) states that strengthening teachers' planning and organizational skills through research-focused development initiatives leads to more effective instructional strategies.

5.1.16 Broadens Understanding

To capitalize on the insights gained through research, educational institutions should prioritize fostering a culture of inquiry that encourages teachers to explore and reflect on various aspects of teaching and classroom dynamics. According to Gaidica and Dantzer (2022), promoting reflective inquiry and professional dialogue enhances educators' comprehension of classroom interactions and leads to more responsive, student-centered teaching practices.

5.1.17 Increase Resilience and Productivity

To harness research benefits for professional and personal growth, educational institutions should implement structured research opportunities encouraging educators to engage in inquiry-based projects. According to Saldana (2021), structured research engagement and peer support significantly contribute to teachers' resilience, enabling them to maintain high productivity while adapting to the evolving demands of the classroom.

5.1.18 Needs Attention to Small Detail

To enhance the quality of research outcomes, educators should prioritize meticulous attention to detail in their research practices. According to Gabriel (2023), cultivating attention to detail through structured guidance and peer collaboration leads to more reliable and impactful research among educators.

5.1.19 Enhanced Classroom Management Skills

To leverage the transformative impact of research on classroom management, schools may prioritize professional development programs that focus on equipping educators with research-based strategies and techniques. According to Staller and Chen (2022), engaging in research-informed professional development significantly improves teachers' classroom management skills by promoting reflective practice and evidence-based decision-making.

5.1.20 Foster Self-Directed Growth

Schools and educational leaders may support and encourage self-directed learning by providing access to professional development resources, mentorship, and time for reflection. Educational institutions can also create a culture that values and rewards self-directed growth, encouraging teachers to pursue learning that aligns with their interests and the needs of their students. According to Erbacher *et al.* (2023), fostering self-directed growth among teachers enhances their autonomy, motivation, and ability to adapt their practices to meet evolving educational challenges.

5.1.21 Self-Improvement

To capitalize on the transformative potential of research for self-improvement, educational institutions should foster a culture that encourages teachers to engage in research activities as a means of professional development. According to Viac & Fraser (2020), engaging teachers in research-driven self-improvement initiatives leads to enhanced instructional practices and greater confidence in addressing diverse student needs.

5.1.22 Encourage Cooperation

It is essential to cultivate a supportive atmosphere where teachers are open to sharing ideas and resources without fear of judgment. According to Dart *et al.* (2023), fostering collaborative school environments enhances teacher effectiveness and promotes innovative practices that benefit educators and students.

5.2 Implication for Future Research

Future research may focus on the effectiveness of structured support systems in educational institutions that prioritize research alongside teaching responsibilities. This includes examining designated time slots for research, collaborative platforms, and professional development workshops to enhance teachers' engagement in research activities. As teachers confront challenges, they need more sophisticated ways of understanding and addressing their professional roles. Additionally, studies should investigate how integrating research into existing teaching frameworks can alleviate the burden associated with research, emphasizing the need for training on efficient practices and supportive policies that reduce administrative tasks.

Moreover, the relationship between teachers' mental well-being and their ability to engage in research warrants further exploration, particularly regarding the impact of counseling services, stress management workshops, and peer support groups on educators' emotional strain. Finally, studies investigating the influence of educators' research engagement on classroom practices and student outcomes could provide valuable insights into the impact potential of education research. Such investigations help educational institutions design targeted interventions that support teachers' holistic well-being while fostering a research-driven culture. Understanding these dynamics also guides policy development to better integrate research engagement into teachers' professional responsibilities without compromising their mental health. Schools could build supportive spaces where teachers grow as both educators and researchers.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

May T. Lastra is a candidate for the degree of Master of Arts in Education major in Educational Management at Ramon Magsaysay Memorial Colleges, Graduate School, General Santos City, Philippines, and currently serves as a teacher at H. N. Cahilsot Central Elementary School II of Calumapang.

Email: maylastra17@gmail.com, may.lastra@deped.gov.ph

Google Scholar: <https://scholar.google.com/citations?hl=tl&pli=1>

ORCID: <https://orcid.org/0009-0008-0125-7613>

Academia.edu: <https://independent.academia.edu/Maylastra>

Noe P. Garcia (EdD), Doctor of Philosophy in Institutional Development and Management, serves as the dedicated Guidance Director of Ramon Magsaysay Colleges and a faculty member of the RMMC Graduate School.

Email: drnoepgarciargc12@gmail.com

References

- Abelardo, L. J., Lomboy, M. A. A., Lopez, C. C., Balaria, F. E., & Subia, G. S. (2019). Challenges encountered by the national high school teachers in doing action research. *International Journal of English, Literature and Social Science (IJELS)*, 4(4), 1046–1051. <https://surli.cc/ilaqlp>
- Alam, M. K. (2021). A systematic qualitative case study: Questions, data collection, NVivo analysis and saturation. *Qualitative Research in Organizations and Management*. <https://surl.li/pyiybg>
- Al-Mahdi, M. M. A. (2021). *An investigation of leadership style and the strategic planning process of public and private colleges in Iraq: An empirical study* (Doctoral dissertation, University of Southern Queensland). <https://surl.li/pyiybg>

- Anda, R. J. (2022). Project I-CARE: Research capability program to improve the conduct of action research of school heads and teachers of Gumaca West District. *International Journal of Advanced Multidisciplinary Studies*, 2(2), 51–63. <https://surli.cc/qyegds>
- Asuo-Baffour, H., Daayeng, A., & Agyemang, O. (2019). Mentorship in teacher education: Challenges and support provided. *European Journal of Education Studies*. <https://surl.li/rmsxvf>
- Bălănescu, R. C. (2019). Teaching emotions, stress, and burnout among teachers in secondary education. *BRAIN: Broad Research in Artificial Intelligence and Neuroscience*, 10(2), 119–127. <https://surl.li/vpkvrb>
- Bailey, B. T. (2022). *Trauma-informed music education (TIME): A new perspective on care in K–12 music education* (Doctoral dissertation, Trident University International). <https://surl.li/cakupv>
- Bandura, A. (1977). *Social cognitive theory: An agentic perspective on human nature*. John Wiley & Sons. <https://surl.li/oiapof>
- Baumann, A. A., Woodward, E. N., Singh, R. S., Adsul, P., & Shelton, R. C. (2022). Assessing researchers' capabilities, opportunities, and motivation to conduct equity-oriented dissemination and implementation research: An exploratory cross-sectional study. *BMC Health Services Research*, 22, 731. <https://surl.li/zdzuac>
- Baxter, P., & Jack, S. (2020). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 25(1), 127–141. <https://surl.li/hhjfmh>
- Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). John Wiley & Sons. <https://surl.li/rpgfqu>
- Bonganciso, R. T. (2024). Enhancing teachers' research skills: A project research capability program (ReCaP). *Kasetsart Journal of Social Sciences*, 45(1), 139–146. <https://surl.lu/feglnm>
- Bradley, D., & Hess, J. (2021). *Trauma and resilience in music education*. Routledge. <https://surl.li/wvyeck>
- Braun, V., & Clarke, V. (2019). Reflecting on thematic analysis. *Qualitative Research in Psychology*, 16(2), 223–232. <https://surl.li/jdyoxz>
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. Sage Publications. <https://surl.li/rawkqz>
- Brusilovsky, P., & Millán, E. (2007). User models for adaptive hypermedia and adaptive educational systems. In P. Brusilovsky, A. Kobsa, & W. Nejdl (Eds.), *The Adaptive Web: Methods and Strategies of Web Personalization* (Vol. 4321, pp. 3–53). Springer. https://doi.org/10.1007/978-3-540-72079-9_1
- Caingcoy, M. (2020). Research capability of teachers: Its correlates, determinants and implications for continuing professional development. *Journal of World Englishes and Educational Practices*, 2(5), 1–11. <https://surli.cc/pvzoex>

- Chua, C. S. K., & Soo, J. L. M. (2023). E-leadership: Reconceptualising teacher leadership in the Singapore digitised educational landscape. *Asia Pacific Journal of Educators and Education*. <https://surl.gd/ywlkey>
- Cranton, P. A. (2017). Transformative learning: A narrative. In M. J. Spector, B. B. Lockee, & M. D. Childress (Eds.), *Learning, design, and technology: An international perspective* (pp. xyz–abc). Springer. https://doi.org/10.1007/978-3-319-17727-4_37-2
- Creswell, J. W. (2020). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications. <https://surl.lu/hvajbb>
- Dart, S., Seniuk Cicek, J., & Sohoni, S. (2023). REES AAEE special issue on engineering education research capability development: Introduction by guest editors. *Australasian Journal of Engineering Education*, 28(1), 2–7. <https://surl.li/mbmvlz>
- Elbouchikhi, E., Feld, G., Amirat, Y., Benbouzid, M., & Le Gall, F. (2020). Design and experimental implementation of a wind energy conversion platform with education and research capabilities. *Computers & Electrical Engineering*, 85, 106661. <https://surl.lu/iaxnsr>
- Enberg, K., Steen, I. H., & Ellingsen, S. (2019). *Me, myself and I: Teachers' self-motivation and sense of responsibility determine the use of active learning methods*. <https://surl.li/movudn>
- Engeström, Y. (2000). Activity theory as a framework for analyzing and redesigning work. *Ergonomics*, 43(7), 960–974. <https://doi.org/10.1080/001401300409143>
- Erbacher, T. A., Singer, J. B., & Poland, S. (2023). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention*. Routledge. <https://surl.li/npiluc>
- Flick, U. (Ed.). (2024). *The SAGE handbook of qualitative research quality*. SAGE Publications Limited. <https://surl.lu/azxkww>
- Fu, Q., Jin, H., & Yu, D. (2022). Development status and strategy of research capability of general practice and community health in China: Based on the data of Chinese journals in general practice from 2001 to 2020. *Chinese General Practice*, 25(34), 4252. <https://surl.li/bwusja>
- Gabriel, N. (2023). *Impact of COVID-19-based stressors on children: Considerations for the mitigation of adverse mental health outcomes* (Doctoral dissertation, Alliant International University). <https://surl.li/ujdahf>
- Gaidica, M., & Dantzer, B. (2022). An implantable neurophysiology platform: Broadening research capabilities in free-living and non-traditional animals. *Frontiers in Neural Circuits*, 16, 940989. <https://surli.cc/qndybc>
- Gelzhiser, J. A., & Lewis, L. (2023). Black barbers as mental health advocates, and interpersonal violence and suicide preventors in the local community. *Mental Health & Prevention*, 31, 200291. <https://surl.lu/heqkde>
- Gherardi, S. (2022). *Improving trauma-informed education: Responding to student adversity with equity-centered, systemic support*. National Education Policy Center. <https://surl.li/hrkveb>

- Gherardi, S. A., Garcia, M., & Stoner, A. (2021). Just trauma-informed schools: Theoretical gaps, practice considerations and new directions. *International Journal of School Social Work*, 6(1), 2. <https://surl.lu/qfwcij>
- Granjo, M., Castro Silva, J., & Peixoto, F. (2021). Teacher identity: Can ethical orientation be related to perceived competence, psychological needs satisfaction, commitment and global self-esteem? *European Journal of Teacher Education*, 44(2), 158–179. <https://surl.li/ddvckp>
- Hokoda, A., del Carmen Rodriguez, M., Ritblatt, S. N., Schiele, S., & Ingraham, C. L. (2022). Creciendo Juntos (Growing Together): Building leadership in Latino parents in a trauma-informed elementary school. In *From trauma to resiliency* (pp. 103–126). Routledge. <https://surl.li/kvmdwg>
- Joram, E., Gabriele, A. J., & Walton, K. (2020). What influences teachers' "buy-in" of research? Teachers' beliefs about the applicability of educational research to their practice. *Teaching and Teacher Education*, 88, 102980. <https://surl.li/zhviqy>
- Kaptelinin, V., & Nardi, B. A. (2018). Activity theory as a framework for human–technology interaction research. *Mind, Culture, and Activity*, 25(1), 3–5. <https://doi.org/10.1080/10749039.2017.1393089>
- Kelley, K. S. (2023). *Creatives engage with spontaneous self-affirmation as a part of their writing practices*. <https://surl.li/wsugja>
- Kim, Y. (2021). The effects of the national examination protection convergence education program on ego-resiliency, social support, and job-seeking stress of senior nursing students. *Protection Convergence*, 6(2), 1–13. <https://surl.li/edfkbk>
- Koch, T. (1994). Establishing trustworthiness in qualitative research. *Journal of Advanced Nursing*, 19(2), 319–327. <https://surli.cc/vazhkh>
- Lazarus, P. J., & Sulkowski, M. L. (2023). *Leadership for safe schools: The three-pillar approach to supporting students' mental health*. Routledge. <https://surl.lu/guthds>
- Lincoln, Y. S., & Guba, E. G. (1988). *Criteria for assessing naturalistic inquiries as reports*. <https://surl.li/lubjzp>
- Mahatmya, D., Grooms, A. A., Young Kim, J., McGinnis, D., & Johnson, E. (2022). Burnout and race-related stress among BIPOC women K–12 educators. *Journal of Education Human Resources*, 40(1), 58–89. <https://surl.li/ygxvag>
- Manila, B. M., Dayanan, H. B. G., Barlis Jr., J. M., & III, J. D. F. (2022). Assessment of teachers' research capability towards the promotion of research culture in elementary schools. *Sustainable Development*, 10(2), 45–50. <https://surl.gd/ccuini>
- Männikkö, I., & Husu, J. (2019). Examining teachers' adaptive expertise through personal practical theories. *Teaching and Teacher Education*, 77, 126–137. <https://surli.cc/rfcuwp>
- Marcotte, A. S., Kaufman, E. M., Campbell, J. T., Reynolds, T. A., Garcia, J. R., & Gesselman, A. N. (2021). Sextech use as a potential mental health reprieve: The role of anxiety, depression, and loneliness in seeking sex online. *International Journal of Environmental Research and Public Health*, 18(17), 8924. <https://surl.li/dixsdj>

- McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2022). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. Routledge. <https://surl.li/morqtl>
- Mertler, C. A. (2024). *Action research: Improving schools and empowering educators*. Sage Publications. <https://surl.li/uwngno>
- Mezirow, J. (2021). Transformative learning as discourse. *Journal of Transformative Education*, 1(1), 58–63. <https://doi.org/10.1177/1541344603252172>
- Nahum-Shani, I., Shaw, S. D., Carpenter, S. M., Murphy, S. A., & Yoon, C. (2022). Engagement in digital interventions. *American Psychologist*, 77(7), 836. <https://surli.cc/sldciw>
- Navy, S. L., Nixon, R. S., Luft, J. A., & Jurkiewicz, M. A. (2020). Accessed or latent resources? Exploring new secondary science teachers' networks of resources. *Journal of Research in Science Teaching*, 57(2), 184–208. <https://surl.li/bwnoqs>
- Neihart, M. (2021). *The social and emotional development of gifted children: What do we know?* Routledge. <https://surl.li/ikcedp>
- Norris, G., & Norris, H. (2021). Building resilience through sport in young people with adverse childhood experiences. *Frontiers in Sports and Active Living*, 3, 663587. <https://surl.li/qvptfl>
- Pacaol, N. (2021). Teacher's workload intensification: A qualitative case study of its implications on teaching quality. *International Online Journal of Education and Teaching*, 8(1), 43–60. <https://surl.li/cdqeem>
- Pace, F., D'Urso, G., Zappulla, C., & Pace, U. (2021). The relation between workload and personal well-being among university professors. *Current Psychology*, 40, 3417–3424. <https://surl.li/lecqux>
- Patel, R. B. (2022). *The effects of school leadership and collaborative teachers on rigorous instruction* (Master's thesis, Queen's University (Canada)). <https://surl.gd/zzeqbe>
- Perez, Z. O., Minyamin, A. V., Bagsit, R. D., Gimena, G. B., Dionaldo, W. V., Padillo, E. S., ... & Cabello, C. A. (2022). Research capability of faculty members in higher education institution: Basis for research management plan. *Journal of Positive School Psychology*, 6(3), 6215–6226. <https://surli.cc/xobsdp>
- Philippe, T. J., Sikder, N., Jackson, A., Koblanski, M. E., Liow, E., Pilarinos, A., Vasarhelyi, K. (2022). Digital health interventions for delivery of mental health care: Systematic and comprehensive meta-review. *JMIR Mental Health*, 9(5), e35159. <https://surl.li/ldodid>
- Piaget, J. (1976). *The child's construction of reality*. Basic Books. <https://surl.li/wfnbev>
- Pilongo, L. W. R. (2020). Research capability, support, and difficulties as viewed among faculty members of the University of Bohol. *University of Bohol Multidisciplinary Research Journal*, 8(1), 1–30. <https://surl.li/ajquxt>
- Power, K., & Goodnough, K. (2019). Fostering teachers' autonomous motivation during professional learning: A self-determination theory perspective. *Teaching Education*, 30(3), 278–298. <https://surl.li/egjkwx>

- Resnik, D. B. (2021). What is ethics in research & why is it important? *National Institute of Environmental Health Sciences*. <https://surli.cc/cznkae>
- Roth, C. B., Papassotiropoulos, A., Brühl, A. B., Lang, U. E., & Huber, C. G. (2021). Psychiatry in the digital age: A blessing or a curse? *International Journal of Environmental Research and Public Health*, 18(16), 8302. <https://surl.li/jkulti>
- Saldana, J. (2021). *The coding manual for qualitative researchers* (4th ed.). Sage Publications. <https://surl.li/apqxkr>
- Sansom, R. L., Clinton-Lisell, V., & Fischer, L. (2021). Let students choose: Examining the impact of open educational resources on performance in general chemistry. *Journal of Chemical Education*, 98(3), 745–755. <https://surl.lu/wqrrdq>
- Sevon, M. A. (2023). *Empty cups: A mixed-methods study of culturally responsive practices and early childhood teacher well-being during a pandemic* (Doctoral dissertation, Temple University). <https://surl.lu/vmhkar>
- Staller, K. M., & Chen, Y. (2022). Choosing a research design for qualitative research – A Ferris wheel of approaches. In *The SAGE Handbook of Qualitative Research Design* (pp. 69–86). SAGE Publications Ltd. <https://surl.li/klgtfs>
- Supriharyanti, E., & Sukoco, B. M. (2023). Organizational change capability: A systematic review and future research directions. *Management Research Review*, 46(1), 46–81. <https://surl.li/bflprc>
- Thomas, M. S., Crosby, S., & Vanderhaar, J. (2019). Trauma-informed practices in schools across two decades: An interdisciplinary review of research. *Review of Research in Education*, 43(1), 422–452. <https://surli.cc/vcdzwn>
- Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons. <https://surl.lu/jbnhfe>
- Viac, C., & Fraser, P. (2020). *Teachers' well-being: A framework for data collection and analysis*. <https://surl.lu/segnoy>
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://surl.li/zlauca>
- Whitton, J., Parr, G., & Choate, J. (2022). Developing the education research capability of education-focused academics: Building skills, identities and communities. *Higher Education Research & Development*, 41(6), 2122– 2136. <https://surli.cc/eoesay>
- Young, R., & Ferguson, F. (2020). *Writing for pleasure: Theory, research and practice*. Routledge. <https://surl.li/gufazc>

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).