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## Elementary teachers' knowledge, motivation, and attitude toward research: Implications for professional development

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### Abstract

**Aim:** This study examined the relationship among elementary teachers' knowledge, motivation, and attitude toward research in the Mambusao West District, Division of Capiz. Specifically, it determined the levels of teachers' knowledge, motivation, and attitude toward research when grouped according to sex, highest educational attainment, and length of service, and analyzed the relationships among these variables.

**Methodology:** A descriptive-correlational research design was employed involving 108 elementary teachers from the Mambusao West District during the summer of School Year 2025. Data were collected using a researcher-made questionnaire administered both personally and through Google Forms. Descriptive and inferential statistical tools, including frequency, percentage, mean, t-test, analysis of variance (ANOVA), and Pearson's product-moment correlation, were utilized for data analysis.

**Results:** The findings revealed that elementary teachers demonstrated a very low level of research knowledge, an average level of motivation, and an average attitude toward research. A significant positive relationship was found between motivation and attitude toward research ( $r = 0.209$ ,  $p = 0.030$ ), indicating that higher motivation is associated with a more positive attitude. However, no significant relationships were observed between research knowledge and either motivation or attitude.

**Conclusion:** The study concludes that while elementary teachers exhibit moderate motivation and generally positive attitudes toward research, their level of research knowledge remains limited. Strengthening teachers' research competence through sustained training, mentoring, and institutional support is essential to enhance motivation and cultivate a stronger research-oriented culture in elementary schools.

**Keywords:** *research knowledge, teacher motivation, research attitude, elementary teachers, descriptive-correlational study*

### INTRODUCTION

In recent years, education has increasingly emphasized the importance of evidence-based practice and data-driven decision-making, positioning research as a core component of teacher professionalism (Darling-Hammond, Hyler, & Gardner, 2017). Research enables teachers to systematically improve instruction, enhance student learning outcomes, and adapt to evolving educational demands. However, despite these benefits, many elementary teachers continue to experience challenges in conducting and applying research in their practice, often due to low self-efficacy, limited motivation, and varying attitudes toward research (Zeichner & Liston, 2021).

Self-efficacy, defined by Bandura (1997) as the belief in one's ability to accomplish specific tasks, plays a crucial role in shaping teachers' engagement in research. Teachers with high research self-efficacy tend to participate more actively in inquiry-based initiatives and apply findings to classroom improvement, while those with low self-efficacy may avoid research due to fear of failure or perceived incompetence. Likewise, motivation serves as a key determinant of teachers' willingness to undertake research endeavors. According to Deci and Ryan's (2020) Self-Determination Theory, intrinsic motivation—driven by curiosity and professional growth—encourages sustained research involvement, whereas extrinsic factors such as workload and lack of support can diminish engagement. These theories directly relate to the study variables: knowledge influences self-efficacy, motivation drives research

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engagement, and attitudes shape teachers' willingness to apply findings. Together, these constructs form the conceptual basis for examining research participation among elementary teachers.

Teachers' attitudes toward research also shape the culture of innovation within schools. Positive attitudes foster reflective practice, collaboration, and continuous improvement (Creswell & Creswell, 2023). Conversely, negative attitudes often stem from limited training, resource scarcity, and minimal institutional encouragement, leading to disengagement from research-related tasks (Nerona & Narido, 2025). In the Philippine educational context, research participation remains low among public school teachers, even though the Department of Education (DepEd) has established the Basic Education Research Agenda to guide teacher-led research (DepEd Order No. 39, s. 2016). A study by Dela Peña and Saniel (2022) found that only a small proportion of teachers' completed action research projects aligned with this agenda, indicating limited engagement in research activities at the basic education level.

A recent Philippine study (Nerona & Narido, 2025) examined teacher research engagement; however, its scope was limited, as it focused primarily on secondary education and did not analyze internal factors such as motivation and attitudes. No empirical study has examined how knowledge, motivation, and attitude interact among elementary teachers in the Mambusao West District, creating a gap this research seeks to address. This study contributes new insights by analyzing these variables within a localized context, offering evidence that can inform professional development programs and strengthen DepEd's Basic Education Research Fund (BERF) initiatives. Findings aim to support policy implementation and enhance teacher capacity-building efforts at the district level.

Recognizing these conditions, this study examines the relationship among elementary teachers' knowledge, motivation, and attitude toward research in the Mambusao West District, Division of Capiz. By investigating how these dimensions interact, the study aims to identify key factors influencing teachers' engagement in research and provide actionable recommendations for improving research culture in schools.

### Review of Related Literature and Studies

Globally, teachers' engagement in research is increasingly recognized as a cornerstone of educational innovation and effectiveness (Darling-Hammond, Hyler, & Gardner, 2017). Through research, teachers become active contributors to knowledge creation, enabling them to systematically analyze classroom challenges and implement evidence-based interventions that enhance teaching and learning (Carvajal, 2025). Research indicates that teacher participation in collaborative inquiry within professional learning communities promotes reflective practice and shared improvements in teaching practices. These community structures facilitate dialogue, shared reflection, and professional growth that can enhance instructional quality (Dautova, Ignateva, & Salygina, 2020). Despite these global trends, participation among basic education teachers in the Philippines remains limited, as prior research has predominantly examined teacher-led research in higher education settings, where faculty often have formal research training and institutional support, unlike basic education contexts where teachers face heavier teaching loads, limited resources, and minimal exposure to research methodologies. This contrast underscores a significant gap in understanding the experiences and challenges of elementary school teachers in conducting research.

Research knowledge serves as the foundation of teachers' ability to conduct systematic inquiry and professional reflection. Abella, Cadorna, Taban, and Ramirez (2024) reported that teachers with higher academic qualifications and formal exposure to research training demonstrate greater confidence, methodological competence, and productivity in conducting research. Consistent with this, Borko, Koellner, and Jacobs (2019) found that structured professional development and research-focused training significantly enhance teachers' capacity to implement inquiry-oriented instructional practices. Conversely, Nerona and Narido (2025) found that many Filipino teachers possess only a superficial understanding of research processes and methodologies, constraining their ability to produce meaningful classroom-based studies. This persistent gap between theoretical understanding and practical application highlights the need for continuous professional development in educational research, particularly at the elementary level.

Motivation also plays a critical role in determining teachers' willingness to engage in research. Tapon, Villanueva, Baluyot, Lloyd, Juan, Cruz, & Tus, (2021) observed that while teachers generally recognize the professional value of research, their motivation often remains moderate due to factors such as time constraints, lack of incentives, and overlapping administrative tasks. International studies echo these findings, noting that teacher educators face barriers such as heavy workloads, time pressures, lack of support, and limited funding, which restrict their engagement in research activities. (Oancea, Swennen, & Zogla, 2021). Insorio (2024) emphasized that both intrinsic and extrinsic motivators significantly influence teachers' participation in research, with institutional support emerging as a key factor in sustaining long-term engagement. When schools provide recognition, mentoring, and an enabling environment, teachers are more likely to view research as an integral aspect of their professional identity.



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Closely related to motivation are teachers' attitudes toward research, which shape their engagement and productivity. Laguador and Soverano (2022) found that while teachers generally hold favorable attitudes toward research, many experience anxiety and uncertainty related to technical aspects such as data analysis and publication. International evidence suggests that teachers with more positive attitudes toward research tend to exhibit higher research engagement, although challenges such as lack of time, resources, and institutional support often hinder their participation in research activities (Crespo & Sutherland, 2021). Alcazaren and Robiños (2022) noted that demographic variables—including gender, educational attainment, and years of service—exert minimal influence on attitude, suggesting that institutional culture, leadership support, and collegial collaboration are more decisive factors. Cultivating a supportive research environment within schools is therefore essential for fostering positive attitudes and sustained involvement in research activities.

In the Philippine context, DepEd has made significant efforts to institutionalize teacher-led research through programs such as the Basic Education Research Fund (BERF). However, participation among elementary school teachers remains relatively low, particularly in resource-constrained areas where access to training and funding is limited. Studies highlight the importance of mentoring, administrative support, and a research-oriented school culture in improving teachers' competence, motivation, and attitude toward research (Nerona & Narido, 2025). Strengthening these aspects is essential to realize DepEd's vision of a research-based culture that promotes continuous improvement in teaching and learning.

Overall, literature affirms that teachers' motivation, attitude, and knowledge toward research are interconnected factors that shape their engagement in research activities. Globally, studies emphasize the importance of fostering positive attitudes and strong motivation to enhance teachers' research competence, while Philippine research highlights ongoing challenges in developing these capacities among basic education teachers. Despite growing recognition of these factors, limited attention has been given to how motivation and attitude specifically influence teachers' research knowledge. This study addresses that gap by examining the relationships among motivation, attitude, and research knowledge of elementary teachers in the Mambusao West District, contributing valuable insights to the enhancement of research culture and capacity-building efforts in education.

### Theoretical Framework

This study was anchored on Bandura's (1997) Self-Efficacy Theory, which posited that individuals' beliefs in their capabilities significantly influenced their behavior, motivation, and performance. Specifically, the component of mastery experiences within this theory supported the measurement of teachers' confidence in conducting research, as higher self-efficacy was associated with greater persistence and productivity (Zeichner & Liston, 2021). Complementing this, Deci and Ryan's (2020) Self-Determination Theory emphasized the role of intrinsic motivation and extrinsic motivation in driving teachers' engagement in research (Tipon, Villanueva, Baluyot, Lloyd, Juan, Cruz, & Tus, 2021). These components directly informed the operationalization of the motivation variable in this study. Furthermore, Ajzen's (1991) Theory of Planned Behavior highlighted attitude toward behavior and perceived behavioral control as determinants of behavioral intention, which justified the inclusion of teachers' attitudes as a key variable influencing research participation. Together, these theories provided a coherent framework for examining how knowledge, motivation, and attitude interact in shaping teachers' engagement in research activities.

### Conceptual Framework

The conceptual framework illustrated the hypothesized relationship between teachers' motivation and attitude toward research and their level of research knowledge. Motivation and attitude toward research served as the independent variables (IVs), while research knowledge functioned as the dependent variable (DV). The framework assumed that higher levels of motivation and more positive attitudes toward research contributed to greater research knowledge among teachers. This relationship was examined using correlational analysis, which focused on identifying the strength and direction of associations among the variables without inferring causal relationships. The framework guided data analysis by providing the basis for testing these associations and interpreting their significance.

**Independent Variable (IV):** Motivation and Attitude Towards Research



**Dependent Variable (DV):** Knowledge of Research





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### Statement of the Problem

The increasing emphasis on research-based practice in education has underscored the vital role of teachers as both practitioners and producers of knowledge. Although numerous studies have examined the contribution of teacher research to instructional improvement and professional development, limited empirical attention has been given to the factors influencing teachers' engagement in research at the basic education level. In the Philippine context, existing literature has largely focused on research productivity in higher education institutions, resulting in a limited understanding of how elementary teachers' research knowledge, motivation, and attitude shape their participation in research activities. This gap constrains the development of targeted professional development programs and research capacity-building initiatives for elementary teachers. Addressing this concern, the present study examined the interrelationship among teachers' research knowledge, motivation, and attitude in the Mambusao West District, Division of Capiz, to provide empirical evidence that may inform school-based research support and policy interventions.

### Research Objectives

#### General Objective:

To examine the relationship among teachers' research knowledge, motivation, and attitude toward research in the Mambusao West District, Division of Capiz.

#### Specific Objectives:

- To determine the level of elementary teachers' research knowledge as a whole and when grouped according to sex, highest educational attainment, and length of service.
- To assess the level of teachers' motivation toward research as a whole and when grouped according to profile variables.
- To identify the level of teachers' attitude toward research as a whole and when grouped according to profile variables.
- To determine whether there are significant differences in teachers' research knowledge, motivation, and attitude when grouped according to profile variables.
- To establish whether significant relationships exist among teachers' research knowledge, motivation, and attitude..

### Research Questions

1. What is the level of elementary teachers' research knowledge, both in general and when grouped according to sex, highest educational attainment, and length of service?
2. What is the level of teachers' motivation toward research, both in general and when grouped according to their profile variables?
3. What is the level of teachers' attitude toward research, both in general and when grouped according to their profile variables?
4. Are there significant differences in teachers' research knowledge, motivation, and attitude toward research when grouped according to their profile variables?
5. Is there a significant relationship among teachers' research knowledge, motivation, and attitude toward research?

### Hypotheses

The following hypotheses were tested at the 0.05 level of significance:

- **H<sub>01</sub>**: There is no significant difference in the level of teachers' research knowledge, motivation, and attitude toward research when grouped according to sex, highest educational attainment, and length of service.
- **H<sub>a1</sub>**: There is a significant difference in the level of teachers' research knowledge, motivation, and attitude toward research when grouped according to sex, highest educational attainment, and length of service.
- **H<sub>02</sub>**: There is no significant relationship among teachers' research knowledge, motivation, and attitude toward research.
- **H<sub>a2</sub>**: There is a significant relationship among teachers' research knowledge, motivation, and attitude toward research.



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## METHODS

### Research Design

This study employed a descriptive-correlational research design to determine the relationship among teachers' knowledge, motivation, and attitude toward research. This design was considered most appropriate because it allowed the researcher to measure the degree of association among these variables without manipulating any conditions. The non-experimental approach enabled the collection of quantitative data that reflected teachers' perceptions and self-assessments regarding research engagement. A researcher-made survey questionnaire was administered to gather responses from elementary school teachers, and statistical analyses were applied to identify patterns and relationships among the variables.

### Population and Sampling

The study was conducted among 108 elementary school teachers from the Mambusao West District, Division of Capiz, during the summer of School Year 2025. The respondents were selected through total population sampling, as all qualified teachers in the district were invited to participate. Inclusion criteria required that participants be full-time elementary teachers with at least one year of teaching experience. This sampling approach ensured comprehensive representation of teachers with diverse demographic and professional backgrounds. While the findings primarily reflect the context of the Mambusao West District, the inclusion of all eligible teachers enhances the internal validity of the study and provides insights that may be cautiously generalized to similar public elementary school settings within the region.

### Instruments

The primary data-gathering tool was a researcher-made questionnaire designed to measure teachers' knowledge, motivation, and attitude toward research. The instrument consisted of four parts: (1) demographic profile, including sex, educational attainment, academic rank, and length of service; (2) research knowledge scale, assessing teachers' familiarity with research concepts and processes; (3) motivation scale, evaluating intrinsic and extrinsic factors influencing engagement in research; and (4) attitude scale, gauging teachers' beliefs, perceptions, and dispositions toward research.

Each scale utilized a five-point Likert format ranging from 1 – Strongly Disagree to 5 – Strongly Agree. The questionnaire underwent content validation in 2025 by a panel of three experts in educational research, who reviewed the items for clarity, relevance, and alignment with the study variables. Reliability was confirmed through pilot testing, and Cronbach's alpha coefficients exceeded the acceptable threshold of 0.80 for all scales, indicating strong internal consistency.

### Data Collection

Prior to data collection, permission to conduct the study was obtained from the Office of the Schools Division Superintendent of Capiz and the district supervisor of Mambusao West. After securing approval, the researcher coordinated with school principals to facilitate survey administration. Data were collected over a two-month period (March to April 2025). The purpose of the study was clearly explained to all participants, and informed consent was obtained before distributing the questionnaires. Respondents were given sufficient time to complete the survey, either through printed copies or digital submission via Google Forms. To ensure consistency across formats, identical instructions and item arrangements were provided for both modes of administration. Completed questionnaires were retrieved personally by the researcher, resulting in a 100% response rate. All responses were checked for completeness and accuracy before data processing and analysis.

### Treatment of Data

Data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were used to summarize respondents' demographic profiles and their levels of research knowledge, motivation, and attitude. To determine significant differences in these variables when grouped according to profile characteristics, independent samples t-tests and one-way analysis of variance (ANOVA) were applied. The Pearson Product-Moment Correlation Coefficient ( $r$ ) was employed to assess the strength and direction of associations among teachers' knowledge, motivation, and attitude toward research. All analyses were conducted using standard statistical software, with a significance level set at  $p < .05$ . Assumptions for



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parametric tests, such as normality and homogeneity of variances, were checked prior to analysis. Results were presented in tables and interpreted following established statistical guidelines.

### Ethical Considerations

This study adhered to established ethical standards for educational research and complied with the guidelines of the Department of Education and institutional protocols. Prior to implementation, approval was obtained from the appropriate school authorities. Participants were fully informed about the objectives, procedures, and voluntary nature of their participation, and written consent was secured. Confidentiality and anonymity were maintained by ensuring that no identifying information appeared in the data or report. Participation was voluntary, and respondents could withdraw at any stage without penalty. All data were used exclusively for research purposes and stored securely to protect participants' privacy.

### RESULTS and DISCUSSION

This section presents the results of the study and discusses the findings in relation to the respondents' levels of knowledge, motivation, and attitude toward research. It provides an overview of teachers' research engagement based on their demographic profiles and examines the relationships among the three variables under investigation.

#### Profile of the Respondents

##### Age

The majority of the respondents were aged 41 years old and above (62 or 57.41%). This was followed by those aged 31–40 years (29 or 26.85%). Respondents aged 30 years old and below comprised the smallest group (17 or 15.74%).

##### Highest Educational Attainment

Most respondents were college graduates (45 or 41.67%). This was followed by those who had earned units in a master's degree program (39 or 36.11%). Sixteen respondents (14.81%) were master's degree holders. A small number had taken units toward a doctorate degree (2 or 1.85%), while six respondents (5.56%) had completed a doctorate degree.

##### Length of Service.

The largest proportion of respondents had been in service for 21 years or more (49 or 45.37%). This was followed by those with 11–20 years of teaching experience (36 or 33.33%). Respondents with 10 years or less of service accounted for 23 or 21.30%.

##### Sex.

The majority of respondents were female (82 or 75.93%), while male respondents accounted for 26 or 24.07%.

Table 1. Profile of the respondents.

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Age</b>		
30yrs old or below	17	15.74%
31yrs - 40yrs	29	26.85%
41yrs old or above	62	57.41%
<b>Total</b>	<b>108</b>	<b>100.00%</b>
<b>Educational Attainment</b>		
College Graduate	45	41.67%
With Units in Masters Degree	39	36.11%
Masters Degree Holder	16	14.81%
With units in Doctorate Degree	2	1.85%
Doctorate Degree Holder	6	5.56%
<b>Total</b>	<b>108</b>	<b>100.00%</b>





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<b>Length of Service</b>		
10 yrs or less	23	21.30%
11yrs - 20yrs	36	33.33%
21yrs or more	49	45.37%
<b>Total</b>	<b>108</b>	<b>100.00%</b>
<b>Sex</b>		
Male	26	24.07%
Female	82	75.93%
<b>Total</b>	<b>108</b>	<b>100.00%</b>

### Level of Elementary Teachers' Knowledge Toward Research as a Whole

The results indicated that the majority of elementary teachers demonstrated a very low level of knowledge toward research, with an overall mean score of 24.84 and a standard deviation (SD) of 4.10. This finding suggests a substantial gap in teachers' understanding of fundamental research concepts and processes, which may limit their ability to engage in evidence-based practice and classroom-based inquiry. Limited exposure to formal research training and insufficient opportunities for sustained professional development may have contributed to this low level of knowledge. This result is consistent with the study of Abella, Cadorna, Taban, and Ramirez (2024), which reported that teachers with greater exposure to research training and higher educational attainment exhibited stronger research competence.

Table 2. Level of elementary teachers' knowledge towards research as a whole

<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
Very Low	63	58.33
Low	40	37.04
Average	5	4.63
<b>Mean = 24.84 (Very Low) SD = 4.10</b>		

### Level of Elementary Teachers' Knowledge Towards Research When Grouped According to Profile Variables

The results indicated that elementary teachers' knowledge toward research varied across profile variables, with most scores falling within the very low to low range. This finding suggests that, although some demographic and professional characteristics may slightly influence research knowledge, overall teacher competence in research remains limited. The observed differences may be attributed to factors such as differential access to formal research training, varying educational attainment, and disparities in professional development opportunities across experience levels and age groups. These results are consistent with the study of Abella, Cadorna, Taban, and Ramirez (2024), which reported that teachers with higher educational attainment and greater exposure to structured research training exhibited stronger research competence, while those lacking such opportunities demonstrated lower levels of research knowledge.

Table 2a. Level of elementary teachers' knowledge towards research when grouped according to profile variables.

<b>Knowledge</b>	<b>M</b>	<b>SD</b>	<b>Interpretation</b>
<b>Sex</b>			
Male	24.13	3.65	Very Low
Female	25.39	4.36	Low
<b>Age</b>			
30yrs old or below	25.06	4.58	Low
31yrs - 40yrs	22.62	3.34	Very Low
41yrs old or above	25.82	3.93	Low
<b>Highest Educational Attainment</b>			
College Graduate	24.62	3.92	Very Low
With Units in Masters Degree	25.10	4.38	Low



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<i>Masters Degree Holder</i>	24.38	4.05	Very Low
<i>With units in Doctorate Degree</i>	23.00	8.49	Very Low
<i>Doctorate Degree Holder</i>	26.67	2.73	Low
<b>Length of Service</b>			
<i>10 yrs or less</i>	24.43	4.34	Very Low
<i>11yrs - 20yrs</i>	23.67	3.84	Very Low
<i>21yrs or more</i>	25.90	3.97	Low

### Level of Motivation Towards Research of the Respondents as a Whole

The results indicated that the majority of elementary teachers demonstrated an average level of motivation toward research, with an overall mean score of 3.21 and a standard deviation (SD) of 0.52. This finding suggests that, while teachers recognize the importance of research, their drive to actively engage in research activities remains moderate. Limited access to professional development, competing instructional responsibilities, and insufficient institutional incentives may have contributed to this pattern of motivation. This result is consistent with the study of Insorio (2024), which reported that teachers were motivated by both intrinsic and extrinsic factors; however, overall motivation remained at a moderate level and did not consistently translate into high research productivity.

Table 3. Level of motivation towards research as a whole.

<b>Motivation</b>	<b>Frequency</b>	<b>Percentage</b>
<i>Low</i>	10	9.26%
<i>Average</i>	69	63.89%
<i>High</i>	29	26.85%
<b>Mean = 3.21 (Average) SD = 0.52</b>		

### Level of Motivation Towards Research of the Respondents When Grouped According to Profile Variables

The results indicated that elementary teachers' motivation toward research remained consistently average across all profile variables. This finding suggests that demographic and professional characteristics, such as sex, age, educational attainment, and length of service, have minimal influence on teachers' overall motivation to engage in research. The uniformity in motivation levels may be attributed to similar exposure to professional development programs, shared school culture regarding research, and common constraints such as heavy teaching loads that limit active participation in research activities. These results are consistent with the study of Insorio (2024), which reported that teachers' motivation remained moderate across different groups, influenced by both intrinsic and extrinsic factors but not consistently translating into higher research engagement.

Table 3a. Level of motivation towards research when grouped according to profile variables.

<b>Variables</b>	<b>M</b>	<b>SD</b>	<b>Interpretation</b>
<b>Sex</b>			
<i>Male</i>	3.31	0.52	Average
<i>Female</i>	3.13	0.51	Average
<b>Age</b>			
<i>30yrs old or below</i>	3.24	0.54	Average
<i>31yrs - 40yrs</i>	3.33	0.43	Average
<i>41yrs old or above</i>	3.14	0.54	Average
<b>Highest Educational Attainment</b>			
<i>College Graduate</i>	3.28	0.48	Average
<i>With Units in Masters Degree</i>	3.17	0.49	Average
<i>Masters Degree Holder</i>	3.01	0.67	Average
<i>With units in Doctorate Degree</i>	3.38	0.25	Average
<i>Doctorate Degree Holder</i>	3.29	0.55	Average





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<b>Length of Service</b>			
10 yrs or less	3.22	0.48	Average
11yrs - 20yrs	3.30	0.50	Average
21yrs or more	3.13	0.54	Average

#### Level of Attitude Toward Research of the Respondents as a Whole

The results indicated that the majority of elementary teachers demonstrated an average level of attitude toward research, with an overall mean score of 3.12 and a standard deviation (SD) of 0.36. This finding suggests that, although teachers generally view research positively, their enthusiasm and commitment to actively engage in research activities remain moderate. Limited exposure to research-related professional development, combined with anxiety or apprehension toward research tasks, may have contributed to this pattern of attitude. This result is consistent with the study of Laguador et al. (2022), which reported that teachers held a positive perception of research usefulness but experienced anxiety that hindered their productivity in completing research tasks.

Table 4. Level of attitude towards research as a whole.

<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
Low	6	5.56%
Average	90	83.33%
High	12	11.11%
<b>Mean = 3.12 (Average) SD = 0.36</b>		

#### Level of Attitude Towards Research of the Respondents When Grouped According to Profile Variables

The results indicated that elementary teachers' attitude toward research remained consistently average across all profile variables. This finding suggests that demographic and professional characteristics, such as sex, age, educational attainment, and length of service, have minimal influence on teachers' overall attitude toward research. The uniformity in attitude may be attributed to similar exposure to professional development programs, shared school culture regarding research, and common constraints such as teaching workload and limited opportunities for research engagement. These results are consistent with the study of Laguador et al. (2022), which reported that teachers generally held a positive attitude toward research but experienced anxiety or apprehension that limited their active engagement and productivity in research-related tasks.

Table 4a. Level of attitude towards research when grouped according to profile variables.

<b>Variables</b>	<b>M</b>	<b>SD</b>	<b>Interpretation</b>
<b>Sex</b>			
Male	3.16	0.37	Average
Female	3.09	0.36	Average
<b>Age</b>			
30yrs old or below	3.17	0.30	Average
31yrs - 40yrs	3.15	0.37	Average
41yrs old or above	3.10	0.38	Average
<b>Highest Educational Attainment</b>			
College Graduate	3.06	0.38	Average
With Units in Masters Degree	3.13	0.35	Average
Masters Degree Holder	3.25	0.35	Average
With units in Doctorate Degree	3.44	0.28	Average
Doctorate Degree Holder	3.05	0.33	Average
<b>Length of Service</b>			
10 yrs or less	3.15	0.26	Average
11yrs - 20yrs	3.11	0.38	Average



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21yrs or more	3.12	0.39	Average
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### Difference in the Motivation When Grouped According to Profile Variables

The results indicated that elementary teachers' motivation toward research did not significantly differ across profile variables. Specifically, the t-test for sex showed no significant difference between male and female teachers ( $t = 1.855$ ,  $p = 0.066$ ), and one-way Analysis of Variance (ANOVA) tests revealed no significant differences based on age ( $F = 1.604$ ,  $p = 0.213$ ), highest educational attainment ( $F = 0.707$ ,  $p = 0.611$ ), or length of service ( $F = 1.066$ ,  $p = 0.351$ ). This finding suggests that motivation toward research remains generally uniform among teachers, regardless of demographic or professional characteristics. The observed consistency may be attributed to shared school culture, similar exposure to professional development, and common constraints such as workload, which affect all teachers similarly. These results are consistent with the study of Tipon, Villanueva, Baluyot, Lloyd, Juan, Cruz, & Tus, (2021), which reported that teachers exhibited strong intrinsic motivation, but no significant differences were found in motivation based on variables such as age, sex, or educational attainment.

Table 5. Difference in the level of motivation when grouped according to profile Variables.

Variable 1	Variable 2	Test Value	P-value	Interpretation
Motivation	Academic Performance	1.855	0.066	Not Significant
Motivation	Sex	1.604	0.213	Not Significant
Motivation	Age	0.707	0.611	Not Significant
Motivation	Highest Educational Attainment	1.066	0.351	Not Significant
Motivation	Length of Service	1.855	0.066	Not Significant

### Difference in the Attitude When Grouped According to Profile Variables

The results indicated that elementary teachers' attitude toward research did not significantly differ across profile variables. Specifically, the t-test for sex showed no significant difference between male and female teachers ( $t = 1.079$ ,  $p = 0.283$ ), and one-way ANOVA tests revealed no significant differences based on age ( $F = 0.420$ ,  $p = 0.660$ ), highest educational attainment ( $F = 1.17$ ,  $p = 0.401$ ), or length of service ( $F = 0.117$ ,  $p = 0.890$ ). This finding suggests that teachers' attitudes toward research remain generally uniform, regardless of demographic or professional characteristics. The observed consistency may be attributed to shared professional culture, similar exposure to research-related experiences, and common constraints that affect all teachers similarly. These results are consistent with the study of Alcazaren et al. (2022), which reported no significant differences in research attitudes when faculty members were grouped according to gender and educational attainment.

Table 6. Difference in the attitude when grouped according to profile variables.

Variable 1	Variable 2	Test Value	P-value	Interpretation
Attitude	Academic Performance	1.079	0.283	Not Significant
Attitude	Sex	0.420	0.660	Not Significant
Attitude	Age	1.17	0.401	Not Significant
Attitude	Highest Educational Attainment	0.117	0.890	Not Significant
Attitude	Length of Service	1.079	0.283	Not Significant

### Difference in the Level of Knowledge Towards Research When Grouped According to Profile Variables

The results indicated that elementary teachers' knowledge toward research significantly differed according to sex and highest educational attainment. Specifically, male and female teachers showed significant differences in knowledge ( $F = 8.029$ ,  $p = 0.000$ ), and teachers with differing highest educational attainment also demonstrated significant differences ( $F = 3.479$ ,  $p = 0.038$ ). On the other hand, no significant differences were observed based on age ( $F = 0.605$ ,  $p = 0.672$ ), academic performance ( $t = 1.604$ ,  $p = 0.112$ ), or length of service ( $F = 1.604$ ,  $p = 0.112$ ). This finding suggests that biological sex and formal education level influence research knowledge, possibly because of varying access to research experiences, training, and educational preparation. These results are consistent with Nerona et al. (2025), which reported that teachers' educational attainment and demographic factors can affect their research knowledge and competence.



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Table 7. Difference in the level of knowledge towards research when grouped according to profile variables.

<i>Variable 1</i>	<i>Variable 2</i>	<i>Test Value</i>	<i>P-value</i>	<i>Interpretation</i>
Knowledge	Academic Performance	1.604	0.112	Not Significant
Knowledge	Sex	8.029	0.000	Highly Significant
Knowledge	Age	0.605	0.672	Not Significant
Knowledge	Highest Educational Attainment	3.479	0.038	Significant
Knowledge	Length of Service	1.604	0.112	Not Significant

### Relationship Among Teachers' Knowledge, Motivation, Attitude Towards Research

The results indicated a significant positive correlation between motivation and attitude toward research ( $r = 0.209$ ,  $p = 0.030$ ), suggesting that as teachers' motivation increases, their attitude toward research becomes more positive. However, no significant correlation was found between knowledge and motivation ( $r = 0.079$ ,  $p = 0.416$ ) or between knowledge and attitude ( $r = -0.020$ ,  $p = 0.839$ ), indicating that teachers' level of research knowledge is not directly associated with their motivation or attitude. This pattern suggests that, while personal disposition can influence teachers' motivation and attitude, knowledge may be shaped more strongly by factors such as educational background, professional development opportunities, and practical experience. These results are consistent with the study by Gul, Khan, and Ahmed (2025), which found a statistically significant positive relationship between prospective teachers' research attitudes and their academic achievement in research courses, highlighting that positive attitudes toward research are associated with stronger engagement and outcomes in research-related tasks.

Table 8. Relationship among teachers' knowledge, motivation, attitude towards research.

<i>Variable 1</i>	<i>Variable 2</i>	<i>Correlation Coefficient</i>	<i>Interpretation</i>	<i>P-value</i>	<i>Interpretation</i>
Motivation	Attitude	0.209	Low Correlation	0.030	Significant
Motivation	Knowledge	0.079	Very Low Correlation	0.416	Not Significant
Attitude	Knowledge	-0.020	Very Low Correlation	0.839	Not Significant

### Conclusion

This study examined the relationship among teachers' research knowledge, motivation, and attitude toward research in the Mambusao West District, Division of Capiz. The findings revealed that elementary teachers exhibited a generally low level of research knowledge alongside moderate levels of motivation and attitude toward research. A significant positive relationship was established between motivation and attitude, indicating that teachers who were more motivated tended to hold more favorable perceptions of research. However, research knowledge was not significantly associated with either motivation or attitude, suggesting that positive dispositions alone may not translate into research competence without adequate training and institutional support. These findings underscore the importance of strengthening both teachers' research skills and motivational support systems to foster a sustainable culture of inquiry and evidence-based practice in elementary education.

### Recommendations

Based on the findings of the study, the Department of Education and school administrators may consider strengthening teachers' research competence through sustained training, mentoring, and recognition programs that build both skills and confidence. School leaders may foster supportive environments that encourage collaboration and provide incentives that enhance teachers' motivation to engage in research activities. Teacher education institutions may integrate more practical and classroom-based research applications into their curricula to better prepare teachers for research involvement. Policymakers may also explore the allocation of adequate funding and resources to support teacher-led research initiatives. Future studies may expand the scope of investigation to other districts or regions and employ mixed-method designs to further examine factors influencing teachers' engagement in research.

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