

Management of Research Culture and Institutional Support on Teachers' Writing Engagement

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Abstract—This study examined how the management of research culture and institutional support influence teachers' writing engagement among public primary school teachers in the Kalayaan Sub-Office, Schools Division Office of Laguna. Specifically, it assessed the level of research culture in terms of orientation, values and attitudes, practices, and sustainability; institutional support in terms of financial, technical, policy, and training opportunities; and teachers' writing engagement in terms of participation, productivity, competence, and collaboration. It also determined the significant relationship between research culture, institutional support, and teachers' writing engagement. The study employed a quantitative-correlational research design using descriptive methods. The respondents of the study were public primary school teachers from six schools in the Kalayaan Sub-Office, Schools Division Office of Laguna. Data were gathered through a survey questionnaire administered to teacher-respondents and were analyzed using weighted mean and Pearson Product Moment Correlation. Findings revealed that the level of research culture among teachers was generally high, particularly in terms of values and attitudes, orientation, practices, and sustainability. Institutional support was also rated high, especially in training opportunities, technical support, policy support, and financial support. Likewise, teachers' writing engagement was found to be high in terms of collaboration, participation, and competence, while productivity was rated moderately high. Moreover, the results showed a significant positive relationship between research culture and institutional support on teachers' writing engagement. The research culture and institutional support significantly related to teachers' writing engagement. This rejects all the hypotheses of the study. Therefore, it is concluded that a positive research environment and strong organizational support systems are essential in enhancing teachers' writing capability and professional growth. Based on the findings and conclusions of the study, it is recommended that schools continuously provide training programs, adequate funding, clear research policies, and collaborative opportunities to further improve teachers' research productivity and professional development. Strengthening institutional initiatives that support research engagement may also help foster a more sustainable and active research culture within schools.

Keywords— Research culture, institutional support, teachers' writing engagement.

I. INTRODUCTION

The research culture in educational institutions is a set of shared values, beliefs, and practices that promote inquiry, the generation of knowledge, and ongoing professional development among teachers. It fosters a culture of engagement among teachers to engage in academic activities, enhance critical thinking skills, and contribute to the knowledge base of their discipline. When research is

embedded in the culture, teachers are more likely to use research-based practices in teaching, which can improve the quality of instruction and the educational outcomes overall.

To strengthen and sustain this research culture, institutional support is crucial to sustaining and improving the research culture in this area in schools. Such support is reflected in professional development opportunities, access to research materials, technical assistance, and encouragement from school leaders. Recognition and incentives for research outputs also motivate teachers to engage in research activities. When teachers are supported by their institution, they feel more confident and consistent in conducting research-related tasks.

As teachers become more involved in research activities, their writing engagement is likewise developed and strengthened. Teachers' writing engagement is the extent of teachers' involvement, commitment, and enthusiasm in producing academic and research-based written outputs. Writing is an important part of the research process. It allows educators to communicate ideas, disseminate findings, and provide input to the larger academic community. This engagement is influenced by several factors, such as teachers' research competence, motivation, and the support they get from their institution.

With these considerations in mind, the management of research culture and institutional support in schools is an important consideration, as this can have a major influence on teachers' engagement in writing. A well-managed research environment can motivate teachers to actively engage in research and writing activities. Thus, this study focuses on the management of research culture and institutional support in relation to teachers' writing engagement.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aims to determine the relationship between teachers' research engagement, institutional support, and the fostering of a research culture in schools.

Specifically, it seeks to answer the following questions:

1. What is the level of Research Culture in terms of:
 - 1.1 Orientation;
 - 1.2 values and attitudes;
 - 1.3 practices; and
 - 1.4 sustainability?
2. What is the level of Institutional Support in terms of:
 - 2.1 financial;
 - 2.2 technical;

- 2.3 policy; and
- 2.4 training opportunities?
3. What is the level of teachers' writing engagement in terms of:
 - 3.1 participation;
 - 3.2 productivity;
 - 3.3 competence; and
 - 3.4 collaboration?
4. Does the Research Culture significantly correlate to the Teachers' Writing Engagement?
5. Does the Institutional Support significantly correlate to the Teachers' Writing Engagement?

II. METHODOLOGY

The study employed a quantitative-correlational research design using descriptive methods. The respondents of the study were public primary school teachers from six schools in the Kalayaan Sub-Office, Schools Division Office of Laguna. Data were gathered through a survey questionnaire administered to teacher-respondents and were analyzed using weighted mean and Pearson Product Moment Correlation.

III. RESULTS AND DISCUSSION

This chapter presents the generalization of findings and the specific objectives of the study, which are the Research Culture, Institutional Support, and Teachers' Writing Engagement, as well as the relationships among these variables.

It examines the level of Research Culture in terms of orientation, values and attitudes, practices, and sustainability. Orientation refers to how research is introduced and emphasized within the institution, while values and attitudes are to the importance given by teachers and administrators to research activities. Practices involve the actual implementation of research-related tasks and initiatives, and sustainability focuses on the continuity and long-term support for research development within the institution.

In addition, the study determines the level of Institutional Support in terms of financial assistance, technical support, policy provisions, and training opportunities. Financial support refers to the availability of funds allocated for research activities, while technical support involves access to tools, resources, and expert assistance. Policy support examines the existence of institutional guidelines that promote research engagement, and training opportunities refer to professional development programs that enhance teachers' research capabilities.

The study evaluates teachers' writing engagement in terms of participation, productivity, competence, and collaboration. Participation reflects the extent of teachers' involvement in research writing activities, while productivity refers to the output or number of research works produced. Competence highlights the skills and knowledge of teachers in research writing, and collaboration emphasizes their ability to work with colleagues and other stakeholders in producing research outputs.

The study presents the data gathered about the significant correlation between the Research Culture and the Teachers

Writing Engagement. In particular, the study sought to address the following:

Level of Research Culture

In this study, the level of Research Culture refers to orientation, values and attitudes, practices, and sustainability. Research culture in terms of orientation provides an overview of the respondents' perceptions regarding the extent to which research orientation is established and integrated as part of their academic environment.

Table 1 shows the level of Research Culture. Also displays the statements, mean, standard deviation and remarks.

Statements	Mean	SD	Remarks
Teachers...			
...receive regular orientation on research policies and practices.	3.81	0.81	Often
...receive orientation on research and writing expectations.	3.94	0.87	Often
...clearly understand the research culture through school programs.	3.91	0.86	Often
...attend faculty meetings that include discussions on research and writing.	4.07	0.83	Often
...develop research and writing skills through orientation programs.	3.88	0.83	Often
Weighted Mean	3.92		
SD	0.77		
Verbal Interpretation	High		

Teachers attend faculty meetings that include discussions on research and writing. The ($M = 4.07$) suggests a high level of Research Culture in terms of orientation and supported with ($SD = 0.83$). Also, receive orientation on research and writing expectations. While the mean is slightly lower ($M = 3.81$) with ($SD = 0.81$), it still indicates that teachers receive regular orientation on research policies and practices.

The level of Research Culture in terms of orientation attained a weighted mean score of 3.92 and a standard deviation of 0.77, and was verbally interpreted as high among the respondents.

In summary, teachers demonstrate a strong research culture in terms of orientation, which is consistent across all responses. Structured orientations and faculty meetings play a significant role in enhancing teachers' understanding of research policies, expectations, and writing practices. Overall, the findings suggest that the school is highly committed to fostering a research-friendly environment that supports teachers' engagement in research activities.

Below, is the level of research culture in terms of values and attitudes, reflecting their beliefs, openness, and commitment toward conducting research, as well as the extent to which they value its importance in professional and academic development.

Table 2 shows the level of Research Culture. Also displays the statements, mean, standard deviation and remarks.

Teachers value research as part of professional development. The ($M = 4.34$) suggests a high level of Research Culture in terms of values and attitudes and is supported with ($SD = 0.69$). Also, demonstrate commitment to research-related initiatives. While the mean is slightly lower

($M = 4.10$) with ($SD = 0.79$), it still indicates teachers uphold positive attitudes toward research and actively participate in initiatives that strengthen the institution's research culture.

Table 2. Level of Research Culture in terms Values and Attitudes

Statements	Mean	SD	Remarks
Teachers...			
...value research as part of professional development.	4.34	0.69	Always
...believe writing is important for professional growth.	4.28	0.76	Always
...show positive attitudes toward research.	4.13	0.82	Often
...demonstrate commitment to research-related initiatives.	4.10	0.79	Often
...view research as essential for personal and institutional growth	4.19	0.81	Often
Weighted Mean	4.21		
SD	0.70		
Verbal Interpretation	Very High		

The level of Research Culture in terms of values and attitudes attained a weighted mean score of 4.21 and a standard deviation of 0.70, and was verbally interpreted as very high among the respondents.

The results show that teachers have a very strong research culture when it comes to their values and attitudes. They understand that research is an important part of their professional growth and are open to taking part in research-related projects. This shows a strong commitment and a shared belief that research is important for both personal growth and the growth of the institution.

Below is the level of research culture in terms of practices, focusing on how teachers actively engage in and apply research-related activities in their professional work. It reflects the extent to which research is integrated into classroom instruction, collaboration, and community engagement, as well as the initiatives undertaken by teachers in promoting a research-oriented environment within the institution.

Teachers engage in action research in classrooms. The ($M = 3.96$) suggests a high level of Research Culture in terms of practices and supported by ($SD = 0.92$). Also, teachers share research and writing experiences with colleagues. While the mean is slightly lower ($M = 3.72$) with ($SD = 0.76$), it still indicates teachers actively collaborate and exchange knowledge, contributing to the enhancement of research practices within the institution.

Table 3 shows the level of Research Culture. Also displays the statements, mean, standard deviation and remarks.

The level of Research Culture in terms of practices attained a weighted mean score of 3.85 and a standard deviation of 0.81, and was verbally interpreted as high among the respondents.

The results indicate that research practices are well-established among teachers. This suggests that they are actively engaged in conducting and applying research in their classrooms, particularly through action research, which supports continuous improvement in teaching and learning. The consistency in responses also shows that teachers share similar positive perceptions regarding their involvement in research practices. Overall, these findings highlight that the institution has successfully fostered a culture in which

research activities are integrated into teachers' professional responsibilities.

Table 3. Level of Research Culture in terms of Practices

Statements	Mean	SD	Remarks
Teachers...			
...engage in action research in classrooms.	3.96	0.92	Often
...encourage to write research papers or articles.	3.82	0.89	Often
...share research and writing experiences with colleagues.	3.72	0.86	Often
...integrate research into their professional tasks.	3.90	0.87	Often
...participate in community or applied research projects.	3.84	0.91	Often
Weighted Mean	3.85		
SD	0.81		
Verbal Interpretation	High		

Table 4 presents the level of research culture in terms of sustainability, focusing on the continuity and long-term support of research initiatives within the institution. It highlights how research activities are maintained over time through institutional planning, support systems.

Table 4. Level of Research Culture in terms of sustainability

Statements	Mean	SD	Remarks
Teachers...			
...experience continuous implementation of research initiatives.	3.87	0.96	Often
...receive long-term support for research activities	3.73	0.93	Often
...see research initiatives included in the school's development plans.	3.99	0.92	Often
...encourage to pursue research beyond one-time projects.	3.94	0.94	Often
...observe systems that monitor and sustain research activities.	3.86	0.92	Often
Weighted Mean	3.88		
SD	0.87		
Verbal Interpretation	High		

Table 4 shows the level of Research Culture. Also displays the statements, mean, standard deviation and remarks.

Teachers see research initiatives included in the school's development plans. The ($M = 3.99$) suggests a high level of Research Culture in terms of sustainability, and is supported by ($SD = 0.92$). Also, receive long-term support for research activities. While the mean is slightly lower ($M = 3.73$) with ($SD = 0.93$), it still indicates that research is a sustained and continuous part of the school's research culture, reflecting its integration into long-term academic practices.

The level of Research Culture, in terms of practices, attained a weighted mean score of 3.88 and a standard deviation of 0.87, and was verbally interpreted by respondents as high.

The findings demonstrate that research sustainability is prominently manifested within the institution. Teachers know that research projects are part of the school's growth plans, showing that the school is committed to research for the long term. Even though support may differ in some ways, it still shows that research is an important and ongoing part of the school's academic environment. The fact that the answers were all the same also suggests that most teachers have similar

positive opinions about the long-term viability of research practices.

Table 5. Composite of Research Culture

Indicators	Weighted Mean	SD	Verbal Interpretation
orientation	3.92	0.77	High
values and attitudes	4.21	0.70	Very High
practices	3.85	0.81	High
sustainability	3.88	0.87	High
Grand Mean	3.97		
SD	0.79		
Verbal Interpretation	High		

Table 5 shows the level of Research Culture in terms of orientation, values and attitudes, practices, and sustainability. It presents the extent to which teachers demonstrate engagement and integration of research culture in their professional activities. The table further provides insights into areas that are well-developed and aspects that still require improvement to strengthen the overall research environment in schools.

The level of Research Culture in terms of orientation, values and attitudes, practices, and sustainability, arrived at a grand mean score of 3.97 and a standard deviation of 0.79, and was verbally interpreted as high among the respondents.

This means that research culture is strongly established within the institution. Teachers are clearly aware of research, have positive attitudes toward it, take part in research-related activities, and know that it is a part of their professional lives. This shows that research is not seen as a separate task, but as a normal part of their schoolwork and school life. Overall, the results show that the school has created a supportive and research-focused environment where research is valued, done, and always getting better as part of its educational culture.

Level of Institutional Support

In this study, the level of institutional support refers to the extent of assistance provided by the institution in terms of financial resources, technical support, policies, and training opportunities that promote research engagement. The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the respondents' perspectives regarding the institutional support they receive.

Table 6 shows the level of Institutional Support. Also displays the statements, mean, standard deviation, and remarks.

Table 6. Level of Institutional Support in terms of Financial

Statements	Mean	SD	Remarks
Teachers...			
...receive sufficient funding for research projects.	3.51	1.09	Often
...access research grants or incentives	3.41	0.99	Often
...are guided by clear guidelines in availing financial support.	3.58	1.03	Often
...receive support for research-related travel or conference expenses	3.47	1.07	Often
...receive equitable allocation of resources for research purposes.	3.44	1.01	Often
Weighted Mean	3.48		
SD	0.98		
Verbal Interpretation	High		

Teachers are guided by clear guidelines in availing financial support. The ($M = 3.58$) suggests a high level of Institutional Support in terms of financial and is supported by ($SD = 1.03$). Also, access research grants or incentives. While the mean is slightly lower ($M = 3.41$) with ($SD = 0.99$), it still indicates that teachers' financial support is available and adequate to some extent.

The level of Institutional Support in terms of financial support attained a weighted mean score of 3.48 and a standard deviation of 0.98, and was verbally interpreted as high among the respondents.

The results show that most teachers think that the school provides and makes financial support for research available. This means that there are already rules and ways for teachers to get research funding and rewards, but not everyone may have the same level of access. The results indicate that financial assistance exists and plays a role in promoting research-related activities among teachers, notwithstanding certain limitations. Overall, this shows that the school creates a financial environment that helps keep teachers interested in research.

Table 7 shows the level of Institutional Support. Also displays the statements, mean, standard deviation, and remarks.

Table 7. Level of Institutional Support in terms of Technical

Statements	Mean	SD	Remarks
Teachers...			
...provide training and workshops to enhance research skills.	4.08	0.94	Often
...access to library resources and online databases.	3.97	1.00	Often
...provide sufficient access to research software and tools.	3.86	1.07	Often
...receive assistance from technical staff in research activities.	3.80	1.04	Often
...benefit from responsive and helpful technical support.	3.92	0.99	Often
Weighted Mean	3.92		
SD	0.95		
Verbal Interpretation	High		

Teachers provide training and workshops to enhance research skills. The ($M = 4.08$) suggests a high level of Institutional Support in terms of technical and supported by ($SD = 0.94$). Also, receive assistance from technical staff in research activities. While the mean is slightly lower ($M = 3.80$) with ($SD = 1.04$), it still indicates teachers perceive technical support as generally available and helpful in facilitating their research tasks.

The level of Institutional Support in terms of financial attained a weighted mean score of 3.92 and a standard deviation of 0.95, and was verbally interpreted as high among the respondents.

The results show that teachers believed the school provides a lot of technical help for research activities. This means that the school offers useful training, workshops, and help that make it easier for teachers to do their jobs and improve their research skills. Some areas may have support, but most people agree that it is available and helpful for helping teachers do better research. In general, this shows that the school has a

supportive technical environment that encourages and strengthens teachers' involvement in research activities.

Table 8 shows the level of Institutional Support. It also presents the statements, mean, standard deviation, and corresponding remarks. The table provides a clear overview of how institutional support is perceived by the respondents in terms of various indicators.

Teachers guide by clear institutional research policies and guidelines. The ($M = 4.00$) suggests a high level of Institutional Support in terms of policy and supported by ($SD = 0.96$). Also, receive formal recognition and rewards for research outputs. While the mean is slightly lower ($M = 3.67$) with ($SD = 1.01$), it still indicates that teachers' policy-related support is evident, particularly in terms of acknowledgment and reinforcement mechanisms.

Table 8. Level of Institutional Support in terms of Policy

Statements	Mean	SD	Remarks
Teachers...			
...guide by clear institutional research policies and guidelines.	4.00	0.96	Often
...receive formal recognition and rewards for research outputs.	3.67	1.01	Often
...encourage collaboration and interdisciplinary research through policies.	3.77	0.89	Often
...support by institutional policies that promote innovation in research.	3.80	0.97	Often
...monitor research productivity through established systems.	3.79	0.97	Often
Weighted Mean	3.80		
SD	0.90		
Verbal Interpretation	High		

The level of Institutional Support in terms of policy attained a weighted mean score of 3.80 and a standard deviation of 0.90, and was verbally interpreted as high among the respondents. This indicates that teachers generally perceive strong policy support within their institution.

The result shows that teachers believed there are a lot of institutional policies and guidelines that help with research activities. The results show that schools give teachers clear guidelines on how to do research, which helps them do their scholarly work. There are also systems in place for recognizing and rewarding research outputs, but they don't seem to be as important as clear policies.

Table 9 shows the level of Institutional Support. Also displays the statements, mean, standard deviation, and remarks.

Table 9. Level of Institutional Support in terms of Training Opportunities

Statements	Mean	SD	Remarks
Teachers...			
...encourage by school leaders to engage in research	4.27	0.76	Always
...provide with opportunities for collaborative research by leadership.	4.03	0.98	Often
...experience recognition and celebration of research achievements by administrators.	3.81	1.11	Often
...inform by leaders about the importance of research for institutional growth.	4.12	0.80	Often
...support for research activities through leadership initiatives, with time and resources.	3.94	1.00	Often
Weighted Mean	4.04		
SD	0.86		
Verbal Interpretation	High		

Teachers encourage by school leaders to engage in research. The ($M = 4.27$) suggests a high level of Institutional Support in terms of training opportunities and supported by ($SD = 0.76$). Also, experience recognition and celebration of research achievements by administrators. While the mean is slightly lower ($M = 3.81$) with ($SD = 1.11$), it still indicates that teachers' training-related support is evident, particularly through motivational and capacity-building initiatives.

The level of Institutional Support in terms of training opportunities attained a weighted mean score of 4.04 and a standard deviation of 0.86, and was verbally interpreted as high among the respondents

Table 10 shows the level of research culture in terms of financial, technical, policy and training opportunities.

Table 10. Composite of Institutional Support

Indicators	Weighted Mean	SD	Verbal Interpretation
financial	3.48	0.98	High
technical	3.92	0.95	High
policy	3.80	0.90	High
training opportunities	4.04	0.86	High
Grand Mean	3.81		
SD	0.92		
Verbal Interpretation	High		

The level of Research Culture in terms of financial, technical, policy and training opportunities. arrived at a grand mean score of 3.81, a standard deviation of 0.92, and was verbally interpreted as high among the respondents. This indicates that the institution provides a strong and supportive environment for research activities across different dimensions. It suggests that teachers are consistently given access to necessary resources, guidance, and opportunities that promote research engagement and development. Moreover, the result implies that research-related support mechanisms are well-established and are generally experienced positively by the respondents, although some variation in perceptions is still evident as reflected in the standard deviation.

Level of Teachers' Writing Engagement

In this study, the level of teachers' writing engagement refers to participation, productivity, competence, and collaboration. Participation pertains to teachers' involvement in research and writing activities; productivity refers to the extent of research outputs produced by teachers; competence relates to their knowledge and skills in writing and conducting research; while collaboration focuses on their interaction and cooperation with colleagues in research-related activities. These dimensions collectively provide a comprehensive view of how actively teachers engage in scholarly writing within the academic environment, reflecting both their individual capabilities and the influence of the institutional environment on their writing practices.

The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on participants' responses.

Table 11 shows the level of Teachers' Writing Engagement. Also displays the statements, mean, standard deviation, and remarks.

Teachers participate in school or departmental research activities. The ($M = 3.80$) suggests a high level of Teachers' Writing Engagement in terms of participation and is supported by ($SD = 1.00$). Also, volunteer to join research committees or projects. While the mean is slightly lower ($M = 3.46$) with ($SD = 1.07$), it still indicates teachers actively participate in research-related activities, particularly in collaborative and school-based research initiatives, showing their willingness to be involved in departmental and institutional research. This implies that while levels of voluntary involvement may vary, teachers generally demonstrate consistent engagement in research activities, reflecting an active but still developing culture of participation within the institution.

Table 11. Level of teachers' writing engagement in terms of participation

Statements Teachers...	Mean	SD	Remarks
...participate in school or departmental research activities.	3.80	1.00	Often
...attend research seminars, workshops, or conferences regularly.	3.73	1.07	Often
...volunteer to join research committees or projects.	3.46	1.07	Often
...allocate time specifically for research activities.	3.56	1.00	Often
...encourage colleagues to engage in research activities.	3.51	1.07	Often
Weighted Mean	3.61		
SD	0.97		
Verbal Interpretation	High		

The level of Teachers' Writing Engagement in terms of participation attained a weighted mean score of 3.61 and a standard deviation of 0.97, and was verbally interpreted as high among the respondents.

This means that teachers are actively involved in research-related activities at their schools and departments, such as going to seminars, workshops, and conferences. It also shows that they are willing to work together on research committees and projects and that they are making time for research work. The results also show that teachers help create a collaborative research environment by encouraging their coworkers to do research as well. Overall, the data suggest that teachers are actively involved in research activities, which shows that the school has a strong and supportive research culture.

Table 12 shows the level of Teachers' Writing Engagement. Also displays the statements, mean, standard deviation, and remarks.

Table 12. Level of teachers' writing engagement in terms of Productivity

Statements Teachers...	Mean	SD	Remarks
...complete research projects within the past three years.	3.33	1.16	Sometimes
...publish or present research findings in conferences or journals.	3.30	1.18	Sometimes
...meet deadlines for research outputs	3.41	1.12	Often
...apply research findings to improve classroom teaching.	3.47	1.09	Often
...document and report research outcomes.	3.46	1.11	Often
Weighted Mean	3.39		
SD	1.06		
Verbal Interpretation	Moderately High		

Teachers apply research findings to improve classroom teaching. The ($M = 3.47$) suggests a high level of Teachers' Writing Engagement in terms of productivity and supported by ($SD = 1.09$). Also, publish or present research findings in conferences or journals. While the mean is slightly lower ($M = 3.30$) with ($SD = 1.18$), it still indicates that teachers show research productivity. Still, engagement in publishing or presenting research findings is comparatively less frequent than applying research in the classroom.

The level of Teachers' Writing Engagement in terms of productivity attained a weighted mean score of 3.39 and a standard deviation of 1.06, and was verbally interpreted as high among the respondents.

The findings indicate that teachers' writing engagement in terms of productivity is generally moderate to high among the respondents. This suggests that teachers are able to complete research-related tasks and meet required outputs, particularly in documenting research findings and applying them to improve classroom instruction. It also reflects that research outputs are being utilized to enhance teaching practices, showing a practical integration of research into instruction. However, the results also imply that activities related to publishing or presenting research findings are less frequently done compared to other forms of productivity. Overall, the data suggest that while teachers demonstrate active engagement in producing and applying research, dissemination of research outputs remains an area that may need further strengthening.

Table 13 shows the level of Teachers' Writing Engagement. Also displays the statements, mean, standard deviation, and remarks.

Table 13. Level of teachers' writing engagement in terms of Competence

Statements Teachers...	Mean	SD	Remarks
...demonstrate confidence in designing and conducting research studies.	3.64	0.94	Often
...skill in analyzing research data effectively.	3.53	0.91	Often
...interpret and present research results clearly.	3.58	0.91	Often
...understand various research methodologies relevant to their field.	3.66	0.95	Often
...identify and formulate meaningful research problems.	3.63	0.94	Often
Weighted Mean	3.61		
SD	0.88		
Verbal Interpretation	High		

Teachers understand various research methodologies relevant to their field. The ($M = 3.66$) suggests a high level of Teachers' Writing Engagement in terms of competence and supported by ($SD = 0.95$). Also, skill in analyzing research data effectively. While the mean is slightly lower ($M = 3.53$) with ($SD = 0.91$), it still indicates that teachers demonstrate competence in research, particularly in understanding methodologies and analyzing data, showing adequate skills in conducting and interpreting research.

The level of Teachers' Writing Engagement in terms of competence attained a weighted mean score of 3.61 and a standard deviation of 0.88, and was verbally interpreted as high among the respondents.

This suggests that teachers demonstrate adequate confidence and capability in conducting research, particularly in identifying research problems, understanding methodologies, analyzing data, and interpreting results. Overall, the results imply that teachers possess strong foundational research competencies that support their engagement in scholarly activities.

Table 14 shows the level of Teachers' Writing Engagement. Also displays the statements, mean, standard deviation, and remarks.

Table 14. Level of teachers' writing engagement in terms of Collaboration

Statements Teachers...	Mean	SD	Remarks
...collaborate with colleagues on research projects.	3.69	0.89	Often
...seek mentorship or guidance from experienced researchers.	3.76	0.92	Often
...share research findings with colleagues to improve practices.	3.73	0.93	Often
...participate in team-based research activities.	3.69	0.91	Often
...encourage collaboration among colleagues for research purposes.	3.69	0.91	Often
Weighted Mean	3.71		
SD	0.87		
Verbal Interpretation	High		

Teachers seek mentorship or guidance from experienced researchers. The ($M = 3.76$) suggests a high level of Teachers' Writing Engagement in terms of collaboration and supported by ($SD = 0.92$). Also, collaborate with colleagues on research projects. While the mean is slightly lower ($M = 3.69$) with ($SD = 0.89$), it still indicates that teachers show competence through collaboration and mentorship in research activities.

The level of Teachers' Writing Engagement in terms of collaboration attained a weighted mean score of 3.71 and a standard deviation of 0.87, and was verbally interpreted as high among the respondents.

The findings indicate that teachers' writing engagement in terms of collaboration is generally high among the respondents. This suggests that teachers actively work with their colleagues in research-related activities, including team-based research projects and shared scholarly tasks. It also reflects their willingness to seek mentorship and guidance from more experienced researchers, which helps strengthen their research capabilities. Furthermore, the results show that teachers share research findings with one another to improve instructional practices and encourage a collaborative research environment within the institution. Overall, the data imply that collaboration is strongly practiced among teachers and plays an important role in enhancing their engagement in research activities.

Table 15 shows the level of Teachers' Writing Engagement in terms of participation, productivity, competence, and collaboration.

The level of Teachers' Writing Engagement in terms of participation, productivity, competence, and collaboration arrived at a grand mean score of 3.58, a standard deviation of 0.94, and was verbally interpreted as high among the respondents. This indicates that teachers demonstrate a generally strong level of engagement in research-related

activities across participation, competence, and collaboration. It suggests that they are actively involved in scholarly work, possess adequate research skills, and are willing to work with colleagues in conducting research. However, it also implies that while engagement is high, there is still room for improvement in terms of productivity, particularly in completing and disseminating research outputs. Overall, the findings reflect a positive level of teachers' writing engagement supported by active involvement and collaborative practices within the institution.

Table 15. Composite of Teachers' Writing Engagement

Indicators	Weighted Mean	SD	Verbal Interpretation
participation	3.61	0.97	High
productivity	3.39	1.06	Moderately High
competence	3.61	0.88	High
collaboration	3.71	0.87	High
Grand Mean	3.58		
SD	0.94		
Verbal Interpretation	High		

Test of Correlation between the Research Culture and the Teachers' Writing Engagement

To test the significant correlation between the Research Culture and the Teachers' Writing Engagement in terms of participation, productivity, competence, and collaboration, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product-Moment Correlation Coefficient. This method was used to determine the strength and direction of the relationship between the variables and to establish whether a significant association exists between research culture and teachers' writing engagement.

Table 16. Significant correlation between the Research Culture and the Teachers' Writing Engagement

Research Culture		participation	productivity	competence	collaboration
orientation	Pearson Correlation	.638**	.698**	.782**	.649**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90	90	90	90
values and attitudes	Pearson Correlation	.593**	.740**	.709**	.783**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90	90	90	90
practices	Pearson Correlation	.684**	.682**	.830**	.723**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90	90	90	90
sustainability	Pearson Correlation	.721**	.750**	.806**	.756**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90	90	90	90

A significant positive correlation was observed between Research Culture and the Teachers' Writing Engagement, indicating that teachers who are more aware tended to achieve higher Writing Engagement ($r(90) p < .001$). This suggests

that increased Research Culture is associated with better Writing Engagement.

The results reveal a significant positive relationship between Research Culture and Teachers' Writing Engagement in terms of participation, productivity, competence, and collaboration. This indicates that as the level of research culture in the institution improves teachers' engagement in writing-related activities also increases. All indicators of research culture—orientation, values and attitudes, practices, and sustainability—show strong positive correlations with all dimensions of writing engagement. This means that teachers who are exposed to stronger research orientation, positive research values, consistent research practices, and sustainable research support tend to demonstrate higher participation in research activities, improved productivity, stronger research competence, and more active collaboration with colleagues.

Furthermore, the consistently significant results suggest that research culture plays a crucial role in enhancing teachers' overall engagement in writing activities. The findings imply that a supportive and well-established research culture within the institution fosters an environment where teachers are more motivated, capable, and collaborative in conducting research. Overall, the results confirm that strengthening research culture is essential in improving teachers' writing engagement across all its dimensions.

Research culture has been identified as a key factor influencing teachers' engagement in scholarly activities. Brew and Mantai (2017) found that a strong research culture in institutions promotes higher levels of teachers' engagement in research activities, including participation, collaboration, competence, and productivity. Their study emphasizes that when schools provide supportive research environments, teachers become more active and effective in conducting and sharing research work. Fostering a positive research culture is essential in sustaining teachers' active involvement in scholarly activities.

Test of correlation between the Institutional Support and the Teachers' Writing Engagement

To test the significant correlation between Institutional Support and Teachers' Writing Engagement, the data were analyzed using the Pearson Product-Moment Correlation Coefficient through Real Statistics Data Analysis Tools. A significant positive correlation was found between Institutional Support and Teachers' Writing Engagement ($r(90)$, $p < .001$), indicating that higher institutional support is associated with higher levels of writing engagement across participation, productivity, competence, and collaboration.

Table 17 shows the relationship between Institutional Support and Teachers' Writing Engagement.

The results show a significant positive relationship between Institutional Support and Teachers' Writing Engagement in terms of participation, productivity, competence, and collaboration. This indicates that when teachers perceive higher levels of institutional support—such as financial assistance, technical assistance, clear policies, and training opportunities—their engagement in writing-related activities also increases. All indicators of institutional support

are positively associated with all dimensions of writing engagement, suggesting that adequate support systems encourage teachers to become more active in research participation, improve their productivity, enhance their research competence, and strengthen collaboration with colleagues.

Table 17. Significant correlation between the Institutional Support and the Teachers' Writing Engagement

Institutional Support		participation	productivity	competence	collaboration
financial	Pearson Correlation	.748**	.576**	.557**	.508**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90	90	90	90
technical	Pearson Correlation	.694**	.472**	.674**	.705**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90	90	90	90
policy	Pearson Correlation	.865**	.747**	.825**	.752**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90	90	90	90
training opportunities	Pearson Correlation	.798**	.591**	.732**	.741**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90	90	90	90

The findings imply that institutional support plays a crucial role in strengthening teachers' engagement in research writing. A supportive environment that provides resources, guidance, and professional development opportunities helps teachers perform better and sustain their involvement in research activities.

Research engagement among teachers is strongly influenced by institutional support. Studies have shown that when teachers are provided with training, mentoring, funding, and technical assistance, their participation and competence in research activities improve significantly (Ulla et al., 2017).

IV. CONCLUSION AND RECOMMENDATIONS

Research culture is generally well-established in schools, as evidenced by teachers' strong orientation, positive values and attitudes, and active engagement in research-related practices. However, the sustainability of this culture requires further strengthening to ensure its long-term integration within the academic environment. Institutional support is likewise evident, particularly in terms of training and technical assistance; however, financial support remains relatively limited, indicating the need for improved resource allocation to better support research initiatives.

Furthermore, teachers demonstrate a generally high level of writing engagement, particularly in terms of participation, competence, and collaboration. However, productivity is comparatively lower, suggesting that while teachers are actively involved in research processes, the production and dissemination of research outputs still need to be enhanced.

The study concludes that both research environment and strong organizational support significantly contribute to teachers' writing engagement. A stronger research culture and more comprehensive institutional support are associated with

higher levels of engagement in research writing, particularly in participation, competence, collaboration, and productivity. Hence, all null hypotheses of the study were rejected.

Therefore, strengthening the management of research culture and institutional support systems is necessary to bridge existing gaps and improve overall research output.

Based on the results and the identified areas that obtained comparatively lower ratings, this section presents several recommendations to further strengthen research culture, institutional support, and teachers' writing engagement:

School heads may continuously strengthen and implement clear and supportive research policies to better guide and motivate teachers in actively engaging in research activities.

School heads may strengthen financial support for research by allocating sufficient funds for training, incentives, materials, and dissemination activities to enhance teachers' research productivity.

School heads may enhance teachers' research productivity through mentoring, coaching, and collaborative writing sessions to support the completion and publication of research outputs.

Future researchers may extend this study by exploring related variables and conducting similar research in other contexts or with a larger population to further enrich and validate the overall findings.

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