RESEARCH MANAGEMENT OF SCHOOL ADMINISTRATORS IN SAMAR DIVISION

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree, **DOCTOR OF PHILOSOPHY**, this dissertation entitled **"RESEARCH MANAGEMENT OF SCHOOL ADMINISTRATORS IN SAMAR DIVISION"** has been prepared and submitted by **GENARO O. BASAS III** who, having passed the comprehensive examination and pre-oral defense, is hereby recommended for final oral examination.

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DEDICATION

I humbly dedicate my academic masterpiece to **my family**. A special feeling of gratitude to my loving parents, **Myrna and Genaro Jr.**, for strengthening my determination, instilling me the relevance of education, and encouraging me to push through with this study.

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Lastly, I dedicate this piece of work, being a product of my persistent efforts, to the **future researchers** for this would serve them as a rich related study.

Junbie

ABSTRACT

This study was designed to assess the research management of school administrators in senior high school in the Division of Samar during the School Year 2019-2020. The main objective of this study was to assess the level of research management competencies of senior high school administrators. The correlation between the level of research management competencies and their profile variates was also investigated. It was descriptive research design to address the question on the experiences of the senior high school administrators in research management in the school. In the level of research management competency of senior high school administrator-respondents along organization and delivery of research services, results showed that the grand mean of the respondents in all indicators was 2.47. This meant that the senior high school administrator-respondents were less competent along research planning, strategy and policy development. The senior high school administrators possessed educational qualifications necessary for their present positions based on the qualification educational standards set by the DepEd. However, most of them were neophytes considering that they had in the administrative positions for at most 10 years. The profile of school administrators in terms of research awards received significantly related to their level of research management competencies along the areas of research funding; research integrity and ethics; and managing funded research. In the selection and promotion of school heads in all levels, elementary, junior and senior high school, there must be a strict criterion on the research management competencies of the applicant-school heads.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Necessity is the primary driving force of all innovations to make work easier. It prompts others to conduct research to find solutions to particular problems arising in the organization. Research plays an important role in the innovation process. It is an essential tool for building knowledge and understanding issues to help workers succeed in the workplace. In education, new trends, issues, difficulties, and problems are faced by the school administrators specifically in the school management. These need educational research so that school administrators can come up with new strategies and techniques to make management adaptable in present situation in the school.

Educational research is utilized as an important aid to any educational innovation and a tool for facilitating learning. As stated by Austin (2020), the following are the importance of conducting educational research: address issues and challenges in the school settings; support professional learning; establish networks of information and professional support; introduce change by clarifying priorities, purposes and processes; enhance understanding of professional and policy context to manage the school strategically and effectively; and improve self-efficacy and voice within the school and more widely within the profession. It is imperative to promoting evidence-based decision and policy-making at different

levels of school governance (San Miguel, 2019). The results of any research conducted in basic education would be irrelevant if not managed well and properly used for school improvement.

In the Asia-Pacific Regions, more countries including the Philippines are still struggling to build a culture of research. The Department of Education (DepEd), being the prime mover of basic education in the country, needs to establish a clear and effective framework of research management that reinforces the link of research to school improvement. The necessity is that this research management in public schools must require competencies of school administrators not just in doing research, but also in managing the research-related data, processes, activities, and resources.

That is why, the issuance of research policy of the DepEd known as the "Research Management Guidelines (RMG)" has primarily aimed to improve the conduct of research in basic education and likewise to reinforce the link of research to school management by research advocacy, dissemination, and utilization (Llego, 2017). The improvement of research in the basic education can be a great help in the undertaking of programs and activities under Research and Development (R&D) of every public school. This is very much feasible if there are school administrators who are efficient in research management and capable in utilizing the results as bases for necessary reforms and program development in the provision of quality basic education.

However, the function of school administrators in research management in public schools cannot be singled out into one role. They assume varied roles such as managers, researchers, and collaborators to ensure the effectiveness of management of research processes and utilization of research outcomes. They should emphasize activities that could enhance their research productivity and of their teachers to benefit classroom instruction and learning. A variety of experiences that complement trainings and actual engagements in doing research should reinforce the acquisition of research (Prihatin, 2017).

Despite the various efforts exerted by the DepEd Samar Division in building the culture of research among all its school personnel, the performance of the Division in the Eastern Visayas Basic Education Research Conference (EVBERC) from 2017 to 2019 was still wanting. The Division failed to bag any award in poster and oral research presentations (DepEd R8, 2019). In 2017, only nine out of 29 districts participated in the DepEd Samar Division Research Summit (DepEd Samar Division, 2017). It was also determined that there was still a minimal number of school personnel conducting research in Samar Division. In fact, there were only 10 school personnel who submitted research proposals that have been approved and completed under Basic Education Research Fund (BERF) in 2019 (DepEd Samar Division, 2019).

The researcher believed that the performance of DepEd Samar Division in the research competitions and the less engagement of school personnel in research were attributed to the research management competencies of school

administrators. If these school administrators of DepEd Samar Division were into managing research competitively, they would become efficient in managing the school by optimizing the outcomes of those research-based decisions resulting to school personnel who were research-oriented and evidence-based decision makers, and in the use of evidenced-based practices for school improvement. Though it becomes a challenging task to school administrators, they need to make strides in research and its utilization in program development. They also need to formulate strategies cultivating a culture of research in school.

It was for the aforesaid reason that this study was pursued to determine the research management competencies and experiences of senior high school administrators in Samar Division with the end view of coming up a research management program that would help the school administrators to be efficient in their work as school heads.

Statement of the Problem

This study was designed to assess the research management of school administrators in senior high schools in the Division of Samar during the School Year 2019-2020.

Specifically, it sought answers to the following questions:

1. What is the profile of the school administrators in terms of:
    1.1 age and sex;
    1.2 educational background;

1.3 work experiences in terms of;

1.3.1 length of teaching experience; and

1.3.2 length of administrative experience?

1.4 number of research management trainings attended; and

1.5 research productivity in terms of:

1.5.1 number of researches conducted;

1.5.2 research funding facilities availed;

1.5.3 research presentations;

1.5.4 research awards received; and

1.5.5 research publication?

2. What is the level of research management competencies of school administrators along the following areas:

2.1 organization and delivery of research services;

2.2 research planning, strategy and policy development;

2.3 partnerships and collaboration;

2.4 research funding;

2.5 research integrity and ethics;

2.6 managing funded research;

2.7 research data and information management; and

2.8 research uptake, utilization, and impact?

3. Are there significant relationships between the level of research management competencies of school administrators and their profile variates?

4. What are the experiences of school administrators in research management in the schools?

5. What capability building program can be designed in order to enhance the research management competencies of the school administrators?

Hypothesis

Based on the research questions stated on the statement of the problem, the hypothesis was tested in this study:

1. There are no significant relationships between the level of research management competencies of school administrators and their profile in terms of:

1.1 age and sex;

1.2 educational background;

1.3 work experiences in terms of:

1.3.1 length of teaching experience; and

1.3.2 length of administrative experiences.

1.4 number of research management trainings attended; and

1.5 research productivity in terms of:

1.5.1 number of researches conducted;

1.5.2 research funding facilities availed;

1.5.3 research presentations;

1.5.4 research awards received; and

1.5.5 research publication.

Theoretical Framework

This research study was anchored on Matthew-Effect Theory and Nonaka's Knowledge Creation Theory of Management.

The researcher anchored the study on Matthew-Effect Theory. The theory postulates that organizations that foster enthusiasm in research works are able to accumulate research supports than those organization with less or no research engagement. Then, the researcher performance is influenced by not only innate ability but by the work environment including their co-workers and managers. The management attention and engagement with workers and the group dynamic had an effect on research productivity of organization (Fox, Brenna & Chasen, 2008; Theodorescu, 2000). The school administrators should embed stakeholder engagement in a model of research use. Their schools would likely receive more research supports if their teachers are more into research. These teachers will be motivated to conduct educational researches if their school administrators are the one leading them to do so. School administrators must show to their teachers that they are also research oriented and give the teachers opportunities to conduct research in order that they will be pushed to do such activities. If everybody in the group is research oriented, a new member will also be motivated to indulge in

conducting research in order to address educational issues and to discover new knowledge for school innovation with the supports of stakeholders.

According to the Knowledge Creation Theory, a management theory contributed by Nonaka, with this new knowledge discovered or created by individuals, the organization manager plays an essential role in amplifying that knowledge and connecting it to organization's knowledge system as basis for designing initiatives and program development (Nonaka & Toyama, 2005).

In this generation with a fast evolution of knowledge, researchers must keep their specific works focused (Bukvova, 2010). The school administrators have the role to play in producing school personnel particularly teachers to be good researchers. They must also ensure that all teachers are working together toward a common goal while improving school conditions considering the new knowledge developed or the data-driven results obtained from doing researches. It is, therefore, that the research management of school administrators must include on how to improve or sustain the database support system and data reporting adopted by their respective schools to guide them in their strategic planning and decision making. They must demonstrate an excellent performance in knowledge building and utilization as part of research management for the goals of the schools to be achieved with greater results and acceptance.

The theories mentioned herein described the important role to play by school administrators as research managers in school. Also, the theories described the main purpose of research management that is to make research functional in

the school – enabling anyone to conduct research as one way to obtain scientific knowledge used to develop and enhance organizational practices.

Conceptual Framework

One of the primary components of senior high school curriculum is building research competencies among students (Gallos, 2017). This can only be more possible if senior high school administrators possess better research management competencies. To that purpose, this study was conceptualized based on the premise that research management of senior high school administrators has to be assessed so that appropriate course of action could be instituted to improve the management of research in basic education particularly in senior high schools.

The conceptual framework of the study assists in stimulating research while ensuring the extension of knowledge by providing direction to the research inquiry (Adom, Hussein & Adu-Agyem, 2018). To better serve its purpose, the researcher followed the system approach in the conceptualization of the study. The Input-Process-Output (IPO) system was used to direct the researcher in coming-up with a series of scientific action required in the entire duration of the conduct of the study (Canonizado, 2020).

The input stipulates the details specified in the statement of the problems (Canonizado, 2020). In the study, the input consisted the senior high school administrators' profile, the level of their research management competencies, and

their experiences in research management. These inputs were needed as variables to come up with the output.

The process involves the quantitative and qualitative methods in the gathering, presentation, analysis, and interpretation of data. It covers all the things done from the beginning of data gathering up to drawing conclusions and giving recommendations (Canonizado, 2020). Since, the researcher forwarded the idea that the senior high school administrators' profile, and the level of their research management competencies are related. This led to the use of the descriptive-correlational methods to describe the variables involved, and assess the relationship between these variables. Meanwhile, the researcher applied the thematic analysis to closely examine the data on research management experiences of senior high school administrators to identify common themes. The previously mentioned methods were utilized by the researcher as the mediating mechanisms that convert inputs to outputs.

Finally, the output refers to the action taken after having the results of the study. Action plan, proposed program, intervention, modules, and other related things are taken for consideration based from the study conducted (Canonizado, 2020). The researcher conceptualized that a Training Design on Capability Building Program in Research Management of School Administrators can be developed based on the findings of this study. If this training for senior high school administrators would be realized effectively, they could now manage to store, utilize, and disseminate properly the results of the researches and could even

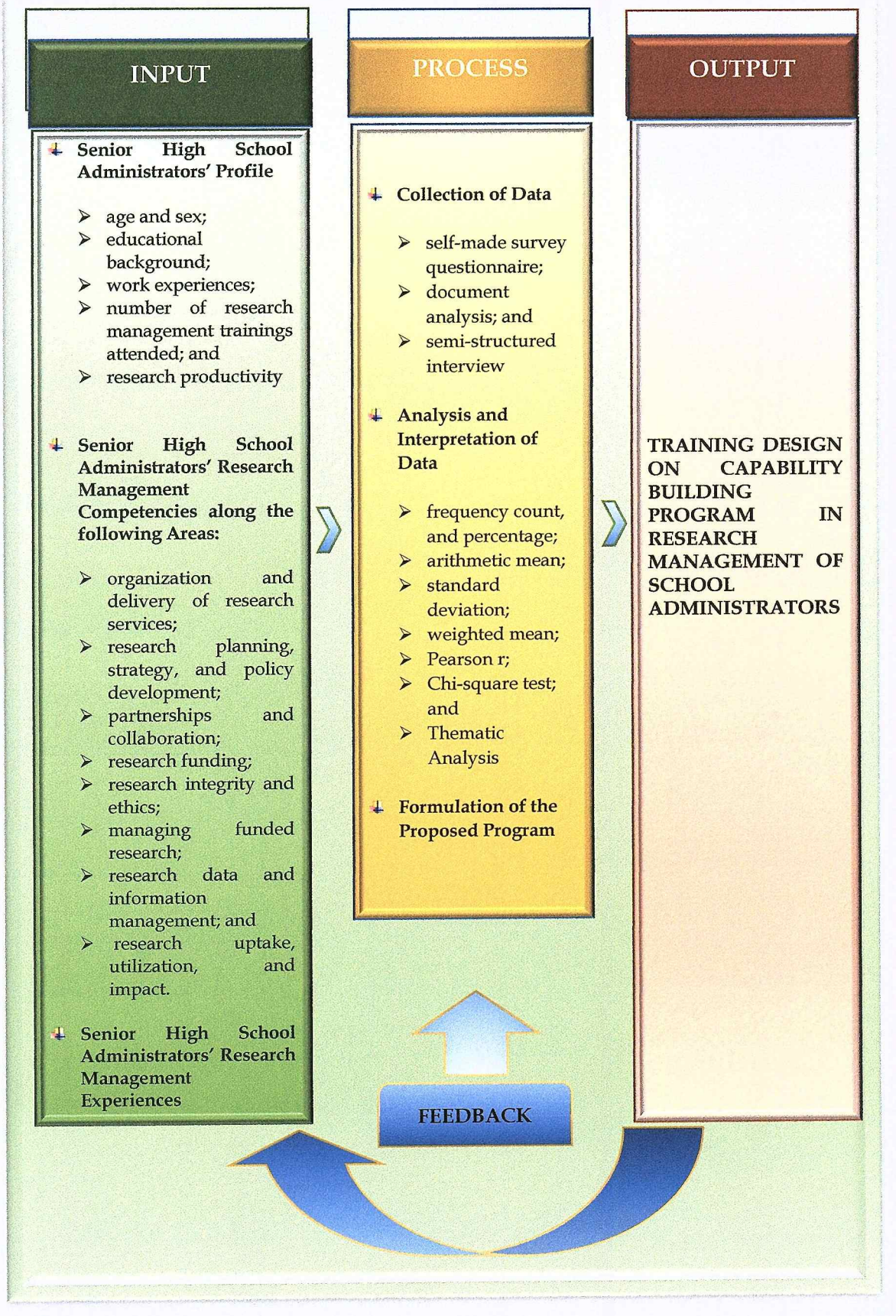

Figure 1. Conceptual Framework of the Study

motivate teachers to conduct researches for the improvement of school including teaching and learning situation in the classroom. Hence, research now would become part of their routine if they found out some issues, problems and difficulties in the school particularly in management including teaching and learning situation.

A feedback loop provided the data which of course serve as a guide in making same revision on the input, process and output for the enhancement of the research.

Significance of the Study

Among those who would benefit in this present investigation are the DepEd key officials, school administrators, community/stakeholders, teachers, students and future researchers, discussed as follows:

DepEd Key Officials. The result of this study would make DepEd key officials aware of the research management situation in the field. With this, they can issue additional guidelines, programs and projects to improve the competencies of the school administrators in research management. In this manner, the school administrators can motivate their teachers to conduct research for the improvement of the teaching-learning situation.

School Administrators. The result of this study would ultimately help the school administrators understand their research management competencies and enhance it in order to attain remarkable performance in school management.

These would also provide school administrators valuable information about the real challenges or issues in the research management faced by senior high school administrators of Samar Division. With these bits of valuable information, the school administrators would design programs and specific strategies to help them come up with possible solutions on the most common issues besetting school administrators in research management. They would also be able to prepare appropriate activities for their teachers in conducting research vis-à-vis the implementation of the research agenda and policies, as well as the senior high school students in doing practical research.

Community/Stakeholders. The result of this study would provide valuable information and inputs to the community and the stakeholders to help them in identifying the necessary needs of the schools in Research and Development that require partnership and collaboration with them. For that, they would be able to extend support to the school administrators in the implementation of research policies, programs, activities and projects under the mandate of the DepEd.

Teachers. This study would present a lucid picture on their school administrators' research management competencies. As such, teachers could acquire ideas on the manner their school administrators manage research activities or implement research policies in schools. Teachers would be given sufficient knowledge how they might possibly help their school administrators in performing the varied and interdependent functions of being research managers. Any improvement in the way administrators manage research process and

implement research policies in schools would reflect in their teachers' performance especially those who are engaging in research.

Students. The students would also be the beneficiaries of the findings of this study. With the improved research management of school administrators, the teachers would become research-oriented, thereby, improving their performance with the aid of conducting research. Subsequently, with this situation, students would be more likely to receive the best instruction that would redound to improved performance in their schoolwork. The chain is clear: effective school research managers produce competent teachers in research who would in turn produce effective and high performing students.

Future Researchers. This study would be useful for the future researchers as source of related literature and studies. In such a way, future researchers would be able to get idea to make other research topics which are similar to the current investigation. Likewise, the research methodology employed in this study would also be of great help for the future researchers in the formulation of their studies.

Scope and Delimitation

The study focused primarily on the assessment of the research management competencies of senior high school administrators along the following areas: organization and delivery of research services; research planning, strategy and policy development; partnerships and collaboration; research funding; research integrity and ethics; managing funded research; research data and information

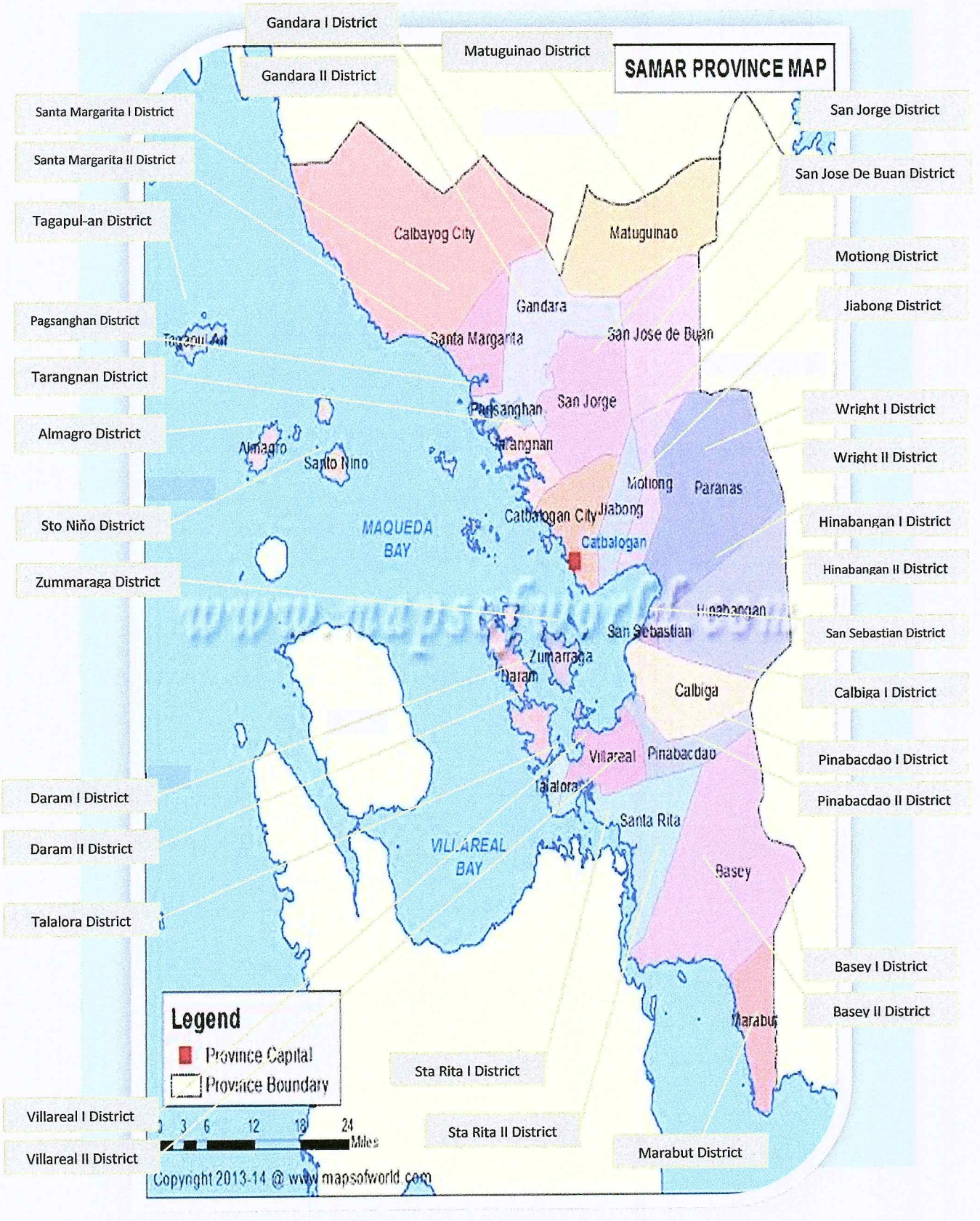

Figure 2. Map of the Province of Samar Indicating the Location of the School Districts of SHS Administrator-Respondents

management; and research uptake, utilization and impact.

The study was also limited to the following factors relative to senior high school administrators' profile: age and sex; educational background; work experiences; number of research management trainings attended; and research productivity as to the number of researches conducted, research funding facility availed, research presentation, research publication, and research awards received. Quantitative treatment of the data regarding the profile of senior high school administrators and their level of research management competencies was employed. The data pertaining to the experiences of senior high school administrators in the research management in schools were treated qualitatively to serve as additional inputs for the results of this study.

The dry run of the questionnaire was done among seven senior high school administrators in Catbalogan City Division.

The researcher used the total population sampling to involve in this study the 68 senior high school administrators from different school districts in the Division of Samar during the School Year 2019-2020. Hence, only 12 of them were selected through purposive sampling as participants to respond to the qualitative question of this study.

Figure 2 shows the map of the province of Samar for the easy reference of the actual conduct of the study.

Definition of Terms

To establish a common frame of reference, the following terms that were used directly or indirectly in this study are herein conceptually and/or operationally defined:

Basic Education Research Fund (BERF). This refers to the funding provided by the DepEd for the conduct of research that is made available for research practitioners such as school administrators and teachers who meet the minimum eligibility requirements. This is an aid for evidence-based policy formulation (DepEd, 2017). In this study, it refers to the subsidy granted by the DepEd to the school administrators and teachers for the conduct of research.

Department of Education (DepEd). This is the leading agency tasked by the Executive Department of the Philippine government to provide accessible, equitable, and quality basic education among children across the country.

Educational Research. This refers to a systematic process of data collection and analysis to increase understanding of educational issues (DepEd, 2016). In this study, it refers to the research study conducted by the school administrators to address challenges and issues in educational settings.

High-Quality Learning Outcomes. These are observable and measurable essential knowledge, skills, and attitudes obtained at the end of the learning experiences (Lesch, 2010).

Managing Funded Research. This is developing and managing relevant resource capacity to support the conduct and utilization of funded research

(Drennan, 2018). In this study, it refers to the competency of senior high school administrators in managing the school resource capacity to aid the effective conduct of funded research.

Organization and Delivery of Research Services. This is defined conceptually as an ability to classify, arrange, manage, monitor, and evaluate research support functions in organization (Drennan, 2018). Operationally, it is the competency of senior high school administrators in organizing and establishing research support functions and activities in the school.

Partnerships and Collaboration. These terms express collaborative efforts among researchers and organizations involved in accomplishing common goals or objectives in research (Huang, 2014). In this study, it refers to senior high school administrator's competency in seeking support from internal and external stakeholders for the conduct of research in the school.

Research. It is a systematic process that includes scientific investigation, discovery, and analysis to have a deeper understanding of and to formulate new applications just to improve or develop such practices (OECD, 2018). Operationally, it refers to the research study conducted by the school administrator.

Research Data and Information Management. This refers to a research data-based support system and data reporting adopted by the organization (Drennan, 2018). In this study, it refers to the competency of school administrator

in preparing a research data-based support system and data reporting adopted by the school to guide them in their strategic planning and decision making.

Research Funding. This refers to a grant given by funding agencies based on the criteria applied for the selection of grantees. This also refers to the skill in sourcing out of fund to realize the conduct of research studies (Drennan, 2018). In this study, this term refers to school administrators' competency in seeking financial support for the conduct of research in the school.

Research Integrity and Ethics. Conceptually, this refers to taking full responsibility and accountability among individuals involved particularly the researchers in conducting research, and being confident that the research process and outcomes are accurate and done in accordance with accepted professional standards (Carling, 2019). Operationally, it refers to school administrators' competency in ensuring that researchers in the school are following the ethical standards in conducting research.

Research Management. This is an evolving field of investigation (Huang & Hung, 2018), and a set of organization's capabilities to improve and strengthen the processes and effects of the research outcomes (Drennan, 2018). Operationally, it refers to managing the school resources in improving the research processes and translating the research information into practices.

Research Management Competency. Conceptually, this refers to a set of knowledge and skills in research management (Turk, Roncevic & Ledic, 2016). Operationally, it refers to senior high school administrators' competency in

research management that is assessed by the researcher through the following areas: organization and delivery of research services; research planning, strategy, and policy development; partnerships and collaboration; research funding; research integrity and ethics; managing funded research; research data and research information management; and research uptake, utilization, and impact.

Research Planning, Strategy, and Policy Development. This refers to the capability to facilitate and support the research strategies and policies of organization (Drennan, 2018).

Research Productivity. This is the efficiency of the research outputs in any production unit such as individuals and academic institutions (Abramo & Angelo, 2014). As used in this study, it refers to the research accomplishment of senior high school administrators as to their number of research studies conducted, research funding facilities availed, research presentations done, research published, and research awards received.

Research Uptake, Utilization, and Impact. This is generally viewed as improving the accessibility of research. This is also utilizing the research process or outputs in modifying ones' attitude, and developing ones' knowledge or skills (Ahmed, 2016). In this study, it refers to the competency of school administrators in utilizing the research-based evidence to improve school practices and policies, stakeholders' support system, capacity building program, communication, and monitoring and evaluation strategies.

Researcher Development. This refers to personal, professional, and career development of the researchers (Vitae, 2011). In this study, it refers to the competency of school administrators in capacitating their teachers in doing research.

School Administrators. They are the ones who manage the daily operation of the school in providing a safe and quality learning environment for both students and teachers (Brandman University, 2019). In this study, they are the school heads of senior high schools who are the main subjects of the study. They are considered research managers who supervise and implement the research initiatives, programs, and mandates of the DepEd in the schools.

Senior High Schools. These are the schools offering Grades 11 and 12, the last two (2) years in secondary basic education of the K to 12 Curriculum (Formoso, 2016). In this study, these are the schools in the Division of Samar where the school administrators who are respondents of this study are assigned.

Work Experiences. These specifically refer to the actual experiences as school heads of the senior high school administrators. These also include their teaching experiences during the previous years that they were still classroom teachers.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents some related literature and excerpts on the findings or recommendations of other research studies which are found to have significant bearing in the present research endeavor.

Related Literature

In the Philippines Basic Educational System, the R.A 9155, also known as "The Governance of Basic Education Act of 2001", mandates the conduct of research and study across all levels of governance in the DepEd as basis for necessary outputs for any educational reform. The DepEd has created and issued department orders such as the Policy Development Process (PDP), Basic Education Sector Reform Agenda (BESRA), Research Management Guidelines (RMG) and the funding research through Basic Education Research Fund (BERF) to strengthen the mandate of the R.A. 9155 (Cardona, 2020). These DepEd issuances have aimed to support on the conduct and management of research particularly in school level.

Given the relevance of research for needed educational reforms, exploring the contributing factors toward the research management efficiency of school administrators in public schools is, therefore, crucial. These school administrators must be empowered to attend their primordial responsibilities to create an

effective school where meaningful research management takes place resulting to an in-depth understanding of professional and policy context in leading the school strategically and effectively, and to new and innovative modes of instruction to obtain high-quality learning outcomes. It is, therefore, very important that school administrators will be trained in research management not only to be efficient in managing the school, but also to promote a research-rich climate in school.

To understand what other researchers viewed about research management and for some valuable insights, the following literature define research management and its importance.

Research management refers to the capabilities of organization to improve and strengthen the processes and effects of their research outcomes. It includes the transferable or cross-cutting competencies such as innovation, societal and research values, internationalization, utilization of technologies, and knowledge management including simultaneous mainstreaming for equity and equality (Drennan, 2018). In the work of Sokhanvar (2015), it was defined as a systematic process of obtaining, establishing, and communicating both tacit and explicit knowledge of personnel for others to make use of it to acquire efficiency and productivity in their works, and to improve organizational performance in general. Drennan (2018) pinpointed that to manage any research activity and outcome is to discover new knowledge that could generate value for organizations in order to develop competitive advantages. Moreover, Huang and Hung (2018) considered research management as an evolving field of investigation and data

management in which its development is relevant to the progress of research initiatives. It gives an opportunity to research managers to collaborate their managerial skills in the process of conducting research to be successful.

What Drennan said in his work is true to the DepEd that the Department is trying to establish an organization that is into research and use it as a tool for improvement. However, the research management of the DepEd, as highlighted by some of its issuances, is not limited only to teachers' development in research; research planning, organization, and delivery of research services; internal and external research partnerships and collaboration; provision of research funding; observance of high ethical standards in research; and managing funded research whether BERF or non-BERF funded research, but it also includes the research data and information management; and dissemination and utilization of research outcomes for school development (DepEd, 2015; DepEd, 2016; & DepEd, 2017).

These areas of research management mentioned previously must be dealt with by the school administrators in order to promote a research-oriented community of educators. However, it is not only important that the school administrators will be equipped with research management knowledge. What is more important is that they can create an environment where their teachers will be motivated to conduct researches and studies to improve the teaching and learning situations in school.

Sokhanvar (2015) and Drennan (2018) emphasized the relevance of managing the knowledge of personnel as part of research management. In basic

education sector, school administrators are encouraged to conduct their own researches and to inspire their teachers to conduct action researches so that the results and findings will be the basis for recommendations of new strategies and techniques for the improvement of school and of the teaching and learning situations.

The statement of Huang and Hung (2018) also stressed out the importance of research management for school administrators. The research management enhances the role of research in the advancement of the educational knowledge and plays an important role to facilitate the undertakings of the schools for improvement. This role is possible if the school administrators can have better research management practices and if they focus on not only modelling the importance of learning and assessing their personal practices, but also on helping their teachers and other school personnel by working collaboratively for research development. However, they must be equipped first with necessary research management competencies so that they can effectively manage and translate research information into practices. They can also implement strategies to motivate their teachers to conduct researches, and to properly utilize the research data for school improvement. Their school policies and programs can also be backed up with research-based instructional practices and strategies to help all students gain academic success (Johnson, 2013).

In support with above literature, Ulla et al. (2017) made a point that research management plays a pivotal role as well in improving teaching and learning

outcomes in school, yet it requires school administrators to possess professional and better managerial practices and strategies. The effective implementation of research programs should be of the utmost importance for school personnel for them to acquire the necessary skills in doing research and to guide them toward research-based practices. They must be motivated and provided with consistent support in order to build positive perception toward research.

This statement of Ulla et al. (2017) stresses the importance of the managerial competencies of the school administrators in order to create a research community of educators. It will be very successful if the leaders themselves are equipped with the necessary managerial competencies.

Aside from being equipped with the necessary managerial competencies, the school administrators must do a strategic plan to put research management into action. There are some literatures that focused on the processes that must be followed in relation to research management. In the book of Johnson (2013), a strategic planning as part of research management helps to align the resources to all the research activities for beneficial impact. The analysis of existing data is an extremely essential component of strategic planning for coming up with a well-developed, informative, and detailed strategic plan. This plan must be accepted and acted upon by all personnel and researchers who are well-communicated by the management.

This literature taken from the work of Johnson (2013) is in the same disposition with the present researcher. The school administrators must inform

their teachers if there are available resources that can be used to help them finish the study. They must also properly communicate with their teachers on what areas will be the focus of action research. Since, the conduct of action research is an attractive option in the provision of new knowledge and understanding about how to improve educational and research practices. It offers beneficial opportunity such as bridging the gaps between research and practice that could help improve the research management of school administrators and build a culture of research in school.

Though establishing a good line of communication between the school administrators and their teachers is very much important, it must also be emphasized that the translation of information into practice is also another important consideration in research management. The ineffective practice or policy is attributed to a passive dissemination of information. Research activity must reflect the real-world concerns of eventual end-users of research. It must also require collaborative and interactive mechanisms between researchers and decision-makers. Their interaction and support are fundamental to adopt information into practice. Effective strategies are needed to incorporate more research evidence in the process of developing organizational policy (Armstrong & Kendall, 2010).

The statement of Armstrong and Kendall (2010) stresses the importance of novel topics so that it will be very useful to the present situation. All topics must be discussed first to evaluate its importance to school management and academic

instructions particularly in teaching and learning. This strategy formulation and implementation of what they were trying to point out are considered as a major part of formulating a vision, and necessitate the gathering and monitoring information from multiple internal and external sources for quality and productivity in the workplace. However, Johnson (2013) reiterated that the aim for productivity and quality spawns to a remarkable number of management tools and techniques, as follows: benchmarking, time-based competition, total quality management, partnering, reengineering, outsourcing, and change management. These can assist the researchers in doing research successfully and for administrators to make use the research findings purposively.

These strategies formulated as mentioned above must make optimal use of the available resources of organization (Research Africa Team, 2010). These resources include research competencies of school administrators and their teachers and also the kind of support extended to the researchers in the school. For this, the following literatures discuss the needed competencies of the school administrators as leaders in conducting researches and the support of the organization to those individuals who will be conducting the research.

Hine (2013) emphasized that doing research equips anyone with the competencies necessary for identifying problems in school, and knowing how to address these problems systematically. For Ulla, Barrera, and Acompanado (2017), doing research is a tool for continuing professional development. However, insufficient research training and lack of research skills are primary challenges

faced by educators aiming to do research. Therefore, researcher development is another very important part of school management (Ellis & Loughland, 2016; Vásquez, 2017).

The statements of Hine, Ulla, Barrera, and Acompanado (2017), and Vasquez (2017) presented the importance of conducting research in school. There must be an open communication between the teachers and the school administrators so that proper training will be given to teachers in conducting research.

In conducting research training to teachers, it must be emphasized to them the relevance of getting and analyzing the information obtained from doing research. In which according to Dobbins, Robenson, Ciliska, Hanna, Cameron, O'mara, Decorby, and Mercer (2009), the success of translation of information and evidence into practice is attributed to the following factors: the competencies to interpret and use research; the use of meaningful language to the audience; the development of positive relationships; promotion of organizational and cultural change; the extent of political and infrastructure support; and the development of knowledge based on the organizational issues and information. Constant and effective communication is relevant to maximize the flow of information as well as the transfer and utilization of knowledge.

This statement of Dobbins et al. (2009) tackled on the importance of the organizations' support in conducting research. The school administrators must show to the teachers their full support and cooperation and offer whatever

resources of the school to help the researchers. Aside from simple giving of support to school researchers, the school administrators also need to build the culture of research among their school personnel by doing some considerable steps that can help to fulfill the purpose. The school with positive research environment has personnel who understands and considers research as a tool for making wise decision in every action of the school for improvement. It would be possible if the school has an established culture of research. A literature like of Hanover Research (2014) gives insights to some organizations like DepEd to build a culture of research in a workplace.

A research culture, according to Hanover Research (2014), is an organizational system that allows everyone to understand and see the significance of research activities. The school can build the culture of research through the following: 1) having both institutional-and unit-based leaders to make well-communicated and clear research goals; 2) capacitating research training programs and support for school personnel; 3) having an open and supportive relationship among school personnel; 4) tailoring resource allocations based on school personnel's capabilities and motivations; 5) once a culture of research is already established, it must be maintained regularly; and 6) considering students' research involvement and progress in any research plan. The disposition of Hanover Research is a supporting idea for the school to adopt in building a culture of research. It is a culture of research that provides a helpful context in which research is consistently anticipated, discussed, conducted and treasured.

In the Philippines, the DepEd has been continuously doing its initiatives to build the culture of research among all its personnel across all levels of governance. Then, one significant push of DepEd is the issuance of its policy guideline known as "The Research Management Guidelines" stressing on the relevance of research management, and the roles and responsibilities of research managers particularly in schools. Based on the policy, the school administrators have the responsibility to oversee research initiatives at the school context, and to ensure the regular application of systematic and reflective inquiry to improve educational practices, program, and policy implementation. It is also their responsibility to ensure that the research outcomes of the school are optimal (DepEd, 2017).

The DepEd has further strengthened its existing program in providing funding facility for research through the Basic Education Research Fund (BERF) – the budget for research utilization that is made available for research practitioners such as school administrators and teachers who meet the minimum eligibility requirements (DepEd, 2015). This is to develop continuing support services for research activities in the school.

Any research policy such as the DepEd policy can only be successful when supported by effective rules and clear mechanisms in doing and managing research. In this regard, the literature suggested some rules of research management that can be more easily applied by any academic institution, and

crucial to the success of their research outcomes. The following are: (1) gain consensus on research outcomes; (2) build the best research team; (3) develop a viable comprehensive plan and keep it up to date; (4) determine the quantity of resources needed to get things done; (5) have a realistic schedule; (6) do not try to do more than can be done; (7) remember that people can count; (8) gain formal and on-going support of management and stakeholders; (9) be willing to change; (10) keep others informed of what the researchers are up to; (11) be willing to try new things; and (12) become a leader (Johnson, 2013).

The literature mentioned above reiterated that the tasks of researchers in following the rules will be easier if they are working in the schools that are well governed by the school administrators who consider research management as an essential indicator of their performance and of the schools. However, this research management performance, according to Jansen, Warmenhoven, Fikkers, Poel, and Hendrik (2014), is made possible by a high degree of involvement of key partners in significant decision-making and precise management styles. These key partners include all the stakeholders and organizations extending their support to fulfill the goals of the schools in making students attend their academic aspirations.

The DepEd has emphasized that the research partnership with the stakeholders is vital to the success of any research being conducted in the school. That is why, the school needs to create strong partnership with potential organizations and stakeholders who are ready to extend their support to the

research policies and activities of the school (DepEd, 2010). Aside from the research partnership, it is essential to take into consideration the ethical standards of conducting research in the school. Therefore, the school administrators should ensure that the schools have in place a rigorous research governance framework for evaluating the quality, safety, and ethical acceptability of research.

It is the responsibility of both researchers and the school to adhere to ethical standards of research. Their roles, responsibilities, and accountability should be clearly expressed and conveyed. The school administrators should also make the researchers aware of and accept, preferably in writing, their responsibility to adhere to school's rules and procedures. The researchers should stick to the following principles as well: honesty in all aspects of research; accountability in the conduct of research; professional courtesy and fairness in working with others; and good stewardship of research on behalf of others (Johnson, 2013).

On the other hand, the school administrators should ensure that everyone in school involved in research must uphold the highest level of research integrity and ethics. That is why, the conduct of this present study was to know if the senior high school administrators were doing their part to make sure that any researcher in the school was following the ethical standards in doing research.

All the reviews of literature presented were found very useful for this research study. They would serve as foundation for the research process to be successful and be carried out.

Related Studies

This part presents the previous research studies which are found by the researcher to have meaningful insights and relevant ideas to the present study.

Part of research management is giving attention to the gaps and challenges encountered by those who are conducting research in the school. To address these gaps and challenges depend on the effective strategies employed by the school administrators. Some researchers in their studies dealt on some hindering factors, obstacles, and problems met by the school administrators in conducting research study in their schools.

In the study of Ulla, Barrera, and Acompanado (2017) conducted among teachers in Agusan del Norte, Philippines, it was revealed that although the teachers had positive perceptions toward doing research and research had benefits to teaching-learning process, still they could not do research for some identified common challenges such as lack of research knowledge and skills, heavy teaching loads, and lack of financial support. The participants perceived that they need lighter teaching timetable, research trainings, and research support for them to do research.

Ulla et al. recommended that the needs of teachers should be addressed to uplift their spirit in doing research. The schools should consider doing research as an additional teachers' workload to give them sufficient time to do both teaching and doing research. These recommendations are viewed as part and parcel of administrators' role as research managers in school.

The present study found a relevant connection with the study of Ulla et al. in terms of teachers as researchers. Both studies gave some significant insights to school administrators for teachers' research development. Knowing teachers' competencies, perceptions, and behaviors in doing research is important in planning and provision of support for the development of teachers as researchers. It is one of the primary aims of research management to promote and encourage teachers in doing research in school. However, the previous study was limited only to the common challenges encountered by teachers including their needs and perceptions in conducting action research, while the present study focused on the research management competencies and experiences of senior high school administrators.

Doing research among public school teachers in the country has encountered more challenges. It is also evident in another neighboring country such as in Thailand. Rattanaprom (2019), in his study, identified the hindering factors of Research-Based Learning (RBL) as a pedagogical approach in teaching secondary students in Thailand. RBL was a research program developed under Pohpunpanya Project (Young Researcher Development) consisting of systematic learning activities of students who were coached by their master teachers for the creation of their own knowledge and understanding by initiating research-based projects and reflecting on those learning experiences. The program also let the students showcase their learning to the general audience through different avenues, i.e., presentations, publications, exhibitions, or fora.

It was found out that the lack of administrative and academic support from the school principals were main barriers of the RBL implementation. There was a lack of understanding among master teachers about the RBL methodology due to lack of communication and to the resistance of other teachers. The principals were not allowed to make any adjustment for their school curriculum to provide ample time to RBL teaching; thus, the RBL was seemed to be a series of student developmental activities only. The principals were not too much considerate for changing master teachers' teaching methods and they took away the RBL from their supervision. Most of the master teachers still adhered to traditional approach in teaching rather than employing the new teaching approach because of the unfamiliarity with it. Their poor research skills and being overloaded with works demotivated them to teach with RBL approach. They were also lack of resources for the enhancement of their instructions.

Although the study of Rattanaprom (2019) was conducted in Thailand, still the present study found a relevant connection with his study in terms of the significant contributions of school administrators for any research program or policy being implemented in the school. If school administrators are being true and effective in their works as research managers, there is nothing impossible for the success of the research utilization in basic education. The present study also considered the school administrators as the one who give direction to the research programs and practices in the schools. Their research management competency is a potential component of research successes in the schools.

Those hindering factors or problems mentioned in the above research studies would be easily addressed if the school has functional research management. So, the school administrators really need to develop a research management system that would help them to be effective in dealing with the challenges in the schools. Some researchers in their studies suggested on how to improve and develop research management in schools.

The study of Huang & Hung (2018) proposed that there is a need to build the science of research management (SciRM) that could help in investigating research problems by clearly defined social mechanisms for the development of research-based practices. It also proposed the adoption of Design-Based Research (DBR), an education research methodology employed to make use of the theories from some disciplines like psychology and sociology to reinforce the building of SciRM.

This study made the important contributions to the field of research management. Firstly, it helped the advancement of research management as a discipline by highlighting the necessity of dealing with the deficiency in understanding of social mechanisms and approaches included in research management. Secondly, it emphasized the significance of importing theories from some disciplines to link studies on research management with social science research in general just to enhance further the progress of these imported theories. Thirdly, it underscored the relevance of building SciRM for more chances of doing

research management since it provides practitioners sufficient information in the decision-making process.

The present study had some relevance to the study of Huang & Hung (2018) considering that both studies delved on the same subject matter which is research management. Both studies emphasized the importance of building up research data management structure and developing analytical capacities for better decision-making. However, they differed in the focus of the study. The former study focused on the relevance of importing theories from other disciplines to understand social mechanism of research management and to build the science of research management. The present study focused on assessing the research management competencies of senior high school administrators along the key major areas in research management environment.

In 2018, Ulla conducted a study in the different secondary schools in Mindanao, Philippines to determine the challenges, motivations, and perceived benefits of the teachers in doing research. His study came up with the following findings: 1) most of the teachers were motivated only to do research as a requirement to finish MA or Ph.D. degree; 2) teachers also responded that doing research could help them to get promoted for salary increase; 3) teachers revealed that insufficient support from school administrators along the following: time, training, work, and financial aspects demotivated them to do research; 4) teachers also emphasized that their school had no access to research journals and books, plus the absence of internet connection in their location; and 5) despite the

challenges revealed by teachers, still most of them perceived that conducting research could improve their teaching practices, make them appreciated professionally, widen their professional linkages, and help them grow professionally.

Although the study of Ulla (2018) focused mainly on teachers' perspectives in doing research, still, the present study found a relevant connection with it in terms of the status of provision of support among teachers in the Philippine public schools. Therefore, his study was a premise to DepEd officials and employees to conduct a deeper investigation about not just the status of doing research among public teachers, but also of managing research processes and outcomes by public school administrators. It is believed that support to teacher-researchers in school, either intrinsic or extrinsic in nature, are greatly attributed to research management competencies of school administrators.

The two studies showed some differences on the scope and delimitation of study. The previous study was conducted among teachers in the schools situated in Mindanao to obtain data on their motivation, challenges, and benefits in doing research, while the present study assessed the perceptions of school administrators on their research management competencies in senior high schools in Samar Division situated in Visayas. However, both studies were conducted in public high schools under the management and supervision of DepEd, Philippines.

Turka, Roncevićb, and Ledic (2016) explored the differences in the assessment of the importance of the research management competencies among academics in seven public universities in the Republic of Croatia based on the following defined independent variables: research field, academic rank, and sex.

The following were the findings of this study: 1) the participants considered the group of competencies related to the research management to be less important; 2) the participants from the field of technical and biotechnical sciences considered the competencies related to the financial aspect of research management as more important than the participants from the field of humanities and social sciences; 3) the participants from the field of arts considered the competency "the implementation of projects significant for the community needs" as the most important among all the other research fields; 4) the participants from the field of arts considered the competency with regard to the strategic planning principles as more important than the participants from the field of natural sciences; 4) the junior academics and assistant professors made a statistically significant assessment of all the competencies as notably less important than the senior academics; 5) the differences on the independent variable of research field and sex predominantly manifested in relation to the competencies connected to the financial aspect of research management; and 6) the male participants made a statistically significant assessment of the stated research management competencies as more important than female participants.

The present study had a relevance to the study of Turka et al. (2016) as far as research management is concerned. Both studies gave an important consideration that teachers are part of research management in any basic or higher educational institution. However, the previous study focused on exploring and analyzing the assessment of importance of the research management competencies among university teachers. The present study focused on assessing the research management competencies of school administrators in senior high schools.

Those research studies mentioned above gave significant insights to school administrators as they dealt with research management in the school. With this, the following research studies suggested additional ideas on how to improve the research management competencies of the school administrators in their schools.

Agostinho, Trindade, Aresta, and Varela (2018) made a review of some intellectual works in pursuit of support for a wider use of the word *interface of science* to determine the broader sense of research management among professionals in Platform of *Professionals at the Interface of Science* – it is an informal nationwide association in Portugal that gathers together all professionals included in a wide scope of research-related activities. The interface of science includes all activities that are specific to the *Research and Innovation (R&I) ecosystem* of the organization in which its fundamental element is the human capital such as researchers, managers, and the staff. This R&I ecosystem is a set of all resources

including human, financial, institutional information, scientific discoveries, and management of knowledge for scientific and innovation productions.

It was then stated in the study that research management is anything initiated in organization which maximizes or adds value to the research works of members. Thus, the major roles of research managers are to ascertain that the organization's research programs are well-organized and being implemented, and to make sure that the researchers are provided with adequate resources with regard to environment (physical), funding, technical assistance, and administrative support.

The present study had some relevance to the study of Agostinho et al. (2018) inasmuch as the subject of the study had something to do with the research management. Both studies were similar in giving weight to research management as substantial for the development of organization. However, they differed in the methodological aspect of the study. The previous study was a survey type of research done by reviewing an existing literature on the interface of science and its broader sense to research management, while the present study assessed the research management of senior high school administrators by employing both quantitative and qualitative approaches of research.

Memisoglu (2016) conducted a study among 35 administrators and 162 high school teachers at eight (8) secondary schools in Bolu Province, Turkey. He was able to find out that school administrators perceived themselves as highly competent in knowledge management as to the following skills: capturing,

sharing, utilizing and storing knowledge. On the other hand, teachers perceived their school administrators as moderately competent in knowledge management as to the aforesaid skills.

It was disclosed in the study that there was a statistically significant difference between school administrators' perceptions and those of teachers. This could be attributed to the higher expectations of teachers on knowledge management competency of their school administrators. However, they possessed similar perceptions on knowledge management competency when they were grouped according to their demographic profiles in terms of gender, seniority, and branch.

Memisoglu (2016) pointed out in his work that knowledge management is simply a new and radical method of creating, storing, distributing, using efficiently, and developing the knowledge to carry out the objectives of organization. That is the reason why the present study found its connection to this previous study in the sense that the two studies both adhered to the primary purpose of knowledge management to keep an organization informed about scientific innovations and changes over time. Similarly, the present study also investigated how school administrators disseminate and share findings of all the research studies conducted under their jurisdiction. However, it had a broader scope than the previous one considering that the present study dealt not just the knowledge management of school administrators, but also their other research management competencies.

Derrick and Nickson (2014) aimed to provide a systematic review to examine the evidence base for successful research management strategies. It emphasized the essence of monitoring the weaknesses and strengths of research organizations including schools to strategically take actions in a competitive environment. Its major findings were: 1) there were overly bureaucratic university and research organization policies and practices; and 2) the lack of evidence within literature about successful research management. This lack of an empirical evidence base combined with a lack of a firm definition for the role of the research manager drew attention to the need for more targeted research in this area.

Consequently, their study suggested that future researches must encompass the following needs: 1) an assessment of the characteristics of current research management teams and how they vary, if at all, between schools and other organizations; 2) a practical understanding of the nature of incentives which are successful in inspiring particular research behaviors; and 3) future researches should concentrate not only on a description of the research policy, but also examine how this policy is executed on the ground level.

The present study had relevance to the study of Derrick and Nickson (2014) considering that both studies viewed the research management as a vital component of the research process. Hence, there is a need to really understand the research management strategies for the organizations, like schools, to structure their research management efficiently and to apprise researchers of the effective method to provide clients the best research services.

A survey research done by Cooper and Levin (2013) investigated about the research-related practices and the ways research was utilized by the 188 education leaders in 11 Canadian school districts. This research study determined the following: there was a growing awareness among educational leaders the relevance of using research in the schools; there was support available in the school districts for research-related activities; however, their actual use of research was still modest; and lastly, school districts had a relatively weak procedures and practices for finding, dissemination, and utilization of important researches.

Cooper and Levin (2013) suggested the following: 1) to further strengthen the use of research in schools, the research-based practices must be regular and systematic; 2) these practices must not be difficult to put in place; 3) there must be provisions of sustainable developmental support across schools in the districts; and 4) build networks of school professionals that could provide shared systems for finding, dissemination, and utilization of researches.

The present study found important connections with the study of Copper and Levin (2013) in terms of providing some practical indicators of the status of research utilization in the schools. Moreover, the previous study dealt with how schools superintendents, principals, and teachers assumed their work duties considering some research outcomes or findings. Similarly, the present study tried to see how the school administrators manage on-going researches in schools or use research results for further school improvement.

In the study of Bosch (2011) conducted among the selected higher education institutions in South Africa, tangible and intangible factors were considered as material conditions in research management. These factors were found out as predictors of the quality of research outputs produced by research-active and non-research-active academics. Tangible factors such as staff development, time and work allotment, reward system, and research funding were identified as predictors for the productivity of research output for non-research-active academics. This meant that the lack of time, high workloads, and no stable support mechanisms affected negatively the productivity of research outputs while the intangible factors such as management of people and relationship were associated positively with the research outputs of research-active academics. This only meant that the good relationship among people in the academe resulted to better research outputs.

The present study found a relevant connection with the study of Bosch (2011) in the sense that the two studies involved research management. They were both dealing with research management factors like research competence, staff (researcher) development, and funding opportunities affecting the productivity of research in educational institution. However, the previous study focused mainly in determining the management factors which were predictors of the research output of those in higher educational institutions while the present study focused in describing some of the identified personal- and work-related factors of senior

high school administrators, and in identifying their research management competencies and related problems.

The foregoing studies helped the researcher in establishing the concept of the study at hand in terms of parallel ideas drawn from the different citations.

Chapter 3

METHODOLOGY

This chapter discusses the methods undertaken in this study. Included herein are the following: research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure, statistical treatment of data, and ethical considerations of the study.

Research Design

The main objective of this study was to assess the level of research management competencies of senior high school administrators. The correlation between the level of research management competencies and their profile variates was also investigated. Based on the objective, it was clear that this study was classified into descriptive research design with correlational analysis. However, a qualitative approach was used to address the question on the experiences of the senior high school administrators in research management in the school.

For a descriptive analysis, the researcher collected the data on the senior high school administrators' profile variates in terms of age and sex; educational background; work experiences as to the length of teaching and administrative experiences; research management trainings attended; and research productivity as to the number of researches conducted, research funding facilities availed,

research presentations, research awards received, and research publication. The researcher also collected quantitative data on the level of the research management competencies of senior high school administrators along organization and delivery of research services; research planning, strategy, and policy development; partnerships and collaboration; research funding; research integrity and ethics; managing funded research; research data and information management; and research uptake, utilization, and impact.

The correlational analysis was also employed to determine the significant relationship between the level of research management competencies of senior high school administrators along the aforementioned areas and each of their profile variates.

The gathered data were subjected to statistical analysis through the use of frequency count and percentage, arithmetic mean and standard deviation, weighted mean, Pearson Product Moment Coefficient Correlation (Pearson r), and Chi-square test.

Since this research study required to answer a qualitative question on the experiences of senior high school administrators in research management, the qualitative data obtained during the interview were treated and subjected for thematic analysis and the results would serve as additional inputs to this research study.

Instrumentation

This study utilized the three basic instruments in the collection of relevant information. These instruments were the self-made survey questionnaire used in gathering the quantitative data of the respondents with respect to their profile variates and research management competencies, the document analysis utilized in determining the accuracy of their data on their profile variates, and the semi-structured interview employed in gathering the qualitative data with regard to their experiences in research management.

The self-made survey questionnaire had two parts. Part I captured the profile of the senior high school administrator-respondents in terms of their age and sex; educational background; work experiences as to the length of teaching and administrative experiences; number of research management trainings attended; and research productivity as to the number of researches conducted, research facilities availed, research presentations, researches published and research awards received. Part II determined the level of research management competencies of school administrators along the following areas: organization and delivery of research services; research planning, strategy, and policy development; partnerships and collaboration; research funding; research integrity and ethics; managing funded research; research data and information management; and research uptake, utilization, and impact. Each area contained indicators of their research management competencies.

Data collected from the respondents with regard to their demographic profile pertaining to age, educational background, work experiences, number of research management trainings attended, and research productivity were compared to the available data compiled in the school or in the DepEd Samar Division Office. This was done to make sure that there was consistency of the data divulged by the respondents.

Under this study, a semi-structured interview was used as an interviewing technique. Its interview guide consisted of three sub-questions carefully formulated in order to elicit meaningful responses from the selected participants. This instrument included asking questions, listening to and recording answers from the selected participants on their strategies used and problems encountered in research management in the schools. The data obtained using this tool would serve as additional information for the findings of this study.

Validation of Instrument

The researcher drafted the questionnaire based on his readings from literature and studies reviewed. The draft was submitted to his adviser for further improvement. Suggestions to improve from the adviser were incorporated in the semi-final draft which were subjected to expert validation by the Committee on Oral Examination, and some senior high school administrators and division research personnel in both Samar Division and Catbalogan City Division. Similarly, suggestions from the experts were considered in the final revision of the

questionnaire. Meanwhile, the interview guide was drafted based on the qualitative question in this study. It was also submitted to the research adviser for content review.

To ascertain the reliability of the questionnaire, it underwent pilot-testing in Catbalogan City Division as the nearest Division in Samar Division. The validation area was composed of only seven secondary schools considering that they were only the public senior high schools of Catbalogan City Division. They had, more or less, similar characteristics with the most of the schools in Samar Division in terms of location, enrolment, and work force. Although these schools were in Catbalogan City Division, and the main respondents of the study were from Samar Division, still both two divisions were situated in the Province of Samar.

With the approval from the Schools Division Superintendent of Catbalogan City Division, the questionnaires were administered to the senior high school administrators of the following schools: Samar National School, Catbalogan National Comprehensive High School, Pangdan National High School, Guinsorongan National High School, Silanga National High School, Antonio Tuason National High School, and Catbalogan City Agro Industrial School.

The researcher used the Internal Consistency Method utilizing the Cronbach Coefficient Alpha, since the major components of the questionnaire utilized the Five-Point Likert scale. According to Hair et al. (2006), for the questionnaire to be adequate for research study, it must have a 0.70 or more

reliability coefficient. The questionnaire obtained the 0.77 coefficient which denoted an acceptable reliability score. The result of the try-out was the basis of final rephrasing, and even additional information, for obtaining a more reliable research output.

Sampling Procedure

This study was conducted among senior high school administrators only, since among all of those school administrators from elementary to high school, they were the ones that really needed to manage and implement research policies and programs in the schools for the teachers in senior high schools to be competitive in the delivery of research services to the students. In addition, building research competencies among students is one of the major components of senior high school curriculum. The researcher believed that this could only be attained successfully if these school administrators possessed better research management competencies. To that purpose, the researcher aimed to contribute something to the improvement of research management of senior high school administrators in Samar Division.

The total population sampling is employed if population is of manageable size and set apart by well-defined characteristics (Laerd Dissertation, 2019). The researcher used the total enumeration in the selection of senior high school administrators in the gathering of quantitative data on their profile and level of research management competencies. Therefore, there were 68 school

administrators from 68 senior high schools of 33 school districts of Samar Division who involved in the gathering of quantitative data.

The purposive sampling was used in choosing the participants in the qualitative data gathering. This sampling, according to Taherdoost (2016), is a technique in selecting the participants whom the researcher believed that they warranted inclusion since they could provide relevant information in the study. The researcher followed the following inclusion criteria: the participant must be a full-fledged head teacher or school principal, an immediate head of the school, and with at least three years of administrative experience in his or her present station. There were only six head teachers and six school principals included in the gathering of data to answer the qualitative question in this study.

Data Gathering Procedure

For the approval of the conduct of the study, the researcher sent a request letter to the Office of Schools Division Superintendent of Samar Division. Then, another request letter with the attached copy of the previously approved request letter from the Office of the Schools Division Superintendent was sent to the senior high school administrator-respondents for approval.

Upon approval of all request letters, the researcher personally administered the questionnaires to the senior high school administrator-respondents to ensure high percentage of retrieval. The purpose of the study was explained further to the

respondents for their understanding. All of their responses were treated with utmost confidentiality.

After the fielding of questionnaire, the quantitative data gathered from the respondents were tallied, tabulated, and analyzed using the appropriate descriptive and inferential statistical tools.

In obtaining the data on the research management experiences of school administrators, the researcher conducted the interview among selected participants at a place of their convenience. The qualitative data obtained were appropriately analyzed and the results served as inputs for further information of the findings of this study.

Statistical Treatment of Data

The data gathered were subjected to data processing, both manual and machine processing. In the statistical presentation and treatment of the data, the researcher employed the descriptive and inferential statistics, such as: frequency count, percentage, arithmetic mean, standard deviation, weighted mean, Pearson Product Moment Coefficient Correlation (Pearson r), and Chi-square test. On the other hand, the researcher treated the qualitative data obtained from the interview applying the thematic analysis.

The frequency count and percentage were employed to present the profile of the senior high school administrator-respondents in terms of their age and sex; educational background; work experiences as to their administrative and teaching

experiences; number of research management trainings attended; and research productivity along the number of researches conducted, research funding facilities, research presentation, research publication, and research awards. The frequency of occurrence by category was considered and the magnitude of its occurrence with respect to the total samples was calculated using these tools.

The arithmetic mean was used to calculate the mean age of senior high school administrator-respondents. It was also used to determine their average number of years in teaching and their administrative experiences. The standard deviation was used to compute for the disparity from the mean of the observed age and length of teaching and administrative experiences to determine the homogeneity and heterogeneity of the observations. On the other hand, the weighted mean was used to determine the assessment of the senior high school administrators on their level of research management competencies along the following areas: organization and delivery of research services; research planning, strategy, and policy development; partnerships and collaboration; research funding; research integrity and ethics; managing funded research; research data and information management; and research uptake, utilization, and impact.

The Pearson Product Moment Coefficient Correlation or (Pearson r) was employed to assess the relationship between the level of research management competencies of senior high school administrators along the aforementioned areas and their profile variates in terms of numerical variables as to age, teaching and administrative work experiences, number of research management trainings

attended, and research productivity along number of research studies conducted. The Chi-square test was also employed to assess the relationship of the level of research management competencies of senior high school administrators and their profile variates in terms of nominal variables as to sex, educational background, and research productivity along research funding facility, research presentation, research publication, and research awards received.

The hypothesis was tested at 0.05 level of significance. The researcher used the computer as an aid in the data processing by utilizing IBM SPSS Statistics 21 with the support of analysis tool pack add-ins of Microsoft Excel 2010.

The qualitative data obtained from this study were processed using the thematic analysis by Braun and Clarke (2013). After the interview, the gathered data on school administrators' experiences in research management were personally transcribed by the researcher for him to familiarize said data. The coding of data was done by careful examination of transcripts to determine experiences that express about meaningful topic. The generated codes that have the same meanings were clustered together. These clusters were labeled according to the meanings or shared relationships among codes. Using these labels, the themes were formed and defined based on the contents or meaning of the codes. The researcher interpreted now the significant findings derived from the defined themes for his reporting in this study.

Ethical Consideration

All information taken from all sources were recognized and cited properly to respect the intellectual right of the authors. The researcher incorporated all the suggestions and recommendations of the Committee on Oral Examination in the improvement of the conduct of the study and in the manuscript itself. To avoid plagiarism, the paper was run for plagiarism check after conducting the study.

This study followed the principle of informed consent making the respondents fully understood the implications of their participations and giving them assurance that all of their personal data were used only for the purpose of the study and were treated with utmost confidentiality. Communication with all of those involved in the locale of the study was secured with honesty and clarity. The researcher sought a voluntary participation of the participants and gave them the right to withdraw from the study without any coercion. The safety and anonymity of participants and their schools were ensured. This study thoroughly adhered to Data Privacy Act of 2012 to make sure that respondents' right to data privacy would not be violated.

The highest level of objectivity in all aspects of the study was maintained. All data gathering instruments were designed free from offensive words. The respondents were treated with due respect and fairness in which any discriminatory language or action was avoided. Any biased way of representation and dissemination of research findings was also avoided.

The personal data written on the questionnaires, stored on audio recording device, or kept in any form of data safekeeping were preserved only until their usefulness had concluded. Following the recommendation of Rouse (2013), the data under this study were disposed by shredding the questionnaires or deleting the recorded voice and electronic files to protect the respondents from any unlawful use of their personal information.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the quantitative data gathered from the senior high school administrator-respondents through the use of self-made survey questionnaire and the qualitative data obtained from the selected participants during the interview. Included herein are the corresponding analyses and interpretations of the data.

Profile of the Senior High School Administrators

This section presents the socio-demographic characteristics of the senior high school administrators in the Division of Samar in terms of age and sex, educational background, work experiences, number of research management trainings attended, and research productivity.

Age and Sex. Table 1 shows the age and sex distribution of the senior high school administrator-respondents.

Along age distribution, 17 (25.0 percent) out of the 68 senior high school administrator-respondents were aging 47-51 years old. Both male and female categories were dominant in this age bracket. While, both the age brackets of 27-31 years old and 32-36 years old had the same least number of respondents accounting to five or 7.4 percent. Hence, it obtained the mean age of 47.7 years old with standard deviation of 9.3 years old. Along sex distribution, majority or 36

(52.94 percent) of senior high school administrators belonged to female sex, while only 32 or 47.06 percent of them belonged to male sex.

Table 1

Age and Sex Distribution of the Senior High School Administrator-Respondents

Age Bracket (in years)	Sex Category				Total	Percent
	Male		Female			
	F	Percent	F	Percent		
57 – 61	5	16	8	22.2	13	19.1
52 – 56	6	19	7	19.4	13	19.1
47 – 51	7	22	10	27.8	17	25.0
42 – 46	4	13	3	8.3	7	10.3
37 – 41	5	16	3	8.3	8	11.8
32 – 36	3	9	2	5.6	5	7.4
27 – 31	2	6	3	8.3	5	7.4
Total	**32**	**100**	**36**	**100.0**	**68**	**100.0**
Mean	**46.7 years**	**-**	**48.5 years**	**-**	**47.7 years**	**-**
SD	**9.4 years**	**-**	**9.2 years**	**-**	**9.3 years**	**-**
Percent	**47.05882**	**-**	**52.941176**	**-**	**100.0**	**-**

Thus, it may be said that more senior high school administrator-respondents were in the late 40s, relatively young for the positions (Guzder, 2019). A good number of them desired and aspired for promotion. The same scenario is true to the study made by Sawati et al. (2013) that most of the school administrators were at late 40s when got promoted to full-fledged school head positions. Making good managerial decisions requires experiences which can improve with age (Bruine de Bruin, 2016). The above scenarios imply that though senior high school administrators are capable to handle serious situations like decision-making and

managerial tasks at their ages (Mohammad, 2016), still there is a need for them to take the opportunity to acquire the skills on research management in the school.

The results presented in the table also show that majority of the senior high schools of Samar Division were managed by female school administrators. The data imply that sex is not a factor in the designation of school heads. This signifies that male and female teachers have equal opportunity to be promoted in administrative positions. In the DepEd, any sex can already be considered into administrative position as gender equality is now being acknowledged (Llego, 2017). The job of the school administrators being the research managers is, above all, based on their competencies, experiences, and personalities and not by their sexes (Bojan, 2019). This further implies that both male and female senior high school administrators have an equal opportunity to become good research managers.

Educational Background. Table 2 presents the educational background of the senior high school administrator-respondents.

Table 2

Educational Background of Senior High School Administrators

Educational Background	Frequency (f)	Percent (%)
Doctorate Degree Holder	9	13.2
w/ doctorate Degree Units	18	26.5
Master's Degree Holder	22	32.3
w/ Master's Degree Unit	18	26.5
Bachelor's Degree Holder	1	1.5
Total	**68**	**100.0**

As shown in the table, more senior high school administrator-respondents were master's degree holders. There were 22 or 32.3 percent of them who earned full-fledged master's degree. Eighteen or 26.5 percent of them were with doctorate degree units and also 18 or 26.5 percent of them earned units in master's degree. There were nine or 13.2 percent of the them who graduated in doctorate program. Only one or 1.5 percent of them was still a bachelor degree holder.

The data presented in the table disclose that the senior high school administrator-respondents possessed educational qualifications necessary for their present positions. In the DepEd, the qualification educational standard for head teacher and principal positions was at least Bachelor's Degree in Education or Bachelor's Degree with 18 professional education units (Llego, 2016). Shulsinger (2017) emphasized that earning a graduate degree helps to improve one's skills to become more competitive in management including aspects on research. It helps the school administrators gain specialized knowledge to advance in the field of research management. Therefore, the results imply that since more senior high school administrator-respondents were masters' degree holders, they got more research experiences that could help them perform their duties as research managers.

Work Experiences. Table 3 shows the work experience of the senior high school administrator-respondents which includes their teaching experience and administrative experience as school heads.

Table 3

Work Experiences of the Senior High School Administrators

Work Experience (in years)	Nature of Work			
	Administrative		Teaching	
	Frequency (f)	Percent (%)	Frequency (f)	Percent
24 - 27	3	4.4	2	2.9
20 – 23	5	7.4	7	10.3
16 – 19	3	4.4	19	27.9
12 – 15	12	17.6	13	19.1
8 – 11	18	26.5	11	16.2
4 – 7	11	16.2	13	19.1
3 years and below	16	23.5	3	4.4
Total	**68**	**100.0**	**68**	**100.0**
Mean	**9.7 years**	**-**	**13.0 years**	**-**
SD	**6.6 years**	**-**	**6.0 years**	**-**

As shown in the table, 19 (27.9 percent) out of 68 senior high school administrator-respondents had a length of teaching experience within 16 to 19 years. Only three or 4.4 percent of them had a length of teaching experience of three years and below. As regards to their administrative experience, 18 (26.5 percent) of them had been to administrative positions for eight to 11 years now. Only three or 4.4 percent of them had been working for 24 to 27 years now. The mean or the average administrative experience of the senior high school administrator-respondents was 9.7 years while, their average teaching experience was 13 years. The standard deviation in their administrative experience was 6.6 years. The standard deviation in their teaching experience was six years.

Hassel (2016) claimed that those school administrators with experiences of 10 years and below in administrative works are considered neophytes in the

positions. It is, therefore, that more of the respondents of this study were considered as neophytes being senior high school administrators. Others had been in a position for a considerable number of years of administrative experience that afforded them with knowledge and competencies relative to management. The ability of the leader to manage the organization, according to Kolin (1978), must be learned and cultivated through experience. That is why, the act of effective research management of school administrators is acquired through years of practice in getting along with people, cultivating their research potentials, and using research outputs for the benefits of the school.

Number of Research Management Trainings Attended. Table 4 shows the number of research management trainings attended by senior high school administrator-respondents. As shown in the table, 57 or 83.8 percent out of 68 senior high school administrator-respondents had not attended trainings on research management. Ten or 14.7 percent of them had only attended one training on research management. Only one or 1.5 percent of them had attended two trainings on research management.

Table 4

Number of Research Management Trainings Attended by Senior High School Administrators

No. of Trainings Attended	Frequency (f)	Percent (%)
None	57	83.8
1 training	10	14.7
2 trainings	1	1.5
Total	**68**	**100.0**

The results reveal that there was less provision of trainings relevant to school research management in Samar Division that is why majority of senior high school administrator-respondents had no trainings in research management. This is also supported by Ulla (2018) in his findings that in the DepEd, the school personnel, especially school administrators, were lacking of relevant trainings relative to management of research. So, there is a need for senior high school administrators including their teachers to undergo trainings in all areas related to research including research management. The data in the table imply that the DepEd has no strict policy on research management trainings for school administrators. School administrators can continue managing the schools even without proper trainings in research management.

Research Productivity. Table 5 shows the research productivity of the senior high school administrator-respondents. As shown in the table in terms of research productivity indicators, 57 or 83.8 percent out of 68 senior high school administrator-respondents had not conducted any research study. One or 1.5 percent of them had conducted two researches. Ten or 14.7 percent of them had conducted only one research study. It was evident in this result that only very few of them were conducting research in the schools.

The findings were found similar to the report of the DepEd during 2018 Research Management Conference that there was only a few number of school personnel who submitted research proposal for approval under BERF, and completely conducted their researches in the field. Hence, the results of their

researches were utilized as bases for strategy formulation and decision-making (Cardona, 2020). The findings imply that majority of senior high schools lacked of motivation to conduct research.

Table 5

Research Productivity of the Senior High School Administrators

Research Productivity Indicator	Frequency (f)	Percent (%)
No. of Research Conducted:		
0 (None)	57	83.8
2	1	1.5
1	10	14.7
Total	**68**	**100.0**
Research Funding Facility:		
None (Without Research Conducted)	57	83.8
Personal	6	8.8
DepEd - Basic Educ Research Fund (BERF)	5	7.4
Total	**68**	**100.0**
Research Presentation:		
None	58	85.3
District	2	2.9
Division	4	5.9
Regional	3	4.4
Other (Non-DepEd Research Congress)	1	1.5
Total	**68**	**100**
Type of Research Awards Received:		
None	64	94.1
Best Oral Presenter	2	2.9
Best Poster Presentation	2	2.9
Total	**68**	**100**
Research Published:		
0 (None)	68	100
Total	**68**	**100.0**

In terms of research funding facility, 57 or 83.8 percent out of 68 senior high school administrator-respondents had not conducted any research study. Six or 8.8 percent of them had conducted their research studies through their personal

resources. Five or 7.4 percent of them had conducted their research studies through DepEd-Basic Education Research Fund (BERF). The findings show that more of the senior high school administrators were not into research and some of those who conducted researches used their personal fund and only very few availed the funding under the BERF program.

It was also true on the results of the research study conducted by Hussien, Langam, and Jerusalem (2019) that it is only very few school personnel including school heads who qualify to avail the subsidy under BERF because of some reasons like a rigorous assessment of research proposal, and a tedious disbursement process under the bureaucratic auditing system adopted by the DepEd. This implies that the motivation for conducting research among school administrators is low and not encouraging. Research funding of the DepEd must not be limited only to the BERF. The provision of more research incentives, and funding opportunities is a relevant component of an effective research management.

In terms of research presentation, 58 or 85.3 percent out of 68 senior high school administrator-respondents had not presented any research study. Two or 2.9 percent of them had presented their research studies in the district level. Four or 5.9 percent of them had presented their research studies in the division level. Three or 4.4 percent of them had presented their research studies in the regional level. One or 1.5 percent of them had presented his research study on a non-DepEd research congress. The above data disclose that a big percentage of senior high school administrator-respondent had no experience in research presentation

knowing that many of senior high school administrators had no researches conducted in the field.

This implies that the DepEd Samar Division had no particular structures in place to promote research. Access to more research opportunities and incentives is needed to improve their participation in research activities including research presentation (Zutlevics, 2016).

In terms of the type of research awards received, 64 or 94.1 percent out of 68 senior high school administrator-respondents had not received any award related to research. Two or 2.9 percent of them had received Best Oral Presenter awards while two or 2.9 percent of them had received the Best Poster Presentation awards. However, in terms of research published, this study found out that no one among the 68 senior high school administrator-respondents had published their research study. This was so because more school personnel in the DepEd had no knowledge in publishing research paper (Hussien et al., 2019).

The findings imply that the senior high school administrators were not able to publish any research study considering that some of them had no researches conducted in the field and others were not aware on how to publish research articles. Thus, they were not provided proper orientation as to the process of preparing publishable research articles.

Although it is the mandate of the R.A. 9155 of the Philippine Constitution to let DepEd require all school divisions to engage in the conduct of research activities (Chapter 1, Section 7(5) of RA 9155), the data above imply that the DepEd

Samar Division was not very strict to school administrators with regard to research. There was a lack of developmental research opportunities to enhance the skills of school administrators in conducting research. It was not also the priority in the works of senior high school administrators at this time. The findings further implies that the implementation of research management policy of the DepEd Samar Division has lacked of emphasis on improving the school administrators' attitudes to conduct research.

Level of Research Management Competencies of Senior High School Administrators

This section provides the data on the level of research management competencies of senior high school administrator-respondents along the following areas: organization and delivery of research services; research planning, strategy and policy development; partnerships and collaboration; research funding; research integrity and ethics; managing funded research; research data and information management; and research uptake, utilization, and impact.

Organization and Delivery of Research Services. Table 6 shows the level of research management competency of senior high school administrator-respondents along organization and delivery of research management services.

As shown in the table, "Organization and structure of research support functions and activities in the school" had a weighted mean of 2.04 and interpreted as, the senior high school administrators having less competency in this indicator.

Table 6

Level of Research Management Competency of Senior High School Administrators Along Organization and Delivery of Research Services

	Indicator	$\bar{X}$w/Interpretation	
1.	Organization and structure of research support functions and activities in the school	2.04	LC
2.	Management and delivery of administrative, managerial and strategic deliverables or research activities in the school	2.15	LC
3.	Monitoring and review of research support functions and activities	2.25	LC
	Grand Total	**6.44**	**-**
	Grand Mean	**2.15**	**LC**

Legend:
4.51 - 5.00 - Highly Competent (HC)/w/ 91-100% sufficiency level
3.51 - 4.50 - Competent (C)/w/ 61-90% sufficiency level
2.51 - 3.50 - Moderately Competent (MC)/w/ 31-60% sufficiency level
1.51 - 2.50 - Less Competent (LC)/w/ 1-30% sufficiency level
1.0 - 1.50 - Not Competent (NC)/w/ 0% sufficiency level

In terms of "Management and delivery of administrative, managerial and strategic deliverables or research activities in the school," the senior high school administrators had a weighted mean of 2.15 or less competent. In terms of "Monitoring and review of research support functions and activities," the senior high school administrators had a weighted mean of 2.25 or less competent. Overall, the senior high school administrator-respondents got 2.15 which meant that they were less competent in the organization and delivery of research management services.

The school administrators should adopt and use particular strategies in implementing their strategic plan into practice in consonance with the policy of the DepEd (Arinato, 2014) like Research Management Guidelines (RMG) Policy. Only very few of school administrators had a comprehensive plan in the delivery of

research services in the school. Others were still found to be indifferent in relation to the implementation of research policies and programs of the DepEd. They were really struggling to succeed in research considering the hindering factors such as lack of technical know-how in conducting research and management of research in the school (Hussine et al., 2019). Besides, it was not the priority of others to attend and succeed in research management due to overflowing implementation of DepEd programs and projects. The above scenario implies that the organization and delivery of research services in the school was not the priority of more senior high school administrators in the Division of Samar since they needed to be capacitated to enhance their competencies in this area of research management.

Research Planning, Strategy and Policy Development. Table 7 shows the level of research management competency of senior high school administrators along research planning, strategy, and policy development. As shown in the table in terms of "Conceptualization, plan or formulation of research-based approaches and practices aligned with the goals of the school," the senior high school administrators have a weighted mean of 2.59 or moderately competent.

In terms of "Facilitation and support for the development and implementation of DepEd research policies and strategies in the school," the senior high school administrators had weighted mean of 2.42 which can be interpreted as having low competency.

In terms of "Monitoring and evaluation of the progress of the school research initiatives and the DepEd research approaches, policies and strategies in

the school," the senior high school administrators had a weighted mean of 2.40 which can be interpreted as having low competency. In the overall weighted mean, the senior high school administrators got 2.47 interpreted as less competent.

Table 7

Level of Research Management Competency of Senior High School Administrators Along Research Planning, Strategy and Policy Development

Indicator	Xw/Interpretation	
1. Conceptualization, plan or formulation of research-based approaches and practices aligned with the goals of the school.	2.59	MC
2. Facilitation and support for the development and implementation of DepEd research policies and strategies in the school.	2.42	LC
3. Monitoring and evaluation of the progress of the school research initiatives and the DepEd research approaches, policies and strategies in the school.	2.40	LC
Grand Total	**7.41**	**-**
Grand Mean	**2.47**	**LC**

Legend:
4.51 - 5.00 - Highly Competent (HC)/w/ 91-100% sufficiency level
3.51 - 4.50 - Competent (C)/w/ 61-90% sufficiency level
2.51 - 3.50 - Moderately Competent (MC)/w/ 31-60% sufficiency level
1.51 - 2.50 - Less Competent (LC)/w/ 1-30% sufficiency level
1.00 - 1.50 - Not Competent (NC)/w/ 0% sufficiency level

The other senior high school administrators, due to overflowing activities of the DepEd, had no time to plan for school initiatives and strategies for research policy development in school. They rather focused on the most important deliverables in school as mandated by the DepEd (Ulla, Barrera & Acompanado, 2017). Although there are some of the school administrators who want to implement any research-related program in school and try to motivate their teachers, still they are struggling and cannot get full support from more teachers who are passive or who refuse to cooperate with it. It is a common notion among these teachers that their main responsibility is to teach students in the classroom

(Morales, 2016). The findings of this study signify that senior high school administrators in the DepEd Samar Division were less competent on research planning, strategy, and policy development. Thus, it implies that there was no effective facilitation among senior high school administrators of the development and implementation of plans, strategies, polices, standards, and guidelines in the area of research management.

Partnerships and Collaboration. Table 8 shows the level of research management competency of senior high school administrators in terms of partnership and collaboration. As shown in the table in terms of "Building of cooperative relationship between the school and other agencies, research organizations, or stakeholders in the conduct of research," the senior high school administrators have a weighted mean of 2.53 which can be interpreted as having moderate competency on this indicator.

Table 8

Level of Research Management Competency of Senior High School Administrators Along Partnerships and Collaboration

	Indicator	Xw	Interpretation
1.	Building of cooperative relationship between the school and other agencies, research organizations, or stakeholders in the conduct of research	2.53	MC
2.	Development of cooperative works among teachers and other school personnel at fulfilling common research goals	2.40	LC
3.	Sustainability of a database of active collaborations on behalf of the school	2.43	LC
	Grand Total	**7.36**	**-**
	Grand Mean	**2.45**	**LC**

Legend:
4.51 - 5.00 - Highly Competent (HC)/w/ 91-100% sufficiency level
3.51 - 4.50 - Competent (C)/w/ 61-90% sufficiency level
2.51 - 3.50 - Moderately Competent (MC)/w/ 31-60% sufficiency level
1.51 - 2.50 - Less Competent (LC)/w/ 1-30% sufficiency level
1.0 - 1.50 - Not Competent (NC)/w/ 0% sufficiency level

In terms of "Development of cooperative works among teachers and other school personnel at fulfilling common research goal," the senior high school administrators have a weighted mean of 2.40 which can be interpreted as having low competency in this indicator.

In terms of "Sustainability of a database of active collaborations on behalf of the school," the school heads have a weighted mean of 2.43 which can be interpreted as having low competency on this indicator. In the overall result, the grand weighted mean was 2.45. It signifies that the senior high school administrators in Samar Division were less competent on partnership and collaboration in research.

Research partnership and collaboration plays a vital role in inculcating the culture of research in school (Armstrong, 2015). It is, therefore, relevant for school administrators to give full emphasis on the research partnership and collaboration. According to Grimma-Farrell (2017), this partnership and collaboration must be emphasized to give anyone in the school an avenue to share their knowledge and skills in research. The DepEd Research Management Guidelines (RMG) mandates the school through its school administrators to embark with research projects with potential partner institutions provided that this will serve as capability building for the teachers, and the two institutions will explore the cost sharing in conducting research (DepEd, 2017). The findings of this study imply that most of senior high school administrators had no clear and effective strategy to establish research partnership and collaboration in the school. They could not gain support

because they were less competent in establishing research partnership and collaboration. Still, they need to engage in team building as a sure way to get things done easily (Origenes, 2009). Therefore, the challenge now for senior high school administrators is to establish an effective research partnership and collaboration with the school stakeholders and among their school personnel.

Research Funding. Table 9 shows the research management competency of the senior high school administrator-respondents in terms of research funding. As shown in the table in the area of "Identification and dissemination of research funding opportunities for teachers and other school personnel," the senior high school administrators have a weighted mean of 2.78 which can be interpreted as having moderate competency in this area.

In terms of "alignment of research funding proposals to the organizational vision and mission and to the research priorities of the school," the senior high school administrators have a weighted mean of 2.50 or moderately competent.

In terms of "Optimization of research funding strategies of the DepEd or non-Deped entities," the senior high school administrators have a weighted mean of 2.45 or moderately competent.

In terms of "Utilization of infrastructures like management and financial support structures of the school to assist the efficiency and effectiveness of the proposal process," the senior high school administrators have a weighted mean of 2.32 or moderately competent. In the overall result, the senior high school administrators have a grand mean of 2.52. This can be interpreted that the senior

high school administrator-respondents are moderately competent on research funding.

Table 9

Level of Research Management Competency of Senior High School Administrators-Respondents Along Research Funding

	Indicator	Xw/Interpretation	
1.	Identification and dissemination of research funding opportunities for teachers and other school personnel.	2.78	MC
2.	Alignment of research funding proposals to the organizational mission and vision and to the research priorities of the school.	2.50	MC
3.	Optimization of research funding strategies of the DepEd or non-Deped entities.	2.46	MC
4.	Utilization of infrastructures like management and financial support structures of the school to assist the efficiency and effectiveness of the proposal process.	2.32	MC
	Grand Total	**10.06**	**-**
	Grand Mean	**2.52**	**MC**

Legend:
4.51 - 5.00 - Highly Competent (HC)/w/ 91-100% sufficiency level
3.51 - 4.50 - Competent (C)/w/ 61-90% sufficiency level
2.51 - 3.50 - Moderately Competent (MC)/w/ 31-60% sufficiency level
1.51 - 2.50 - Less Competent (LC)/w/ 1-30% sufficiency level
1.00 - 1.50 - Not Competent (NC)/w/ 0% sufficiency level

Conducting research entails amount of money (Schiffauerova, 2015). The findings are in connection to what Firth (2016) attested in his work that unavailability of research funding is a challenge to research participation of anyone in the school. Although, the findings of this study revealed that school administrators were moderately competent in research funding, still it is a challenge for them to secure research funding since the school MOOE is not sufficient enough to cover all the school needs (Ochada & Gempes, 2018). As reiterated in the DepEd Research Management Guidelines (RMG), the school may explore partnerships with external stakeholders for the chance of giving grants to

school researcher. This is to expand the chance of the school to conduct more researches with the funding support from external stakeholders (DepEd, 2017). The above scenarios imply that senior high school administrators were knowledgeable about seeking support for the conduct of research in the school but they needed further guidance or reinforcement activities to enhance their skills in this area of research management.

Research Integrity and Ethics. Table 10 shows the level of research management competency of senior high school administrator-respondents along research integrity and ethics. As shown in the table in terms of "Formulation and implementation of a good policy framework and ethical standards or considerations in conducting research," the senior high school administrators have a weighted mean of 2.63 or moderately competent.

Table 10

Level of Research Management Competency of Senior High School Administrators Along Research Integrity and Ethics

	Indicator	Xw/Interpretation	
1.	Formulation and implementation of a good policy framework and ethical standards or considerations in conducting research.	2.63	MC
2.	Promotion and fostering among researchers a compliance and responsible conduct of research.	2.04	LC
3.	Validation of the quality of individual research in the school.	1.53	LC
	Grand Total	**6.20**	**-**
	Grand Mean	**2.07**	**LC**

Legend:
4.51 - 5.00 - Highly Competent (HC)/w/ 91-100% sufficiency level
3.51 - 4.50 - Competent (C)/w/ 61-90% sufficiency level
2.51 - 3.50 - Moderately Competent (MC)/w/ 31-60% sufficiency level
1.51 - 2.50 - Less Competent (LC)/w/ 1-30% sufficiency level
1.00 - 1.50 - Not Competent (NC)/w/ 0% sufficiency level

In terms of "Promotion and fostering among researchers a compliance and responsible conduct of research," the senior high school administrators have a weighted mean of 2.04 or less competent.

In terms of "Validation of the quality of individual research in the school," the senior high school administrators have a weighted mean of 1.53 or less competent. In the overall result, the grand mean of the senior high school administrators is 2.07, interpreted as less competent.

It is the mandate of the DepEd through the "Adoption of the Basic Education Research Agenda" that the school administrators shall monitor the conduct of research in the school and make sure that honesty, fairness, and accuracy in conducting research are observed all the time (DepEd, 2016), and ensure the confidentiality in keeping the data of respondents (DepEd, 2017). It is noticeable, however, that the senior high school administrators assessed themselves as less competent in research management along research integrity and ethics. Thus, the findings imply that the senior high school administrators needed formal trainings on the proper evaluation of the research adherence to highest ethical standards of conducting research in the school.

Managing Funded Research. Table 11 shows the level of research management competency of the senior high school administrator-respondents along managing funded research. As shown in the table in terms of "Management of human resource capacity to aid the effective conduct of funded research," the

senior high school administrator-respondents have a weighted mean of 2.32 or less competent.

Table 11

Level of Research Management Competency of Senior High School Administrators Along Managing Funded Research

	Indicator	Xw/Interpretation	
1.	Management of human resource capacity to aid the effective conduct of funded research.	2.32	LC
2.	Development of the researchers' adherence to the conditions, and timelines of funding entities and to the management structure of the DepEd or school.	2.37	LC
3.	Taking on the responsibility of stewardship of the relationship of the school with the funding entities or stakeholders.	2.49	LC
	Grand Total	**7.18**	**-**
	Grand Mean	**2.39**	**LC**

Legend:
4.51 - 5.00 - Highly Competent (HC)/w/ 91-100% sufficiency level
3.51 - 4.50 - Competent (C)/w/ 61-90% sufficiency level
2.51 - 3.50 - Moderately Competent (MC)/w/ 31-60% sufficiency level
1.51 - 2.50 - Less Competent (LC)/w/ 1-30% sufficiency level
1.00 - 1.50 - Not Competent (NC)/w/ 0% sufficiency level

In terms of "Development of the researchers' adherence to the conditions, and timelines of funding entities and to the management structure of the DepEd or school," the senior high school administrator-respondents have a weighted mean of 2.37 or less competent.

In terms of "Taking on the responsibility of stewardship of the relationship of the school with the funding entities or stakeholders," the senior high school administrators have a weighted mean of 2.49 or less competent. In the overall result, the grand mean of the senior high school administrator-respondents is 2.39, understood to be less competent.

The above data imply that these senior high school administrators had a rear opportunity to manage grant funded research projects since most of them and their school personnel were not engaged into conducting funded researches. A less provision of funding opportunity by the DepEd to school personnel is seen as one of the reasons why many among the school administrators had no opportunity to work a funded research in the school with their teachers (Hussien et al., 2019).

Research Data and Information Management. Table 12 shows the level of research management competency of senior high school administrators along research data and information management. As shown in the table in terms of "Development of research data and information management plans and support system," the senior high school administrators have a weighted mean of 2.51 or moderately competent.

Table 12

Level of Research Management Competency of Senior High School Administrators Along Research Data and Information Management

	Indicator	Xw	Interpretation
1.	Development of research data and information management plans and support system.	2.51	MC
2.	Promotion of the development and coordination of data policies, data training and data infrastructure.	2.51	MC
3.	Management and application of research-related data in strategic decision making.	2.50	LC
	Grand Total	**7.52**	**-**
	Grand Mean	**2.51**	**MC**

Legend:
4.51 - 5.00 - Highly Competent (HC)/w/ 91-100% sufficiency level
3.51 - 4.50 - Competent (C)/w/ 61-90% sufficiency level
2.51 - 3.50 - Moderately Competent (MC)/w/ 31-60% sufficiency level
1.51 - 2.50 - Less Competent (LC)/w/ 1-30% sufficiency level
1.00 - 1.50 - Not Competent (NC)/w/ 0% sufficiency level

In terms of "Promotion of the development and coordination of data policies, data training and data infrastructure," the senior high school administrators have a weighted mean of 2.51 or moderately competent.

In terms of "Management and application of research-related data in strategic decision making," the senior high school administrators have a weighted mean of 2.50 or less competent. In the overall result, the grand mean is 2.51, understood to be moderately competent.

Research data and information could not be necessarily considered relevant without utilizing these to contribute to the body of knowledge. It is very important to have an established data support system in school. Efforts of school administrators could be geared toward realizing these research data and information for effective decision making (Omeluzor, Madukoma, Bamidele & Ogbuiyi, 2012). Therefore, school administrators must be competent in management and application of research-related data and information in strategic decision making. However, the above data imply that although the senior high school administrators assessed themselves as moderately competent, still they need to improve their skills in the storage, sharing, and management of research data and information. The issuance of the memorandum on the implementation of the "Research Management Guidelines" (RMG) Policy" is not enough to say that the school administrators are properly guided in this matter. There is a need

for DepEd Samar Division to provide school administrators a capability building and technical assistance to help them conceptualize an effective data support system in the school level so that research data will be properly managed and used.

Research Uptake, Utilization, and Impact. Table 13 shows the level of research management competency of the senior high school administrators along research uptake, utilization, and impact. As shown in the table in terms of "Enhancement of the dissemination and communication of research," the weighted mean is 2.29 or less competent.

Table 13

Level of Research Management Competency of School Administrator-Respondents Along Research Uptake, Utilization and Impact

	Indicator	Xw/Interpretation	
1.	Enhancement of the dissemination and communication of research	2.29	LC
2.	Building research capacity to expand generation and application of evidence in developing practices.	2.18	LC
3.	Encouragement of researchers to showcase research outputs locally or globally by publishing research studies in credible and reputable research journals online	2.06	LC
4.	Measurement and demonstration of research impacts or effects in the school	2.10	LC
	Grand Total	**8.63**	-
	Grand Mean	**2.15**	**LC**

Legend:
4.51 - 5.00 - Highly Competent (HC)/w/ 91-100% sufficiency level
3.51 - 4.50 - Competent (C)/w/ 61-90% sufficiency level
2.51 - 3.50 - Moderately Competent (MC)/w/ 31-60% sufficiency level
1.51 - 2.50 - Less Competent (LC)/w/ 1-30% sufficiency level
1.00 - 1.50 - Not Competent (NC)/w/ 0% sufficiency level

In terms of "Building research capacity to expand generation and application of evidence in developing practices," the weighted mean is 2.18 or less competent. In terms of "Encouragement of researchers to showcase research outputs locally or globally by publishing research studies in credible and reputable research journals online," the weighted mean is 2.06 or less competent.

However, in the indicator "Measurement and demonstration of research impacts or effects in the school," the weighted mean is 2.10 or less competent. In the overall result, the grand mean is 2.15, interpreted to be less competent. It signifies that the senior high school administrators were less competent along research uptake, utilization, and impact.

The DepEd Order No. 29, s. of 2002 clearly states the policy that school administrators must perform their duties and responsibilities in the initiation, evaluation, implementation, and sharing of research outcomes. The results of this study suggested that many of the school administrators found themselves less competent in measuring and demonstrating the research impacts or outcomes of the study. Relative to this, Salazar-Clemena and Almonte-Acosta (2007) cited several challenges encountered in the school such as no consistent mechanism for research data sharing and utilization, lack of resources in implementing the results of any study, and lack of technical know-how in research management. The findings imply that the senior high school administrators of DepEd Samar Division were not knowledgeable enough on the proper measurement, utilization, and sharing of research outcomes. Thus, they need for further improvement.

Relationship between the Level of Research Management Competencies of SHS Administrator-Respondents and Their Profile Variates

This section displays the results of the analysis undertaken on the relationships between the level of research management competencies of senior high school administrators along the aforesaid areas and their profile variates.

Table 14 shows the relationship between the level of research management competencies of the senior high school administrators along each of the aforementioned areas and their profile variates in terms of age, work experience, research trainings attended, and the number of researches conducted as one of the indicators under their research productivity.

As shown in the table the relationship between the level of research management competency along organization and delivery of research services and the profile of the senior high school administrators, only the number of researches conducted has significant relationship with the r-value of 0.317 and p-value of 0.008 which turned less than the alpha of 0.05. While, age, work experiences in both administrative and teaching, and number of relevant trainings were found to have no significant relationship to organization and delivery of research management services competency of the senior high school administrators. The result of analysis indicates that the number of researches conducted by the school administrators have connection with the level of their

Table 14

Relationship Between the Level of Research Management Competencies of the Senior High School Administrators along the different Areas and their Profile Variates in terms of Age, Work Experience, Research Trainings Attended and Researches Conducted

Area of Competencies	Profile	r-value	Sig.	Evaluation
Organization and Delivery of Research Services	Age	-0.156	0.203	Not Significant
	Work Experience			
	Administrative	-0.081	0.509	Not Significant
	Teaching	-0.232	0.057	Not Significant
	No. of Relevant Trainings	-0.106	0.392	Not Significant
	No. of Research Conducted	0.317	0.008	Significant
Research Planning, Strategy and Policy Development	Age	-0.209	0.087	Not Significant
	Work Experience			
	Administrative	-0.121	0.325	Not Significant
	Teaching	-0.289	0.317	Not Significant
	No. of Relevant Trainings	-0.102	0.410	Not Significant
	No. of Research Conducted	0.316	0.009	Significant
Partnerships and Collaboration	Age	-0.078	0.529	Not Significant
	Work Experience			
	Administrative	-0.068	0.582	Not Significant
	Teaching	-0.222	0.069	Not Significant
	No. of Relevant Trainings	-0.067	0.588	Not Significant
	No. of Research Conducted	0.289	0.017	Significant
Research Funding	Age	-0.128	0.297	Not Significant
	Work Experience			
	Administrative	-0.095	0.441	Not Significant
	Teaching	-0.190	0.120	Not Significant
	No. of Relevant Trainings	-0.080	0.515	Not Significant
	No. of Research Conducted	0.267	0.027	Significant
Research Integrity and Ethics	Age	-0.019	0.876	Not Significant
	Work Experience			
	Administrative	-0.021	0.866	Not Significant
	Teaching	-0.169	0.169	Not Significant
	No. of Relevant Trainings	-0.116	0.348	Not Significant
	No. of Research Conducted	0.288	0.017	Significant
Managing Funded Research	Age	0.030	0.809	Not Significant
	Work Experience			
	Administrative	0.058	0.641	Not Significant
	Teaching	-0.168	0.171	Not Significant
	No. of Relevant Trainings	-0.013	0.916	Not Significant
	No. of Research Conducted	0.280	0.016	Significant
Research Data and Information Management	Age	0.028	0.823	Not Significant
	Work Experience			
	Administrative	0.093	0.449	Not Significant
	Teaching	-0.199	0.104	Not Significant
	No. of Relevant Trainings	-0.073	0.554	Not Significant
	No. of Research Conducted	0.188	0.024	Significant
Research Uptake, Utilization and Impact	Age	0.017	0.892	Not Significant
	Work Experience			
	Administrative	0.044	0.720	Not Significant
	Teaching	-0.187	0.126	Not Significant
	No. of Relevant Trainings	-0.106	0.390	Not Significant
	No. of Research Conducted	0.257	0.034	Significant

**Significant at $\alpha = 0.05$*

research management competency along organization and delivery of research management services in school.

This implies that engaging into actual research works of senior high school administrators affects their capabilities to organize and establish research support functions and activities in school. Those administrators with research skills can easily come up with new services to better meet those needs of their organizations (Glassdoor, 2008).

In the correlational analysis between the research planning strategy and policy development competency of the senior high school administrators and their profile, only the number of researches conducted obtained the r-value of 0.316 and p-value of 0.009 which turned less than the level of significance of 0.05. The other profile variates which include the age, administrative and teaching experiences, and number of relevant trainings have no significant relationship to the level of research management competency along research planning strategy and policy development of the senior high school administrators. This signifies that the number of research studies conducted by school administrators have significant connection with the level of their research management competency along research planning, strategy and policy development in the school.

In support, Azmi and Daud (2019) found out in their study that the more research method skills acquired by managers, the higher their capabilities in research planning, strategy, and policy development. This only implies that an exposure to research works can help school administrators enhance their facilitation skills in research planning, strategies, and policy development.

The result of correlational analysis between the partnership and collaboration competency of the senior high school administrators and their profiles shows that only the number of researches conducted has significant relationship with the r-value of 0.289 and p-value of 0.017 less than the $\alpha = 0.05$. The rest of the profile variates namely: age, work experiences in administrative and teaching, and the number of relevant trainings have no significant relationship to the partnership and collaboration competency of the senior high school administrators. The findings serve as evidence that the number of research studies conducted by the school administrators have relevant connection with the level of their research management competency along research partnership and collaboration.

According to Nystrom, Karltun, Keller, and Gare (2018), research skills are some of the needed skills in research partnership and collaboration to ensure support and build trust and understanding with the involved researchers and stakeholders at several stages of the study. So, the findings imply that senior high schools with a strong research partnership and collaboration were managed by school administrators who were research enthusiasts.

In terms of the relationship between the research funding competency of the senior high school administrators and their profile, Table 14 shows that only the number of researches conducted with r-value of 0.267 and p-value of 0.027 which turned less than the alpha has significant relationship. The rest of the profile variates namely: age, administrative and teaching experiences, and the number of

relevant trainings have no significant relationship to the research funding competency of the senior high school administrators. The findings reveal that the profile of senior high school administrators with respect to the number of their research studies conducted has significant connection to the level of their research management competency along research funding.

Therefore, the findings give an implication that succeeding in applying for research funding is an essential skill for experienced senior high school administrators in research. This is attested by Konieczko and Palmaro (2020) that knowing how to find grants can expand and enrich the research project. The experienced researcher would likely succeed in finding research grant opportunities.

In the correlational analysis between the research integrity and ethics competency of the senior high school administrators and their profile, it was found out that only the number of researches conducted with r-value of 0.288 and p-value of 0.017 has significant relationship. The rest of the profile variates namely: age, administrative and teaching experiences, and the number of relevant trainings have no significant relationship to the research integrity and ethics competency of the senior high school administrators. The findings disclose that there is a significant connection between the number of research studies conducted by the school administrators and the level of their research management competency along research integrity and ethics.

This leads to an implication that competency in research of senior high school administrators entails responsible management on the conduct of research in school with adherence to ethical standards. Schaller-Demers (2012) claimed that the research administrators play a crucial role in ensuring research ethics, and implementing and policing research integrity in organization. The experienced administrators in research can understand the rigor of research that could help them guide the researchers appropriately and let them practice the proper stewardship relying on the prevailing and relevant rules to be successful.

In testing the relationship between the managing funded research competency of the senior high school administrators and their profile, only the number of researches conducted obtained the r-value of 0.280 and p-value of 0.016 which turned less than the alpha of 0.05. The rest of the profile variates namely: age, work experience in administrative, and the number of relevant trainings have no significant relationship to the managing funded research competency of the senior high school administrators. Those senior high school administrators with researches conducted were determined to be competent in managing funded research.

One of the skills that the true researchers need to possess is learning how to effectively manage a budget. Those experienced administrators in research can think better ways of handling budgets. This skill is needed in order to lead researchers conducting funded projects (Nagy, 2019). Therefore, this implies that

the research skills of senior high school administrators are essential for an effective grant management in school.

In terms of the relationship between the research data and information management research competency of the senior high school administrators and their profile, table 14 shows that only the number of researches conducted with r-value of 0.188 and p-value of 0.024 has significant relationship. The rest of the profile variates such as age, administrative and teaching experiences, and the number of relevant trainings have no significant relationship to the research data and information management competency of the senior high school administrators. The findings signify a significant connection between the number of researches conducted by school administrators and the level of their research management competency along research data and information management.

In support, Nagy (2019) reiterated in her work that whatever result the researchers get, their research administrators need to successfully handle large amounts of data through a well-organized data storage system. This is one of the skills of administrators who excel in research. In this study, this gives an implication that the senior high school administrators with more experiences in conducting research can effectively manage data and information that are created in the course of research for the benefit of the school.

Table 14 finally shows the result of correlational analysis between the research uptakes, utilization, and impact competency of the senior high school administrators and their profile. Only the number of researches conducted

obtained the r-value of 0.257 and p-value of 0.034 which turn less than the α=0.05. Other profile variates such as age, administrative and teaching experiences, and the number of relevant trainings possessed no significant relationship to the research uptakes, utilization, and impact competency of the senior high school administrators. The result of analysis justifies a significant connection between the profile of school administrators in terms of the number of researches conducted and the level of their research management competency along research uptake, utilization, and impact.

Research experience like conducting more researches should be taken into account to promote research utilization. It is one of the factors that influences the perception of the administrators (Wang, Jiang, Wang, Wang & Bai, 2013). A sustainable competitive advantage depends on the research administrators who are able to make the best use of the research outputs (Hemsley-Brown, 2004). This implies that research experiences are relevant components for the development of senior high school administrators' abilities to measure, demonstrate, and share the research outputs of the study.

The senior high school administrators with experiences of conducting research were more competent in research management than those of them with no research conducted in the field. These research skills, as pinpointed by Reachivy (2020), can help administrators to understand the existing problems and to collect, manage, and utilize necessary information to come up with appropriate solutions to solve the problems. The school administrators that are into research

have the enthusiasm to manage the research and to implement research policies and initiatives in the schools of their jurisdiction. Therefore, the pieces of evidence obtained in this study substantiate the need for senior high school administrators to receive formal training in research management including the conduct of research and its utilization in the provision of managerial support to achieve educational goals.

Table 15 shows the relationship between the level of research management competencies of the senior high school administrators along each of the aforementioned areas and their profile in terms of sex, educational background and research productivity such as research funding facility availed, research presentation, and research awards received.

As shown in the table in the relationship between the organization and delivery of research services competency and the profile of the senior high school administrators, the educational background and the research presentation obtained chi-square values of 12.4 and p-value of 0.04, and 26.7 and p-value of 0.04 respectively which turned less than the significance level of 0.05. The rest of the profiles namely: sex, research funding facility, and research awards obtained the p-values which turned greater than the level of significance of 0.05 and therefore, found of having no significant relationship to the organization and delivery of research management services competency of the senior high school

Table 15

Relationship Between the Level of Research Management Competencies of the Senior High School Administrators along the different Areas and their Profile in terms of Sex, Educational Background, and Research Productivity

Area of Competencies	Profile	Chi-square value	Df	p-value	Evaluation
Organization and Delivery of Research Services	Sex	2.5	4	0.63	Not Significant
	Educational Background	12.4	12	0.04	Significant
	Research Funding Facility	12.7	8	0.12	Not Significant
	Research Presentation	26.7	16	0.04	Significant
	Research Awards	5.0	8	0.76	Not Significant
Research Planning, Strategy and Policy Development	Sex	3.3	4	0.52	Not Significant
	Educational Background	13.5	12	0.03	Significant
	Research Funding Facility	13.3	8	0.01	Significant
	Research Presentation	16.7	16	0.40	Not Significant
	Research Awards	5.1	8	0.75	Not Significant
Partnerships and Collaboration	Sex	5.2	4	0.27	Not Significant
	Educational Background	13.8	12	0.02	Significant
	Research Funding Facility	15.1	8	0.01	Significant
	Research Presentation	30.9	16	0.06	Not Significant
	Research Awards	7.8	8	0.45	Not Significant
Research Funding	Sex	6.4	4	0.17	Not Significant
	Educational Background	18.6	9	0.53	Not Significant
	Research Funding Facility	6.2	6	0.04	Significant
	Research Presentation	24.9	12	0.02	Significant
	Research Awards	3.5	6	0.04	Significant
Research Integrity and Ethics	Sex	1.7	4	0.80	Not Significant
	Educational Background	14.2	12	0.03	Significant
	Research Funding Facility	16.6	8	0.03	Significant
	Research Presentation	18.0	16	0.02	Significant
	Research Awards	5.0	8	0.01	Significant
Managing Funded Research	Sex	4.1	5	0.32	Not Significant
	Educational Background	12.7	12	0.39	Not Significant
	Research Funding Facility	13.8	8	0.02	Significant
	Research Presentation	15.7	16	0.03	Significant
	Research Awards	3.9	8	0.01	Significant
Research Data and Information Management	Sex	0.7	4	0.87	Not Significant
	Educational Background	8.8	9	0.04	Significant
	Research Funding Facility	4.8	6	0.03	Significant
	Research Presentation	12.6	12	0.40	Not Significant
	Research Awards	1.6	6	0.95	Not Significant
Research Uptake, Utilization, and Impact	Sex	3.1	4	0.39	Not Significant
	Educational Background	18.6	9	0.03	Significant
	Research Funding Facility	13.9	6	0.03	Significant
	Research Presentation	13.2	12	0.02	Significant
	Research Awards	3.4	6	0.76	Not Significant

**Significant at 0.05 significance level*

administrators. It can be gleaned from the table that the educational background and the research presentation of senior high school administrators have significant relationship with the level of their research management competency along the area of organization and delivery of research services.

The findings imply that education contributes to school administrators' effectiveness in organization and delivery of research services in school. It is essential for them to finish relevant program in a graduate school to help them pursue the continuous progress in the implementation of school services including research (Baldovino, 2017). Another implication of the findings is also the same of what Tae (2019) noted in his academic work that engaging into research presentation is a valuable learning experience for school administrators to gain relevant insights that can help them enhance their capabilities to establish research support functions and activities in school.

In terms of the relationship between the research planning, strategy, and policy development competency and the profile of the senior high school administrators, educational background with chi-square of 13.5 and p-value of 0.03 and research funding facility with chi-square of 13.3 and p-value of 0.01 have significant relationships. Other profiles which include sex, research presentation, and research awards received were found to have no significant relationship to the research planning, strategy, and policy development competency of the senior high school administrators. The findings stated in the table signify that the profile of senior high school administrators in terms of educational attainment had significant relationship with the level of their research management along research planning, strategy, and policy development.

The findings provide an implication about going to graduate schools helps school administrators gain the skills in research planning, strategies, and policy

development. This is one of the main objectives of the graduate education. In their curriculum they implement the mechanisms to develop those skills necessary for their students to become effective administrators in their own fields (Parker, 2012). Based on the analysis, there is also a basis to disclose that there is statistically significant relationship between the research funding facilities availed by senior high school administrators and the level of their research management along research planning, strategy, and policy development. Another implication is that a research funding is contributory to the success of the implementation of research plans, initiatives, and policies in school. It is the main driver of scientific activities as it influences the productivity of R&D of the school (Ebadi & Schiffauerova, 2015).

In the analysis conducted on the relationship between the partnership and collaboration competency and the profile of the senior high school administrators, educational background obtained the chi-square of 13.8 and p-value of 0.02 and research funding facility with chi-square of 15.1 and p-value of 0.01 in which both profile variates have p-values less than α=0.05. This led to the rejection of hypothesis. So, both of the profile variates have significant relationship to partnership and collaboration competency of school administrators, while the other profiles which include sex, research presentation, and research awards received have computed p-values which turned greater than the alpha which meant that these profiles have no significant relationship to the partnership and collaboration competency of the senior high school administrators. These findings

disclose that the profile of the school administrators in terms of educational attainment and research funding availed have significant connection with the level of their research management competency in the area of research partnership and collaboration.

One of the major objectives of the graduate and postgraduate programs is to cultivate the ability of their students to work with. The more successful students are in acquiring collaborative working skills, the more likely they are to encourage or foster solitary research in their organizations (Van Wyck, 2016). With this, the findings imply that education provides school administrators learning experiences relevant to improve their competencies in building research partnership and collaboration with internal and external stakeholders of the schools. The findings also imply that availing more research grants is an indication of trust and understanding between the school and the involved stakeholders or funding entities. In connection, Ebadi and Schiffauerova (2015) noted that building a strong collaboration network with stakeholders and funding entities can increase the chances for securing more research funding.

The result of analysis on the relationship between the research funding competency and the profile of the senior high school administrators, the research funding facility with chi-square of 6.2 and p-value of 0.04; research presentation with chi-square of 24.9 and p-value of 0.02; and research awards with chi-square of 3.5 and p-value of 0.04 have significant relationships. Other profiles such as sex and educational background have no significant relationship to the research

funding competence of the senior high school administrators. The results signify a significant connection between the level of their research management competency along research funding and their profile variates in terms of research funding facilities availed, research presentations done, and research awards received.

Granting a research fund undergoes strict evaluation of research proposal, the research administrators who are already awarded of research grant possess the skills in obtaining the necessary funds (Ebadi & Schiffauerova, 2015). Joining to research presentation is an opportunity to improve one's skills in finding research grant. Success in having research funding is likely to be elusive for those researchers with no experience in research presentation. On the other hand, winning in research presentation is an indication that researchers possess the ability to prepare the best proposals in attracting prior funding (Kamerlin, Yates, Kell, Donald, McCoy & Tregoning, 2019). Therefore, the indicated results imply that the research funding availed by school administrators, and their experiences and awards in research presentations are indicators of their abilities in the provision of necessary resources in the conduct of research.

In terms of the relationship between the research integrity and ethics competency of the senior high school administrators and their profiles, educational background with chi-square of 14.2 and p-value of 0.03; research funding facility with chi-square of 16.6 and p-value of 0.03; research presentation with chi-square of 18.0 and p-value of 0.02 and research awards with chi-square of

5.0 and p-value of 0.01 have significant relationships. While only the profile in terms of sex has no significant relationship to the research integrity and ethics competency of the senior high school administrators. Therefore, the senior high school administrators with higher educational attainment, those who availed research funding, those of them with research studies presented in any research conference, and those who received any research award were determined to be competent in the area of research integrity and ethics.

In support, Petillion, Melrose, Moore, and Nuttgens (2017) pinpointed that the graduate or postgraduate students are trained to conduct research with the highest standards of integrity and ethical behaviors. This leads to an implication that the school administrators who successfully attained the graduate and post-graduate education are more concerned with proper ethics in research practices in school. The findings presented also imply that school administrators who gained more research experiences and funding support or recognition could provide leadership in support of responsible conduct of evidence-based research in school. They have already the background knowledge as to the ethical standards of conducting research to maintain the integrity of both researcher and the funding institution (Mandal, Parija & Parija, 2012).

The results of analysis on the relationship between the managing funded research competency of the senior high school administrators and their profiles, it was shown in the table that: research funding facility with chi-square of 13.8 and p-value of 0.02; research presentation with chi-square of 15.7 and p-value of 0.03;

and research awards with chi-square of 3.9 and p-value of 0.01 have significant relationships. Other profiles which include: sex, and educational background have no significant relationship to the managing funded research competency of the senior high school administrators. The findings depict that the senior high school administrators who availed research funding, and those of them with research presentations, and research awards received are better in managing funded researches in school.

According to Kamerlin et. al (2019), the administrators' research experiences and knowledge in the preparation of research proposals for funding application have that impact on the likelihood of having an effective grant management. That is why, the results imply that research funding, experiences in research presentation, or research recognitions help promote an effective fund management of school administrators.

In the analysis conducted on the relationship between the research data and information management competency of the senior high school administrators and their profiles, educational background with chi-square of 8.8 and p-value of 0.04 and research funding facility with chi-square of 4.8 and p-value of 0.03 have significant relationships. Other profiles of school administrators in terms of sex, research presentation, and research awards received have no significant relationship to the research data and information management competency of the senior high school administrators. It can be gleaned from the table that the senior high school administrators with higher educational attainment, and those of them

who have already availed research funding possessed better competency in the area of research data and information management.

The data are the relevant outputs of the research process. The effective management of these data attracts more opportunities of research funding (Surkis & Read, 2015). It is one of the fundamental aims of the graduate and postgraduate schools to teach students the scientific ways of data management. Hence, the proper management and awareness of the broad range of scientific knowledge must be developed and maintained (Parker, 2012). The above findings also imply that going to further schooling, or finding adequate research supports and provision enable school administrators to acquire and apply competencies in research data and information management.

In terms of the relationship between the research uptake, utilization, and impact competency of the senior high school administrators and their profiles: educational background with chi-square of 18.6 and p-value of 0.03; research funding facility with chi-square value of 13.9 and p-value of 0.03; and research presentation with chi-square value of 13.2 and p-value of 0.02 have significant relationships. Other profiles such as sex and research awards have no significant relationships to the research uptake, utilization, and impact competency of the senior high school administrators in Samar division. The findings divulge that the senior high school administrators with highest educational attainment, those who received some research grants, and those of them who presented already their

research studies in any research forum were found to be competent in the area of research uptake, utilization, and impact.

The provision of research funding is an important tool for stimulating research that creates an environment that supports the research uptake and utilization (Lanser & Dalen, 2013). On the other hand, the development of ones' capacities as to the utilization and measurement of research outcomes is also incorporated into typical curriculum programs being implemented by graduate and postgraduate schools. It is imperative for their students to learn the skills in research uptake and utilization to gain and demonstrate new insights for them to be able to contribute progress in the workplace (Parker, 2012). So, the findings imply the relevance of education, and research funding and experiences in developing school administrators' capacities for better use, sharing, and measurement of research outcomes in school.

Research Management Experiences of Senior High School Administrators

Based on the results of the interview conducted to the participants there were two major categories where the themes emerged. The first category was on the strategies employed by the SHS Administrators in research management which had seven themes as follows: (1) Selecting teachers to man the research committee and coordinatorship in the school; (2) Encouraging teachers to conduct research; (3) Capacitating teachers in doing research; (4) Providing guidance to

teachers in conducting their funded research; (5) Allocating amount from school MOOE for some expenses in research; (6) Showcasing research outputs; and (7) Keeping the research data and information. On the other hand, the second category was on the problems encountered by SHS administrators in research management which had six themes as follows: (1) Lack of resources such as time, financial and relevant knowledge in research management including conducting research; (2) Negative views of teachers toward research-related works and initiatives; (3) No rigorous quality assurance of research proposals and outputs in the school level; (4) No supports from external stakeholders for research works and activities; (5) No clear and systematic research data-based system and storage; and (6) Poor dissemination and application of research outputs.

Strategies Employed by the SHS Administrators in Research Management

Below are the presentation and discussion of the themes emerged from the responses of the participants:

Theme 1: Selecting teachers to man the research committee and coordinatorship. Based on the five participants, one of the strategies they employed in research management was selecting teachers to man the research committee and coordinatorship in the school, as shown in their utterances below:

> *"I organized a Research Team by Learning Area with terms of reference."* – P_1

> *"I assigned competent personnel to handle research subjects and facilitate the activities involving research."* – P_2

"The strategy that I used is that I created a committee in-charge of dealing the organization and delivery of research services in our school." – P_4

"I assigned a research coordinator who helped me in research activities and services in the school." – P_7

"I assigned competent teachers to man a research committee in the school." – P_8

Selecting the teachers to man the research committee and coordinatorship is one of the themes that emerged among the responses of the senior high school administrators. Choosing the teachers to compose the research team of the school by *Participants 1, 2, 7 and 8;* and the function of this committee is to help the school administrators to implement and oversee the research activities and services in the school as emphasized by *Participants 4 and 7.*

The qualitative data presented above imply that there is no strict selection among teachers who can really perform the functions of research coordinators or members to organize and perform a functional research committee to help the school administrators in implementing the research policies, programs, and initiatives of the DepEd in the school level.

R.A. 9155 or also known as "The Governance of Basic Education Act of 2001" mandates the school level to undertake educational research and studies as bases for necessary reforms and policy redirections. In connection, the school administrators are requested to assign competent school research coordinators and members for research team who shall perform the following functions: (1) initiate activities to embrace the culture of research in school, (2) monitor any

school research undertakings, (3) sustain the research undertakings in school, (4) keep the records of the school research works and initiatives, and (5) participate trainings, seminars and conferences in research.

Theme 2: Encouraging teachers to conduct research. According to eight participants, they encouraged their teachers to conduct research, as evident in their answers below:

> *"All our master teachers and department heads are required to submit action research proposals."* – P_1
>
> *"By telling them to conduct research pero I didn't require them to do it since its only included in the KRA's of master teachers but not in the KRA's of those teachers."* – P_3
>
> *"I informed the teachers through a conference that the DepEd is encouraging everyone in the DepEd family to conduct a research. I also motivated them that additional points will be given to them in their IPCRF if they will conduct a research."* – P_4
>
> *"By asking everyone to be cooperative when someone is conducting a research study in the school."* – P_7
>
> *"I told them to write an action research. However, I didn't require them to submit since they were busy doing other school works and activities."* – P_9
>
> *"I motivated them to engage in research by giving additional points in their IPCRF."* – P_{10}
>
> *"I encouraged them to do research for their promotion."* – P_{11}
>
> *"I told my teachers to do research to help them improve their teaching and get promoted."* – P_{12}

Encouraging teachers to conduct research is one of the themes that emerged from the responses of the senior high school administrators. Requiring all master teachers and department heads to submit their action research proposals

by *Participant 1;* telling their teachers to conduct research studies but they did not require them to do it since only master teachers are required to conduct research as form part of their performance by *Participants 3 and 9.* Additional points in their Individual Performance Commitment and Review Form (IPCRF) will be given for those teachers who will conduct research as mentioned by *Participants 4 and 10;* teachers were also encouraged by *Participants 11 and 12* to conduct research for them to get promoted, and improve their teaching according to *Participant 12;* and reminding teachers to be cooperative when their colleagues are conducting research studies by *Participant 7.*

The qualitative data imply that teachers were only encouraged but not required to conduct research except master teachers. It is part of the mandate of master teachers to conduct educational research to help improve the classroom instruction and contribute to school improvement (Basilio & Bueno, 2019). The school administrators need to motivate all of their teachers to engage into research works.

Theme 3: Capacitating teachers in doing research. Based on the seven participants, they capacitated their teachers in doing research by school-based trainings, mentoring and coaching, and research collaboration, as evident in their responses below:

> *"I conducted in-service trainings on action research." All master teachers are bound to do mentoring and coaching in the conduct of researches among colleagues* – P_1

I assigned somebody in the school with knowledge in doing research to mentor other teachers and assigned him as resource speaker during SLAC sessions. – P_4

"We incorporate it during our SLAC session." – P_6

"Teachers found it a bit difficult in doing research individual. So, I let them do a research as a group. – P_7

I instructed those teachers to have collaboration or create a group so that they would be able to do research in a group. – P_8

"We conducted school-based research capability of teachers in our school." – P_{10}

"I conducted SLAC session among teachers on how to conduct basic research. I see to it that we have research collaboration in the school." – P_{11}

Capacitating teachers in doing research is one of the themes that emerged among the feedbacks of the senior high school administrators. Capacitating teachers in doing research by conducting a school-based training program by *Participants 1, 4, 6, 10 and 11;* requiring research-skilled teachers or master teachers to conduct research mentoring and coaching among their teachers in the school by *Participants 1 and 4*; and encouraging colleagues to engage into group research by *Participants 7, 8 and 9.*

This implies that the research capability building program attended by the school personnel is limited only to the trainings conducted in the school. They need more trainings in research to improve their research skills. This was supported by Sheikh, Kaleem, and Waqas (2013) that more trainings must be provided to school personnel in order for them to enhance their skills in doing research. This also implies that the school administrators had no clear guidelines

on the research collaboration, and the conduct of research mentoring and coaching among teachers. The research participation in the school is affected by lack of collaboration and mentoring (Ibrahim et al., 2016). A proper evaluation must be adopted by the school administrators to measure the effectiveness of research collaboration including mentoring and coaching.

Theme 4: Providing guidance to teachers in conducting their funded research. Four participants meant that they provided guidance to teachers in conducting funded research in the school, as evident in their responses below:

> *"There was an issuance of a memorandum and research guidelines for funded researches with stipulations of a clear and well-defined roles and responsibilities. I strictly implemented the monitoring and evaluation guidelines of funded research"* – P_1
>
> *"I secured an agreement that every guideline would be followed. I was updating my teacher-researchers time to time"* – P_8
>
> *"I established constant communication with the funding institutions. Such necessary requirements were submitted and some protocols were followed, accordingly. I see to it that they are following timetable of their studies"* – P_{10}
>
> *"By letting the teachers understand the standards of the funding institution like the DepEd under its BERF program. I was also asking the teachers the action plan of the conduct of their research studies and requiring them to follow these action plan"* – P_{12}

Among the responses of senior high school administrators, the theme "providing guidance to teachers in conducting their funded research" emerged. Issuance of a memorandum to provide guidelines to teachers with funded research being conducted in the school, wherein, stipulated in this memorandum is a clear and well-defined set of roles and responsibilities by *Participant 1*; monitoring and

evaluation of the conduct of funded research was also done by *Participant 1;* securing an agreement with the researcher so that every guideline is followed by *Participant 8*; making sure that it was clear to the teachers the standards of the funding institution or the BERF of the DepEd by *Participant 12*; the funding institutions were constantly communicated, their requirements were complied, and protocols were followed, according to *Participant 10*; and emphasizing the observance of time-on-task in the completion of the funded researches by *Participants 8, 10 and 12*.

Therefore, the qualitative data presented herein imply that teachers' completion of funded researches was still guided by their school administrators. The responsibility of school administrators is to make sure that the funded research is being conducted following the standards of both DepEd and funding institution (DepEd, 2017).

Theme 5: Allocating amount from school MOOE for some expenses in research. Based on the three participants, they slashed some amounts from school MOOE for research use, as shown in their responses below:

> *"We have provided research allocation in the school Maintenance and Other Operating Expenses as reflected in the Annual Implementation Plan subject to strict compliance of accounting and auditing rules and regulations."* – P_1
>
> *"The research funding is from school MOOE or personal funding."* – P_2
>
> *"I see to it that the research is included in our AIP. I also ensured that part of my KRA is conducting research."* – P_{10}

Among the responses of senior high school administrators, the theme "allocating amount from school MOOE for some expenses in research" emerged. Inclusion of the conduct of research in the Annual Implementation Plan (AIP) of the schools was done by *Participants 1 and 10*. This was to allow them to legally use some amounts for research expenses. Although their research funding was from their MOOE, still they used their personnel resources to fund some needs in conducting research by *Participant 2*. As noticed, only three out of the 12 participants mentioned about school MOOE utilization in research. Others either used their personal resources, had funded research, or no research conducted in their school.

This only implies that the conduct of research is not a priority in the school MOOE utilization of more senior high school administrators in Samar Division. The funds of more public schools are not sufficient enough to cover all the programs of the school including research works (Hussien, Jerusalem & Langam, 2019). The unavailability of funding for research works is a common barrier to research involvement of the school personnel (Ibrahim et al., 2016).

Theme 6: Showcasing research outputs. According to eight participants, one of their strategies in research management was to showcase research outputs in the school, as shown in their utterances below:

> *"The teachers and the SHS learners in the Senior High School are likewise required to submit a group research study during Research Caravan Activity to showcase the Best Research Study of the Year. I also disseminated and presented the findings of researches conducted during research forum."* – P_1

"Sharing the results of research during INSET or SLAC sessions. The copy of the result of research was submitted to the Division Office." – P_3

"During our SLAC sessions." – P_4

"We conducted School-Based Science Fair, and SLAC sessions where research outputs are presented" – P_5

"By school-based seminars." – P_6

"When there was a research forum in the Division." – P_7

"During research congress in the district, division, or region." – P_8

"By putting the copy of research in the library so that teachers or students can have opportunity to read." – P_{12}

Showcasing research outputs is a theme emerged from the responses of the senior high school administrators. Initiating a research caravan in the school in which the best research studies conducted are displayed as said by *Participant 1*; research outputs are presented during school-based science fair, and SLAC sessions by *Participant 5*; presenting the research outputs during school-based trainings by *Participants 4 and 6*; encouraging teachers to showcase their outputs during research congress in the district, division or regional level by *Participants 7 and 8*; and requiring the display of manuscripts in the library to give teachers and students an opportunity to read the research outputs by *Participant 12*.

The cited scenarios have an implication that only very few school administrators in the Division had initiated school-based research activities that would include not only the teachers, but also the students to showcase their research outputs.

Theme 7: Keeping the research data and information. The six participants responded that one of their strategies in research management is keeping the data and formation obtained from doing research for future use, as shown in their utterances below:

> *"Treated the research data and information obtained with utmost confidentiality that were archived in the SBM or School-Based Management Hub."* – P_1

> *"The data gathered in research conducted by teachers are kept by themselves while those conducted by the students, data are kept by their research teachers."* – P_2

> *"The data and information were treated with confidentiality and they were reported according to the format in reporting research results. The copies of researches are displayed in the library."* – P_7

> *"By following the Data Privacy Act. The final copy of research was displayed in the library."* – P_8

> *"We kept the data on research in our SBM Hub.* – P_{11}

> *By letting the researcher submit the final copy of his study and keep it in the library for future reference."* – P_{12}

Keeping the research data and information is the one of the themes that emerged among the feedbacks of senior high school administrators. The research data and information were kept in the School-Based Management (SBM) Hub of the school by *Participants 1 and 11;* the final copies of manuscripts were displayed in the library by *Participants 7, 8 and 12;* and for *Participant 2* letting the teacher-researchers keep the data by themselves and those data obtained from the research studies conducted by students were kept by their advisers.

These qualitative data imply that the research data storage system adopted by the senior high schools was limited only to displaying the copies of researches in the SBM Hubs or School Libraries. It is very important for school administrators to have an established data storage system so that this could be geared toward realizing the research data for effective dissemination and utilization (Omeluzor et al., 2012).

Problems Encountered by SHS Administrators in Research Management

The participants also revealed that they encountered some problems on research management in the school. Below are the presentation and discussion of the themes emerged from the utterances of the key informants:

Theme 1: Lack of resources such as time, financial, and relevant knowledge in research management including conducting research. One of problems encountered by SHS Administrators was lack of resources as to the time, money, and knowledge in conducting research and in research management, as noticeable in their statements below:

> *"The time element is of the essence considering the overflowing implementation of various programs and projects of DepEd, and Technical knowledge in the conduct of research relevant to the profession remains a challenge. The inadequacy of financial resources to conduct research is also a problem."* – P_1

> *Because of the many responsibilities of teachers, which is, performing their main functions, they can hardly make time to accommodate other tasks such as implementing school research program and initiatives like conducting research.* – P_2

"Lack of knowledge in the provision of data services related to storage, sharing and management" – P_3

"No enough time for research works. We had lack of knowledge on how to store, share and manage the research data properly" – P_4

"No ample time to attend the research activities in the school. Lack of knowledge in research management such as on storage, sharing and management of research data." – P_5

"Many of our teachers were just starting their Master's Degree, that is why they are not so into making research, knowing that they have a lot of important things to do for teaching and other reports, and they cannot find time to make one. I don't have *knowledge on research data storage, sharing and management in the school."* – P_6

"Lack of teachers with skills in research." – P_7

"I attended more seminars, conferences and managerial works in which most of the time research in the school was not given attention." – P_8

"No research facilities and budget available." – P_9

"No enough time for teachers in accomplishing research works since there were more activities, reports and programs in the school that they must have to prioritize first. If ever there was a research conducted, no such enough resources for school application of research recommendations" – P_{11}

"We were bounded with paper works, reports, activities and program implementation required by the DepEd. The DepEd didn't give much attention on the research and development of the school." – P_{12}

"Lack of resources such as time, financial and relevant knowledge in research management including conducting research" was one of the themes that emerged among the qualitative answers of the participants. The time in conducting research, the technical knowledge in conducting research relevant to the profession, and the inadequacy of financial resources remain as challenges experienced by *Participant 1*; due to more responsibilities of teachers, which is,

performing their main functions, they can hardly make time to accommodate other tasks such as implementing school research program and initiatives like conducting research as said by *Participant 2*; lack of knowledge among school personnel in the provision of data services related to storage, sharing and management as observed by *Participant 3*; no enough time for research works and lack of knowledge on how to store, share and manage the research data properly uttered by *Participant 4*; no ample time to attend the research activities in the school, and lack of knowledge in research management such as on storage, sharing and management of research data, according to *Participant 5*; many of their teachers were just starting their Master's Degree, that is why they are not so into making research, knowing that they have a lot of important things to do for teaching and other reports, and they cannot find time to make one. Plus, I don't have knowledge on research data storage, sharing and management in the school as narrated by *Participant 6*; there was lack of teachers with skills in research experienced by *Participant 7*; attending more seminars, conferences and managerial works in which most of the time, research in the school was not given attention by *Participant 8*; no research facilities and budget available in their school mentioned by *Participant 9*; no enough time for teachers in accomplishing research works since there were more activities, reports and programs in the school that they must have to prioritize first. If ever there was a research conducted, no such enough resources for school application of research recommendations as informed by *Participant 11*; *Participant 12* responded that they were bounded with paper

works, reports, activities and program implementation required by the DepEd. The DepEd did not give much attention on the research and development of the school.

These qualitative data presented previously imply that research is not a priority in the work of school administrators and teachers due to heavy workloads that they need to attend first; other than BERF, there is no provision of incentives by the top management to motivate school administrators and teachers to conduct research in the field; and lack of effective trainings on the conduct of research and other research-related works such as on research data management as to storage, sharing, demonstration, and application provided to school personnel. The findings were supported by Borg (2009) that only few school personnel had only limited research engagement due to some hindering factors like lack of time, knowledge, and access to research materials.

The Philippine government must find ways to address issues particularly in funding related to research works including developing staff research skills and provision of research incentives (Calma, 2010). School staff need financial support to involve them in the research program and initiatives of the DepEd to enhance their research capabilities.

Theme 2: The negative view of teachers towards research-related works and initiatives. The negative view of teachers toward research-related works and initiatives was also a challenge to school administrators, as shown in their utterances below:

"The challenge commonly faced in RM is the passive attitude of teachers and other employees towards research. They perceive research as an additional work, hence, a burden." – P_2

"Kulang ng interest ang mga guro sa paaralan na gawin ang mga trabaho na related sa research." (Teachers were lack of interest to do the research-related works in the school– P_3)

"No enough time for research works. More school personnel are not into research. They are not cooperative in the implementation of research program. However, I had encouraged and motivated them in order to cooperate." – P_4

"There was lack of cooperation among the teachers." – P_5

"Lack of teachers' initiative to succeed in the implementation of research program." – P_7

"Only few from the school personnel had passion in research. There was passive participation of others teachers in research activities in school. I reminded them during our conference to be cooperative and give interest in doing research." – P_8

"Lack of teachers' initiatives, supports and dedication in doing research-related tasks." – P_{10}

"Teachers were passive in research. Some of them were doing it for compliance only. I told my teachers to do research to help them improve their teaching." – P_{12}

One of the themes that emerged among the feedbacks of the participants regarding their challenges encountered in research management was the negative attitude of teachers toward research-related works and initiatives. The challenge commonly faced in research management was the passive attitude of teachers and other employees toward research in which they perceived research as an additional work; hence, a burden to them as said by *Participant 2*; teachers were lack of interest to do the research-related works in the school as observed by

Participant 3; no enough time for research works, more school personnel are not into research, and they are not cooperative in the implementation of research program as narrated by *Participant 4*; there were lack of cooperation among the teachers as experienced by *Participant 5*; there was lack of teachers' initiative to succeed in the implementation of research program as mentioned by *Participant 7*; only few from the school personnel had passion in research, and there was passive participation of other teachers in research activities in school uttered by *Participant 8*; lack of teachers' initiatives, supports and dedication in doing research-related tasks pinpointed by *Participant 10*; and teachers were passive in research and some of them were doing it for compliance only as observed by *Participant 12*.

This implies that teachers lack initiatives, support and dedication in doing research-related services in school. More teachers perceived that it is not their duty to do research; instead, it is the duty of research experts. These teachers have passive participation in research activities (Dehghan & Sahragard, 2015). There is a need for school administrators to find ways to motivate teachers to work with them in the delivery of research services in school.

Theme 3: No rigorous quality assurance of research proposals and outputs in the school level. The four participants meant that in the school level, there was no strict quality assurance of research proposals and outputs. This is noticeable in their statements reflected below:

> *Action research submitted was sometimes of sub-standard quality. I encouraged the research team of the school to extend support and assistance by strictly checking the details of action researches. Sometimes, the result or*

> *findings of action researches conducted became subjective or detrimental to the teacher concerned that there was a need of acceptance and broad understanding and patience in order to safeguard the confidentiality and integrity of the research population."* – P_1
>
> *"Some data were not accurate."* – P_5
>
> *"Actually, no quality assurance of the researches conducted in the school. Although we asked permission in doing research no supports given to the researchers in the school."* – P_{11}
>
> *"Some of the phrases in the contents of their researches were copied and pasted. I assigned some teachers to check the authenticity of the contents."*– P_{12}

One of the themes that emerged among of the feedbacks of the participants was "no rigorous quality assurance of research proposals and outputs in the school level." As told by *Participant 1*, action research submitted was sometimes of sub-standard quality. Sometimes, the results or findings of action researches conducted became subjective or detrimental to the teacher concerned that there was a need of acceptance and broad understanding and patience in order to safeguard the confidentiality and integrity of the research population. *Participant 5* determined that some data in their researches in the school were not accurate. *Participant 11* said that no quality assurance of the researches conducted in the school. Although they asked permission in doing research, no support was given to the researchers in the school. Finally, *Participant 12* informed that some of the phrases in the contents of their researches were copied and pasted.

The data presented imply that in the school level, the quality assurance of research was not given due emphasis since there was no strict evaluation system

of research proposals and outputs adopted by school administrators. It is their responsibility to ensure that the quality standards in conducting research are observed and the roles, responsibilities, and accountability of the researchers are clearly expressed and conveyed (Jhonson, 2013).

Theme 4: No supports from external stakeholders for research works and activities. The 10 participants stressed out that there were no supports extended by external stakeholders to the implementation of research programs and initiatives in the school level, as observed in their statements below:

> *"At present, the school has not received yet any research support from external stakeholders."* – P_2
>
> *"We didn't gain any research support from our external stakeholders. We prioritized other programs and projects in the school whenever the stakeholders extended their supports to the school."* – P_4
>
> *"No. I cannot look for a stakeholder who has a heart to support us in research."* – P_5
>
> *"We didn't have any support from our external stakeholders. We were hesitant to ask supports because we did not have research conducted or to be conducted in the school."* – P_6
>
> *"Some of my teachers gained supports only from the DepEd through its BERF."* – P_7
>
> *"We have not gained any research supports from the stakeholders because we didn't present any research proposal."* – P_8
>
> *"No research support from external stakeholders but one of my teachers availed the BERF."* – P_9
>
> *"We didn't have fund available coming from our stakeholders. It was my weakness in linkages and networking especially soliciting fund for the purpose of conducting research."* – P_{10}
>
> *"I didn't gain any support for research from stakeholder."* – P_{11}

"We didn't gain any support from the stakeholders. It was not our priority in the school for now." – P_{12}

"No support given by the external stakeholders for the implementation of research-related works and programs in the school" was one of the themes that emerged among the responses of the participants. Although two participants said that some of their teachers availed the BERF in conducting research, all of them confirmed the researcher during the interview that they did not receive, yet, any research support from external stakeholders. They were hesitant to ask supports from external stakeholders; since, there was no research conducted or being conducted in the school as informed by *Participants 6 and 8. Participants 5 and 10* admitted that it was their weakness in linkages and networking especially in soliciting fund for the purpose of conducting research. For the meantime, it was not their priority in the school, according to *Participant 12*.

The responses presented above gives an implication that there is no strong research partnership between the school and the external stakeholders. The school administrators do not exert efforts to solicit support from external stakeholders since the culture of research in their school is not yet fully embraced. That is why, they are hesitant and have difficulty to establish a strong support system with the external stakeholders. Worrall (2004) reported that a lack of external support is one of the hindering factors why school leaders cannot sustain research engagement in schools.

Theme 5: No clear and systematic research data-based system and storage.

The five participants admitted that they did not have clear and systematic research databased system and storage, as shown in their utterances below:

> *"There is a need to have a databased system and storage of research studies conducted. The school is still planning to have an electronic compilation of researches."* – P_1

> *Some data were incomplete and inconsistent. No appropriate knowledge on storage, sharing and management of research data. There was a need for further improvement in research works. There was also a need for sufficient justification of research data and outputs.* – P_5

> *Research office was chosen temporarily. It was not designed completely and appropriately for research information system.* – P_7

> *There are no appropriate mechanisms of data storage, sharing and management.* – P_8

> *We didn't have permanent storage area where the hard copies of researches are kept. We didn't have any stable electronic system on storage, sharing and management of research outputs.* – P_9

One of the themes that emerged among the responses of the participants on the challenges they encountered in research management was "no clear and systematic data-based system and storage." According to Participant 1, there is a need to have a data-based system and storage of research studies conducted. Their school is still planning to have an electronic compilation of researches. Participant 5 observed that some of the data were incomplete and inconsistent, and they admitted of having no enough knowledge on storage, sharing and management of research data. So, there was a need for further improvement in research works and for sufficient justification of research data and outputs. Participant 7 has chosen

temporarily the research office in the school. However, it was not designed completely and appropriately for research information system. Participant 8 acclaimed that there were no appropriate mechanisms of data storage, sharing and management in their school. While, Participant 9 admitted that they did not have a permanent storage area where the hard copies of researches are kept, and any stable electronic system on storage, sharing and management of research outputs.

The above qualitative data imply that the school administrators were not fully aware on appropriate mechanisms of research data management including data storage and sharing. The engagement of school staff in research is deteriorating due to lack of comprehensive research libraries or data management (Firth, 2016).

Theme 6: Poor dissemination and application of research outputs. Based on the 10 participants, one of their challenge encountered in research management was on the measurement, demonstration, and utilization of research outputs, as evident in their responses below:

> *"The results of the research are not felt because of poor dissemination due to lack of technical know-how. We should be oriented on how to share and communicate research outputs."* – P_2
>
> *"No research outputs to be measured and demonstrated in the school."* – P_3
>
> *"Poor application of teachers on the results of research as being observed. The teachers should develop first their passion in doing research. They must be oriented on how to use and share properly the research outcomes."* – P_4
>
> *"Teachers should be well equipped in doing research. The DepEd should provide full support not just in doing research but also on how to publish research outputs."* – P_6

"There was no consistent mechanism to measure and demonstrate research outcomes." – P_7

"Lack of implementation of research outputs because of unavailability of resources such as time, money, etc. We should be aware on the proper utilization of research and should know some online journals where we can publish our studies so that we can share it to others even those individuals outside the school." – P_8

"Lack of knowledge on proper sharing of research outputs through publishing research paper." – P_9

"There is a need for the teachers to be acquainted on the online publication of research so that it would be very easy to share the results of their studies even outside the school." – P_{10}

"The school should offer opportunities for the teachers to be able to share their researches to others." – P_{11}

"The DepEd through the school should train school personnel on how to utilize research outputs to address school needs." – P_{12}

One of the problems that emerged among of the responses of the participants was the "poor dissemination and application of research outputs." The results of the research are not felt because of poor dissemination due to lack of technical know-how as informed by *Participant 2*; no research outputs to be measured and demonstrated in the school as said by *Participant 3*; there was poor application of teachers on the results of research as being observed by *Participant 4*; teachers should be well equipped in doing research, and the DepEd should provide full support not just in doing research, but also on how to publish research outputs as said by *Participant 6*; there was no consistent mechanism to measure and demonstrate research outcomes as informed by *Participant 7*; lack of implementation of research outputs because of unavailability of resources such as

time, money, etc., and lack of awareness on the proper utilization and online publication of research as admitted by *Participant 8;* lack of knowledge on proper sharing of research outputs through publishing research paper said by *Participant 9;* there is a need for the teachers to be acquainted on the online publication of research so that it would be very easy to share the results of their studies even outside the school as uttered by *Participant 10;* the school should offer opportunities for the teachers to be able to share their researches to others as suggested by *Participant 11;* and the DepEd through the school should train school personnel on how to utilize research outputs to address school needs as advised by *Participant 12.*

The presented data imply that most of the senior high school administrators and teachers had no further knowledge on the effective utilization of research outputs. The more effective utilization of research, the more the school administrators and teachers can improve the quality of education (Thomas, 2004). These also imply that the senior high school administrators were not yet well-oriented on the processes to be undertaken in research dissemination as to the publication of research. It was the same on the findings of Hussien, Jerusalem, and Langam (2019) that most of the teachers including school heads have no knowledge to prepare publishable paper.

The quality use of research lies primarily on the way researches are managed, and that the capacity of researches to improve teaching and learning is strongly influenced by the quality of management provided by the school

administrators. The success of implementation of all the programs of the DepEd on the management of research particularly in school levels is affected by the lack of sound management of school administrators. The results presented previously suggest a need for capability building program in research management of school administrators. This must be an integral part of the DepEd research initiatives. Capacitating school administrators through developing their competencies in research management will help them move to an effective school management (Memon, Simkins, Sisum & Bana, 2006).

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the corresponding conclusions drawn and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the major findings of the study:

1. Majority or 36 (52.94 percent) of senior high school administrator-respondents belonged to female sex while only 32 or 47.06 percent of them belonged to male sex. In terms of their age, the mean age of the male respondents was 46.7 years old with standard deviation of 9.4 years while the female respondents was 48.5 years old with the standard deviation of 9.2 years.

2. In terms of the educational background of the senior high school administrator-respondents, majority of the respondents were master's degree holders. There were 22 or 32.3 percent of them who earned full-fledged master's degree, 18 or 26.5 percent of them with doctorate degree units, and also 18 or 26.5 percent of them earned units in master's degree. There were nine or 13.2 percent of the respondents who graduated in doctorate program while only one or 1.5 percent was still a bachelor degree holder.

3. Many of the respondents in their administrative work experience fell under bracket of 8-11 years. Many of the respondents in their teaching work experience fell under the bracket of 16-19 years old. The average administrative work experience of the respondents was 9.7 years while their average teaching work experience was 13 years.

4. In the number of research trainings attended by the senior high school administrator-respondents, 57 or 83.8 percent of the respondents had not attended any trainings related to research management. Ten or 14.7 percent of the respondents had attended one training related to research management. Then, only one respondent had attended two trainings related to research management.

5. Under the research productivity of the senior high school administrator-respondents, 57 or 83.8 percent out of 68 respondents had not conducted any research. One or 1.5 percent of respondents conducted two research. Ten or 14.7 percent of the respondents conducted only one research. For research funding facility, six or 8.8 percent used their personal resources in the conduct of research, and five or 7.4 percent were beneficiaries of the DepEd-Basic Education Research Fund. In relation to research presentation: 58 or 85.3 percent respondents had not presented any research study; two or 2.9 percent of the respondents had presented in the district level; four or 5.9 percent of the respondents had presented their research in the division level; three or 4.4 percent of the respondents had presented their research in the regional level; and one or 1.5 percent of the respondents has presented his research in a non-DepEd research

congress. For research awards received: 64 or 94.1 percent of the respondents had not received any award related to research; two or 2.9 percent of the respondents had received Best Oral Presenter Awards; and two or 2.9 percent of the respondents had received Best Poster Presentation Awards. Finally, not one of the 68 respondents had published their research study.

6. In the level of research management competency of senior high school administrator-respondents along organization and delivery of research services, results showed that the grand mean of the respondents in all indicators was 2.15. This meant that the senior high school administrator-respondents were less competent along organization and delivery of research services.

7. In terms of the level of research management competency of the senior high school administrator-respondents along research planning, strategy, and policy development, results showed that the grand mean of the respondents in all indicators was 2.47. This meant that the senior high school administrator-respondents were less competent along research planning, strategy and policy development.

8. In the level of research management competency of senior high school administrator-respondents along partnerships and collaboration, results showed that the grand mean of the respondents in all indicators was 2.45. This meant that the senior high school administrator-respondents were less competent along research partnerships and collaboration.

9. In terms of the level of research management competency of senior high school administrator-respondents along research funding, results showed that the grand mean of the respondents in all indicators was 2.52. This meant that the senior high school administrator-respondents were moderately competent along research funding.

10. In the analysis of the level of research management competency of the senior high school administrator-respondents along research integrity and ethics, results showed that the grand mean of all the respondents in all indicators was 2.07. This meant that the senior high school administrator-respondents were less competent along research integrity and ethics.

11. In the level of research management competency of senior high school administrator-respondents along managing funded research, results showed that the grand mean of all the respondents in all indicators was 2.39. This meant that the senior high school administrator-respondents were less competent along managing funded research.

12. In the analysis conducted on the level of competency of senior high school administrator-respondents along research data and information management, results showed that the grand mean of the respondents in all indicators was 2.51. This meant that the senior high school administrator-respondents were moderately competent along research data and information management.

13. In terms of the level of competency of the senior high school administrator-respondents along research uptake, utilization and impact, results showed that the grand mean of all the respondents in all indicators was 2.15. This means that the senior high school administrator-respondents were less competent along research uptake, utilization, and impact.

14. In the analysis of the relationship between the level of research management competencies of the senior high school administrator-respondents along the area of organization and delivery of research services and their profile variates, the educational background, number of researches conducted, and research presentation had significant relationship. The other profile variates in terms of age, sex, administrative work experience, teaching work experience, number of relevant trainings attended, and research awards received had no significant relationship to the research management competency of senior high school administrators along organization and delivery of research services.

15. In the analysis of the relationship between the level of research management competencies of the senior high school administrator-respondents along the area of research planning, strategy, and policy development and their profile variates, the educational background, number of researches conducted, and research funding facility had significant relationship. The other profile variates which included age, sex, administrative work experience, number of relevant trainings attended, research presentation, and research awards received

had no significant relationship to research management competency of senior high school administrators along planning, strategy, and policy development.

16. In the analysis of the relationship between the level of research management competencies of the senior high school administrator-respondents along the area of partnership and collaboration and their profile variates, the educational background, number of researches conducted, and research funding facility had significant relationship. The other profile variates which included age, sex, administrative work experiences, teaching work experience, number of relevant trainings attended, research presentation, and research awards received had no significant relationship to research management competency of senior high school administrators along partnership and collaboration.

17. In the analysis of the relationship between the level of research management competencies of the senior high school administrator-respondents along the area of research funding and their profile variates, the number of researches conducted, research funding facility, research presentation, and research awards received had significant relationship. The other profile variates which included age, sex, educational background, administrative work experience, teaching work experience, and number of relevant trainings attended had no significant relationship to research management competency of senior high school administrators along research funding.

18. In the analysis of the relationship between the level of research management competencies of the senior high school administrator-respondents

along the area of research integrity and ethics and their profile variates, the educational background, number of researches conducted, research funding facility, research presentation and research awards received had significant relationship. The other profile variates which included age, sex, administrative work experience, teaching work experience, and number of relevant trainings attended had no significant relationship to research management competency of senior high school administrators along research integrity and ethics.

19. In the analysis of the relationship between the level of research management competencies of the senior high school administrator-respondents along the area of managing funded research and their profile variates, the number of researches conducted, research funding facility, research presentation, and research awards received had significant relationship. The other profile variates which included age, sex, educational background, administrative work experience, teaching work experience, and number of relevant trainings had no significant relationship to research management competency of senior high school administrators along managing funded research.

20. In the analysis of the relationship between the level of research management competencies of the senior high school administrator-respondents along the area of research data and information management and their profile variates, the educational background, number of researches conducted and research funding facility had significant relationship. The other profile variates which included age, sex, administrative work experience, teaching work

experience, number of relevant trainings attended, research presentation and research awards received had no significant relationship to research management competency of senior high school administrators along research data and information management.

21. In the analysis of the relationship between the level of research management competencies of the senior high school administrator-respondents along the area of research uptake, utilization, and impact and their profile variates, the educational background, number of researches conducted, research funding facility, and research presentation had significant relationship. The other profile variates which included age, sex, administrative work experience, teaching work experience, number of relevant trainings attended, and research awards received had no significant relationship to research management competency of senior high school administrators along research uptake, utilization, and impact.

22. The experiences of senior high school administrators in research management revealed some strategies and problems that respectively emerged into seven and six themes. The emergent strategies employed by the SHS administrators in research management were as follows: (1) Selecting teachers to man the research committee and coordinatorship in the school; (2) Encouraging teachers to conduct research; (3) Capacitating teachers in doing research; (4) Providing guidance to teachers in conducting their funded research; (5) Allocating amount from school MOOE for some expenses in research; (6) Showcasing research outputs; and (7) Keeping the research data and information. The

problems encountered by SHS administrators in research management were: (1) Lack of resources such as time, financial, and relevant knowledge in research management including conducting research; (2) Negative views of teachers toward research-related works and initiatives; (3) No rigorous quality assurance of research proposals and outputs in the school level; (4) No support from external stakeholders for research works and activities; (5) No clear and systematic research data-based system and storage; and (6) Poor dissemination and application of research outputs.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. Most senior high school administrators were in the late 40s relatively young for their positions and were dominated by female sex as gender equality is now acknowledged in the DepEd Samar Division.

2. The senior high school administrators possessed educational qualifications necessary for their present positions based on the qualification educational standards set by the DepEd. However, most of them were neophytes considering that they had been in the administrative positions for at most 10 years.

3. There was less provision of trainings relevant to research management for senior high school administrators. The DepEd Samar Division had no strict policy on research management trainings for school administrators.

That is why, they could not afford to enhance their competencies in research management.

4. The DepEd Samar Division was not very strict to school personnel when it was about to research-related works. The less engagement in research-related works of senior high school administrators made them less productive in research.

5. The senior high school administrators assessed themselves as less competent in research management. Their competencies in research management were not yet well-developed since they lacked of years of practice in getting along with people, cultivating people's research potentials, implementing research policies and initiatives, and using research outputs for the benefits of the school.

6. Research management in senior high schools was not fully given much priority by senior high school administrators due to the lack of technical knowledge in research management, unavailability of research funding and incentives provided by the top management, passive participation of teachers and other school personnel, poor research partnership and collaboration, and the overflowing implementation of various programs, activities, and projects of the DepEd.

7. The profile of senior high school administrators in terms of the number of researches conducted significantly related to their level of research management competencies along organization and delivery of research services; research planning, strategy, and policy development; partnerships and

collaboration; research funding; research integrity and ethics; managing funded research; research data and information management; and research uptake, utilization, and impact.

8. The educational attainment of senior high school administrators significantly related to their level of research management competencies along the areas of organization and delivery of research services; research planning, strategy and policy development; partnerships and collaboration; research integrity and ethics; research data and information management; and research uptake, utilization, and impact.

9. The profile of school administrators in terms of research presentations significantly related to their level of research management competencies along the areas of organization and delivery of research services; research funding; research integrity and ethics; managing funded research; and research uptake, utilization, and impact.

10. The research funding facilities availed by senior high school administrators significantly related to their level of research management competencies along the areas of research planning, strategy, and policy development; partnerships and collaboration; research funding; research integrity and ethics; managing funded research; research data and information management; and research uptake, utilization, and impact.

11. The profile of school administrators in terms of research awards received significantly related to their level of research management competencies

along the areas of research funding; research integrity and ethics; and managing funded research.

12. Since the senior high school administrators were not fully knowledgeable about research management, they could not fully implement all the necessary research services in school, had no clear and defined plan in research data management as to storage, dissemination and utilization, and did not put in place a systematic Monitoring and Evaluation (M&E) for research.

Recommendations

Based on the conclusions derived from the findings of the study, the researcher proposed the following recommendations:

1. In the selection and promotion of school heads in all levels, elementary, junior and senior high school, there must be a strict criterion on the research management competencies of the applicant-school heads.

2. The school administrators should be provided with more opportunities of training in such a way that essential areas of research management would be given much priority. Identify research gaps so that the schools can identify and offer relevant programs and more opportunities in the different areas of research interests.

3. The school administrators should continue enriching their knowledge in research management by attending graduate and postgraduate education, and research-related conferences.

4. The school should develop infrastructure to assist funded research and be provided with more opportunities for research funding. The DepEd should establish strong research support system and ease the assessment process of granting the BERF to school personnel. Those who demonstrate good research performance be fairly compensated both socially and financially.

5. Improve research productivity by embracing research culture at the school level. Promote a positive research culture and refine the existing standards and norms in the schools. All school personnel should be engaged in research by motivating and providing them more research incentives and benefits, and increasing more chances for interdisciplinary and collaborative research activities.

6. Finally, a capability building for school administrators is proposed focusing on the research management competencies of the school administrators.

Chapter 6

CAPABILITY BUILDING PROGRAM FOR SENIOR HIGH SCHOOL ADMINISTRATORS IN RESEARCH MANAGEMENT

This chapter presents the offshoot of the study which is the training design for capability building for school heads in research management to enhance the research management competencies of senior high school administrators, based on the findings of the study.

Introduction

The study revealed that there are several areas in the research management competencies of the senior high school administrator-respondents which are significantly related to their profile variates which need to be given much attention. Senior high school administrators are permanent employees of the Department of Education (DepEd) and their incompetence is not a ground for demotion or expulsion from the service. This can still be improved and corrected through a capability building intended solely for them in order to enhance their competencies in research management. The researcher believes that if these senior high school administrators receive the necessary trainings, they would be able to work well in the school as research managers. So, this training design is proposed.

This proposed training design is intended for the utilization of Human Resource and Development (HRD) Section with the coordination of Planning and Research Section (PRS) of Samar Division. It covers the topics on the conduct of

research, and the identified areas of research management namely: organization and delivery of research services; research planning, strategy, and policy development; partnerships and collaboration; research funding; research integrity and ethics; managing funded research, research data and information management; and research uptake, utilization, and impact. It includes the list of materials and equipment needed during the training, registration form for all the participants, and the training matrix including the time frame of conducting the training. It also includes the budgetary requirements and the Monitoring and Evaluation (M&E) tool to be used right after the training.

Objectives

This capability building program for school administrators aims to carry out the following objectives:

1. Be oriented on the importance of conducting research in their role as school administrators.

2. Understand the principles in the following research management competencies: organization and delivery of research services; research planning, strategy, and policy development; partnerships and collaboration; research funding; research integrity and ethics; managing funded research; research data and information management; and research uptake, utilization, and impact.

3. Demonstrate the provided skills in their role as school administrators.

4. Appreciate research activity through conducting research study in the field and utilizing its results as bases for decision making and innovation for school improvement.

Methodology

This capability building program aims to capacitate the school administrators in research management and in conducting research. It will help them to fill the gaps and empower themselves in improving the school through evidence-based decisions. It consists of four components as reflected in the framework: assessment; design; implementation; and monitoring and evaluation.

Assessment. This component focuses on identifying the needs and priorities of capacity building in school research management including the research productivity of school administrators and other school personnel. The HRD section and the PRS of Samar Division must also explore the potential collaboration with some institutions to engage in the implementation of relevant capacity building activities. This will give some inputs to make a strategic plan and start on the design workflow.

Design. The HRD section of Samar Division will develop the training content in order to execute the plan in coordination with the PRS. The training must be design keeping in view the research background of the school and the research management competencies of the participants. They can also adopt the training design proposed by the researcher of this study.

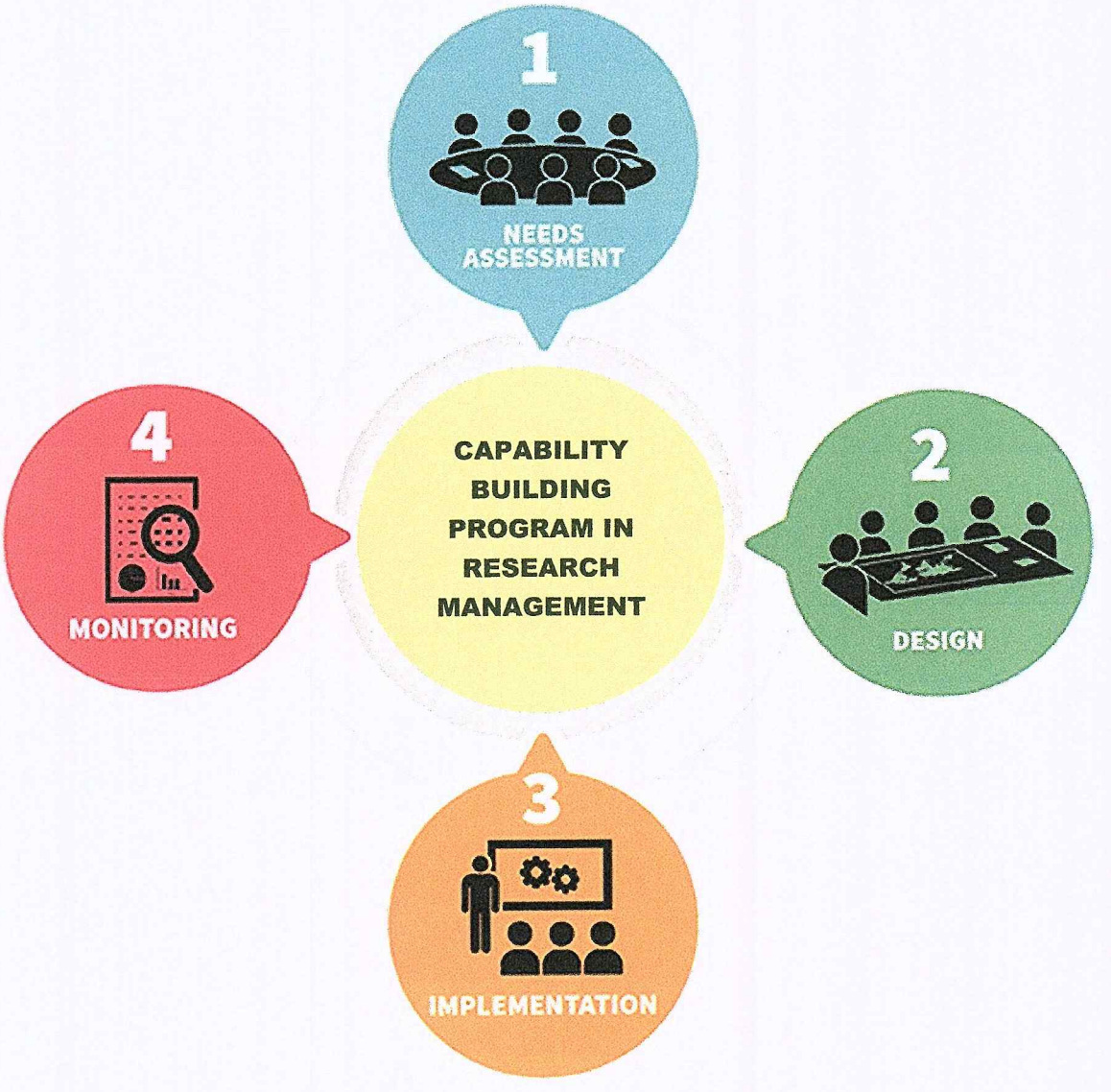

Figure 3. Components of Capability Building Program in Research Management for School Administrators

A PROPOSED TRAINING DESIGN FOR CAPABILITY BUILDING FOR SCHOOL HEADS IN RESEARCH MANAGEMENT

I. Title: CAPABILITY BUILDING OF SENIOR HIGH SCHOOL ADMINISTRATORS IN RESEARCH MANAGEMENT

II. Schedule:

The trainings will be appropriately conducted during summer to give the HRD Section an enough time for the preparation of the training. Likewise, it would be timely to school heads participating with the event since this time has no classes in which the school heads are free from instructional supervision in the classroom.

III. Duration of Training:

The trainings will be conducted in two schedules with three (3) days or 24 training hours for each.

IV. Location:

The venue will be chosen by the Division HRD Section and the PRS, and must be well-ventilated and conducive to training for school heads as it would increase productivity and excitement around the event.

V. Expected Output:

Participants are expected to demonstrate their knowledge, skills, and attitude (KSA) through research management activities in schools. The research productivity as to the number of researches conducted, researches published, and research presentations participated are their expected outputs.

VI. Participants:

The participants are all the senior high school administrators of Samar Division, selected facilitators or resource speakers, and the technical working group (TWG) consisting of chosen personnel from the HRD section and PRS. The HRD section in coordination of PRS has the responsibility to carefully choose the facilitators or resource speakers prior to the conduct of this training program. The facilitators or resource speakers should be well-versed on their assigned topics and should be able to meet the training session goals.

VII. Methodologies:

The training will employ the following: 4As (Activity, Analysis, Abstraction, and Application), lecture, hands-on experience, and workshop.

VIII. Materials and Equipment:

Training materials and equipment should be prepared by the organizers prior to the training. During the training, all the participants must be provided with the training kits consisting of notebooks/booklets, ballpen, handouts, etc. The following training equipment will also be used: sound system, laptops or computers, and Liquid Crystal Display (LCD) projector and screen.

IX. Budgetary Requirements:

The training will utilize the Division Human Resources Training and Development (HRTD) fund. The training requires the provision of:

Item No.	Item	Quality	Unit Cost	No. of Persons	Item Cost
1.	Meals	6 meals	175.00	73	76,650.00

Item No.	Item	Quality	Unit Cost	No. of Persons	Item Cost
2	Snacks	12 snacks AM and PM for 6 days	75.00	73	65,700.00
3	Venue	3 rooms in Air-conditioned, with free stable wifi internet connectivity with projector and lcd screen	4,500.00	73	13,500.00
4	Notebook	40 leaves notebooks	15.00	73	1,095.00
5	Marker	Pointed Black	50.00	103	5,150.00
6	ballpen	0.5 black Ballpoint pen	8.00	73	584.00
7	envelope	Plastic A4 envelope	7.00	73	511.00
8	Bond paper	Substance 20 A4	255.00	10	2,550.00
9	Scissors	8 inches All Purpose Scissors	105.00	10	1,050.00
10	Travel Expenses of Resource Speakers	Resource Speakers	1000.00	6	6,000.00
11	Hotel Accommodation of Resource speakers	6 Nights Resource Speakers	2,100.00	6	12,600.00
12	Masking Tape	1-inch masking tape	50	20	1,000.00
13	Neon Paper	A4	345.00	6 reams	2,070.00
14	Globe internet Prepaid cards	Prepaid cards	100.00	10	1,000.00
	Total				**189,460.00**

X. Training Matrix:

The HRD section and PRS may modify or add some insertions to the training design, if necessary. This training design consists of the activities and the allotted time in which these activities are to be undertaken. Including herein are the facilitator/s of every activity during the conduct of this training. This is to be identified by the organizer.

A. A Training-Workshop on the Conduct of Research:

Time	Activity	Person In-charge
Day 1		
7:00-8:30	Arrival and Registration of Participants	*Organizer*
8:30 - 9:30	Opening Program	*TBA*
9:30 - 10:30	Levelling of Expectation	*TBA*
10:30 - 12:00	*Introduction to Action and Basic Researches*	*TBA*
12:00-1:00	Lunch break	
1:00 - 3:00	*Concept Development*	*TBA*
3:00- 5:00	*Experimental Research*	*TBA*
Day 2		
8:00 - 8:30	MOL	
8:30 - 9:30	*Experimental Sampling*	*TBA*
9:30 - 12:00	*Qualitative Research Design*	*TBA*
12:00 -1:00	Lunch Break	
1:00 - 3:00	*Research Sampling*	*TBA*
3:00 - 5:00	*Research Instrument*	*TBA*
Day 3		
8:00 - 8:30	MOL	
8:30 - 9:30	*Preparing for Data Analysis*	*TBA*
9:30 - 10:30	*Statistics*	*TBA*
9:30-12:00	*Qualitative Analysis*	*TBA*
12:00 -1:00	Lunch Break	
1:00 - 3:00	*Preparing the Research Proposal*	*TBA*
3:00 - 5:00	*Tips in Writing the research Proposal*	*TBA*
5:00 - 5:15	Closing Program	

B. A Training-Workshop on Research Management Competencies:

Time	Activity	Person In-charge
Day 1		
7:00-8:30	Arrival and Registration of Participants	*Organizer*
8:30 – 9:30	Opening Program	*TBA*
9:30 – 10:30	Levelling of Expectation	*TBA*
10:30 – 12:00	*Importance of conducting research studies as school heads*	*TBA*
12:00-1:00	Lunch break	
1:00 – 3:00	*Adoption of Basic Education Research Agenda (DepEd Order No. 39, s. 2016)*	*TBA*
3:00- 5:00	*Research Management Guidelines (RMG) of the DepEd (DepEd Order No. 16, s. 2017)*	*TBA*
Day 2		
8:00 – 8:30	MOL	
8:30 – 9:30	*Organization and Delivery of Research Services*	*TBA*
9:30 – 12:00	*Research Planning, Strategy, and Policy Development*	*TBA*
12:00 -1:00	Lunch Break	
1:00 – 3:00	*Researcher Development*	*TBA*
3:00 – 5:00	*Research Partnership and Collaboration*	*TBA*
Day 3		
8:00 – 8:30	MOL	
8:30 – 9:30	*Research Funding & The Basic Education Research Fund (BERF) Guidelines of the DepEd (DepEd Order No. 43, s. 2015)*	*TBA*
9:30 – 10:30	*Research Integrity and Ethics*	*TBA*
9:30-12:00	*Managing Funded Research*	*TBA*
12:00 -1:00	Lunch Break	
1:00 – 3:00	*Research Data and Information Management*	*TBA*
3:00 – 5:00	*Research Uptake, Utilization, and Impact and How to Prepare a Publishable Paper*	*TBA*
5:00 – 5:15	Closing Program	

Legend: *TBA - To be assigned*

Attendance Sheet and Registration Form

To account all the participants, they should fill out the registration form before the start of the training. They should also write their names and append

their signatures on the daily attendance sheet within six (6) days of the conduct of this training.

A. Attendance Sheet

Name	School	Day 1				Day 2				Day 3			
		AM	Signature	PM	Signature	AM	signature	PM	signature	AM	signature	PM	Signature

B. Registration Form

REGISTRATION FORM

Title of Activity: CAPABILITY BUILDING OF SENIOR HIGH SCHOOL ADMINISTRATORS IN RESEARCH MANAGEMENT

Date: _____

Venue: _____

Last Name:

First Name:

Middle Name:

Sex: _____ Date of birth: _____ Position: _____

School:

_____

Address: _____

Contact Number: _____Signature: _____

Monitoring and Evaluation (M&E) Tool

The participants should also fill out the M&E tool right after the training to evaluate the effectiveness of the entire component of the training program.

Monitoring & Evaluation Form: Program Assessment

Type of Respondent: ☐ Program Manager ☐ Trainer ☐ Trainee

Name of Participant: _____ ☐ Male ☐ Female

Title of Program: _____ Date: _____

According to the indicators below, please, assess the effectiveness of the entire program components. Please, refer to the following rating scale:

		After the training, I believe that...	Rating			
			4 SA	3 A	2 D	1 SD
A. Program Planning, Management, and Preparation	1	It was delivered as planned.				
	2	It was managed efficiently.				
	3	It was well-structured.				
B. Attainment of Objectives	4	The objectives of the program were clearly presented.				
	5	The objectives of the sessions were logically arranged.				
	6	The objectives of program and session were attained.				
C. Delivery of Program Content	7	The contain of the program was appropriate to the roles and responsibilities of trainees.				
	8	The contents were delivered based on reliable and authoritative sources.				
	9	There was clear presentation of new learning.				
	10	Learning was generated through effective session activities.				
	11	There was an effective use of adult learning methodologies.				
	12	Management of learning was effectively prepared e.g. portfolio, synthesis of previous learning, etc.				
	13	Gender sensitivity was observed on the delivered content.				
D. Trainees' Learning	14	Trainees were motivated to use the knowledge and skills gained during the training to their works in the field.				
	15	Participation of all trainees was acknowledged.				
	16	There was a clear understanding of the content delivered among the trainees.				
	17	All participants regardless of gender have equal opportunity in expressing and sharing their ideas with respect and acceptance.				

	After the training, I believe that...		Rating			
			4 SA	3 A	2 D	1 SD
E. Trainers' Conduct of Sessions	18	The sessions were conducted by competent trainers.				
	19	There was teamwork among the staff and trainers.				
	20	A positive learning environment was established by the trainers.				
	21	Training activities moved quickly enough to maintain trainees' interest.				
	22	The trainees were gender mainstreamed.				
F. Provision of Support Materials	23	There were clear and useful training materials.				
	24	The flow of the sessions was supported by the PowerPoint Presentations.				
	25	The resources provided were appropriate to trainees' needs.				
G. Program Management Team	26	Program Management Team members were courteous.				
	27	Program Management Team was efficient.				
	28	Program Management Team was responsive to the needs of trainees.				
	29	Program management team had sex disaggregated data.				
H. Venue and Accommodation	30	The venue was well-lighted and ventilated.				
	31	The venue was comfortable with sufficient space for program activities.				
	32	The venue had sanitary and hygienic conditions.				
	33	Meals were nutritious and sufficient in quantity and quality.				
	34	The accommodation was comfortable with sanitary and hygienic conditions.				
	35	Comfort rooms were gender sensitive with separate comfort rooms for male and female and LGBTQ.				
I. Overall	36	I have the knowledge and skills to apply the new learning.				
	37	I have the confidence to implement the Job-Embedded Learning (JEL) contract.				

4-Strongly Agree (SA); 3-Agree (A); 2-Disagree (D); 1-Strongly Disagree (SD)

Please, write your response honestly to each of the following questions:

What is your most significant learning from the program?
What can you suggest to improve similar programs in the future?
Write briefly what you have learned from the program and how it will help you with your work in the field.

Implementation. The HRD section and the PRS of Samar Division will execute the capability building activities in standard trainings. In these trainings, there is a need to provide meaningful, interactive, and collaborative activities to encourage active participation among the participants for truly impressive sessions.

Monitoring and Evaluation. This is the final component of capacity building program to be implemented by the HRD section and PRS of the DepEd Samar Division. It helps to improve performance and achieve better results. It has to do with the quality and relevance of capacity building efforts. The involved participants will be assessed if they would be able to carry out the goals and objectives of the trainings in the field.

In monitoring and evaluation, the following will be dealt with: 1) the research productivity of the school in terms of the number of school personnel who are engaged in doing research, funding facilities and incentives availed by anyone in the school, the frequent conduct of research activities and initiatives in the school, research awards received by any of the school personnel, and the number of researches published even in the local research journal; 2) the academic progress of the school through the professional growth of the teachers and the academic standing of students in the classroom and in various academic competitions even outside the school; 3) strong partnership of the school with the stakeholders; and 4) the remarkable accomplishments of the school administrators.

The HRD section and the PRS are encouraged to craft a tool to easily facilitate the monitoring and evaluation. After conducting the M&E, the HRD section, with the help of PRS, can now ascertain what other things are needed to be done to accomplish the training goals and objectives, and what else to be improved, changed, and included to enhance the future implementation of the capability building program on research management for school administrators.

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APPENDICES

APPENDEX A

A LETTER-REQUEST FOR THE PROVISION OF ESSENTIAL DATA IN THE FORMULATION OF RESEARCH PROPOSAL

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City
Telephone No.(055) 251-2139; 251-2016; Telefax No. (055) 543-8394
Website: http://www.ssu.edu.ph/

Certificate No. AJA18.1089

October 30, 2019

The Planning/Record/Research Office
DepEd – Division of Samar
City of Catbalogan

Thru: **CARMELITA R. TAMAYO, Ed.D., CESO VI**
Schools Division Superintendent
DepEd – Division of Samar
City of Catbalogan

Dear Madam:

Greetings!

The undersigned is planning to finish the dissertation writing as a final requirement for the degree of Doctor of Philosophy in Educational Management. He is proposing to write a dissertation entitled "RESEARCH MANAGEMENT COMPETENCE OF SCHOOL ADMINISTRATORS IN SENIOR HIGH SCHOOLS IN SAMAR DIVISION."

In this connection, he is requesting from your good office the permission to access the following data relevant for the formulation of research proposal:

- list of senior high schools in both 1st and 2nd Congressional Districts of Samar Division;
- the number of SHS teachers assigned per senior high school –regular or contractual; and
- the number of conducted researches funded by the BERF.

This study is conceived based on the premise that research management competence of senior high school administrators has to be assessed so that enhancement programs or appropriate research policies could be instituted to improve the conduct and management of research in public schools.

Thank you very much and more power.

Very truly yours,

GENARO O. BASAS III
Researcher

NOTED:
LANIE M. PACADALJEN, Ph.D.
Adviser
Director for Quality Assurance
Samar State University

APPROVED:

CARMELITA R. TAMAYO, Ed.D., CESO VI
Schools Division Superintendent

APPENDEX B

A LETTER-REQUEST TO CONDUCT A VALIDATION OF SURVEY QUESTIONNAIRE IN CATBALOGAN CITY DIVISION

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City
Telephone No.(055) 251-2139; 251-2016; Telefax No. (055) 543-8394
Website: http://www.ssu.edu.ph/

Certificate No. AJA18.1089

January 27, 2020

MARILYN B. SIAO, Ph.D., CESO VI
Assistant Schools Division Superintendent
OIC-Office of the Schools Division Superintendent
DepEd – Catbalogan City Division
Catbalogan City

Dear Madam:

Greetings with joy and peace!

I am now finishing my dissertation writing on *"Research Management of School Administrators in Samar Division"* as the final requirement for the degree in Doctor of Philosophy (Ph.D.) major in Educational Management at the College of Graduate Studies (CGS), Samar State University, Catbalogan City.

I have the honor to request from your good office *the permission to conduct the validation of my instruments in senior high schools in Catbalogan City Division.* The questionnaire will be pilot tested to all school heads of seven public senior high schools in your Division.

The study is perceived based on the premise that research management competence and experiences of school administrators have to be assessed so that enhancement research programs could be established to improve the conduct and management of research in public schools.

Thank you very much and more power.

Very truly yours,

GENARO O. BASAS III
Researcher

NOTED:

LANIE M. PACADALJEN, Ph.D.
Adviser
Director for Quality Assurance
Samar State University

APPROVED:

MARILYN B. SIAO, Ph.D., CESO VI
Assistant Schools Division Superintendent
OIC-Office of the SDS

APPENDEX C

AN APPROVED REQUEST TO CONDUCT A VALIDATION OF SURVEY QUESTIONNAIRE IN CATBALOGAN CITY DIVISION

Republic of the Philippines
Department of Education
REGION VIII – EASTERN VISAYAS
SCHOOLS DIVISION OF CATBALOGAN CITY

January 27, 2020

GENARO O. BASAS
Researcher
Samar State University
Catbalogan City

Dear Mr. Genaro,

Greetings!

This is in consonance with your letter received by this Office dated January 27, 2020 requesting permission to conduct pilot testing of your research questionnaire to the senior high school administrators in Catbalogan City for your study titled **"Research Management of School Administrators in Samar Division"**.

Please be informed that permission to conduct pilot testing of your questionnaire is granted on the condition that, 1) the pilot testing will be conducted during the school heads free time, 2) the data that will be gathered shall be treated with utmost confidentiality; and 3) this Office shall be provided with the Abstract of the study.

Thank you and hoping for compliance of the above-mentioned conditions.

Very truly yours,

MARILYN B. SIAO, PhD, CESO VI
Assistant Schools Division Superintendent
OIC-Office of the Schools Division Superintendent

Address: 2nd Floor, Lazhoo Bldg., Del Rosario St., Brgy. 4 Poblacion, Catbalogan City, Samar
Email: depedcatbalogancity(MSO)15@gmail.com
Facebook Page: fb.com/CatbaloganCityDivision
Telefax: (055) 251-3296 | (055) 530 0375

APPENDEX D

A LETTER-REQUEST FOR PERMISSION TO CONDUCT THE STUDY AMONG SHS ADMINISTRATORS IN SAMAR DIVISION

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City
Telephone No.(055) 251-2139; 251-2016; Telefax No. (055) 543-8394
Website: http://www.ssu.edu.ph/

Certificate No. AJA18.1089

January 07, 2020

CARMELITA R. TAMAYO, Ed.D., CESO VI
Schools Division Superintendent
DepEd - Division of Samar
City of Catbalogan

Dear Madam:

Greetings!

I am currently doing my dissertation writing on **"Research Management of School Administrators in Samar Division"** as the final requirement for the degree in Doctor of Philosophy (Ph.D.) major in Educational Management at the College of Graduate Studies (CGS), Samar State University, Catbalogan City.

In this connection, I am requesting from your good office the permission to conduct the study among the senior high school administrators in the Division of Samar. The data provided by the respondents will be kept with confidentiality and used only for research purposes.

The study is conceived based on the premise that research management competence and experiences of school administrators have to be assessed so that enhancement programs and appropriate research policies could be instituted to improve the conduct and management of research in public schools.

Thank you very much and more power.

Very truly yours,

GENARO O. BASAS III
Researcher

NOTED:

LANIE M. PACADALJEN, Ph.D.
Adviser
Director for Quality Assurance
Samar State University

APPROVED:

CARMELITA R. TAMAYO, Ed.D., CESO VI
Schools Division Superintendent

APPENDEX E

AN APPROVED REQUEST TO CONDUCT THE STUDY AMONG SHS ADMINISTRATORS IN SAMAR DIVISION

Republic of the Philippines
Department of Education
Region VIII
SAMAR SCHOOLS DIVISION OFFICE
Office of the Schools Division Superintendent

January 10, 2020

Genaro O. Basas III
Researcher
Samar State University
Catbalogan City

Dear Mr. Basas,

This is in response to your request permission to conduct study among the Senior High School Administrators of this Division entitled "Research Management of School Administrators in Samar Division".

This office interposes no objection to do this activity. In this connection, kindly coordinate directly with the school head concerned to avoid disruption of classes, "the time-on-task" policy stipulated in DepEd Order No. 9, s. 2005 must be observed.

Very truly yours,

CARMELA R. TAMAYO, Ed.D., CESO VI
Schools Division Superintendent

Address: Arteche Blvd., Brgy. 7, Catbalogan City, Samar
Telephone No: (055)251-2595/055-5439735
Email Address: samar@deped.gov.ph
Facebook Page: DepEd Tayo Samar Division

APPENDEX F

A LETTER-REQUEST TO SHS ADMINISTRATOR-VALIDATOR

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City
Telephone No.(055) 251-2139; 251-2016; Telefax No. (055) 543-8394
Website: http://www.ssu.edu.ph/

Certificate No. AJA18.1089

January 27, 2020

THE SCHOOL HEAD

Catbalogan City Division
Catbalogan City, Samar

Dear Sir/Madam:

Greetings with joy and peace!

I am now finishing my dissertation writing on *"Research Management of School Administrators in Samar Division"* as the final requirement for the degree in Doctor of Philosophy (Ph.D.) major in Educational Management at the College of Graduate Studies (CGS), Samar State University, Catbalogan City.

I have the honor to inform you that you are chosen as validator of my instrument. For this, I am requesting you to validate my instrument especially the Part II which is the point likert scale. This questionnaire will be pilot tested to all school heads of seven public senior high schools in your Division.

The study is perceived based on the premise that research management competence and experiences of school administrators have to be assessed so that enhancement research programs could be established to improve the conduct and management of research in public schools.

Thank you very much and more power.

Very truly yours,

Genaro O. Basas III

GENARO O. BASAS III
Researcher

APPENDEX G

A LETTER-REQUEST TO SHS ADMINISTRATOR-RESPONDENT

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City
Telephone No.(055) 251-2139; 251-2016; Telefax No. (055) 543-8394
Website: http://www.ssu.edu.ph/

February 25, 2020

THE SCHOOL HEAD

DepEd Samar Division

Dear Sir:

Greetings with joy and peace!

I am now finishing my dissertation writing on *"Research Management of School Administrators in Samar Division"* as the final requirement for the degree in Doctor of Philosophy (Ph.D.) major in Educational Management at the College of Graduate Studies (CGS), Samar State University, Catbalogan City.

As a potent source of information in this particular study, the undersigned requests your cooperation by answering the questions on the attached questionnaire. Rest assured that any information given in this questionnaire will be used solely for this study and shall be treated with strict confidentiality and shall not be divulged to any person. Data presentation shall be in a form of statistical tables and group analyses without reference to a single individual.

The study is perceived based on the premise that research management competence and experiences of school administrators have to be assessed so that enhancement research programs could be established to improve the conduct and management of research in public schools.

Attached herewith is the letter of permission from the Office of the School superintendent for your perusal.

Thank you very much and more power.

Very truly yours,

GENARO O. BASAS III
Researcher

APPENDEX H

AN INFORMED CONSENT FORM

SAMAR STATE UNIVERSITY
Arteche Blvd., Catbalogan City, Samar
Philippines 6700

Certificate No. AJA18.1089

Direction: Please, accomplish this form.

Project Title: "Research Management of School Administrators in Samar Division"

Researcher: **GENARO O. BASAS III**
Ph.D. –E.M. student

Thank you for participating in the conduct of this study. Your responses are considered completely confidential.

RESPONDENT'S STATEMENT

I agree that:

- I have understood the relevance of my involvement as respondent.
- I give permission to the researcher in processing the data taken from me.
- I understand that all my personal information will be treated as strictly confidential and handled in accordance with the provisions of the Data Privacy Act of 2012 or R.A. 10173.
- I understand that my participation will be recorded on the use of this material as part of this project.
- I agree to participate in any follow-up study in the future by SSU researchers, if I will be contacted and invited.
- I understand that the information I have submitted will be published as a report, and I will be provided details of the findings. Confidentiality and anonymity will be sustained, and it will not be possible to identify me from any publication.
- I agree that my non-personal research data may be used by others for future research. I am assured that the confidentiality of my personal data will be upheld through the removal of identifiers.

_____
Signature over Printed Name

Date Signed: _____

NB: *Please, affix signature in all pages*

APPENDEX I

CERTIFICATE OF ETHICS APPROVAL

SAMAR STATE UNIVERSITY
Arteche Blvd., Catbalogan City, Philippines 6700
Office of the University President

We Innovate We Build We Serve

JAS ANZ
AJA
Certificate No. AJA18 1081
SSU-OPRES EA-007
01-OCT-2019 REV 000

CERTIFICATE OF ETHICS APPROVAL

This is to certify that the Samar State University Institutional Research Ethics Review Committee (IRERC) has reviewed and approved a study entitled

Title : **Research Management of School Administrators in Samar Division Division**
Name of Researcher : **Genaro O. Basas, III**
Reference No : **IRERC EA-0010**
Date of Application : **January 28, 2020**

It is hereby mandated that in the implementation of the aforementioned study, the subject researcher shall adhere to International ethical guidelines, national guidelines and all other pertinent requirements prescribed by the SSU-IRERC.

The Researcher can now commence to the data gathering process and the study shall be valid for two (2) years from the date of issuance hereof

DATE OF ISSUANCE: February 3, 2020 VALID UNTIL: February, 2022

RHEAJANE A. ROSALES, D.M.
Director, IRERC

MARILYN D. CARDOSO, Ph.D.
University President

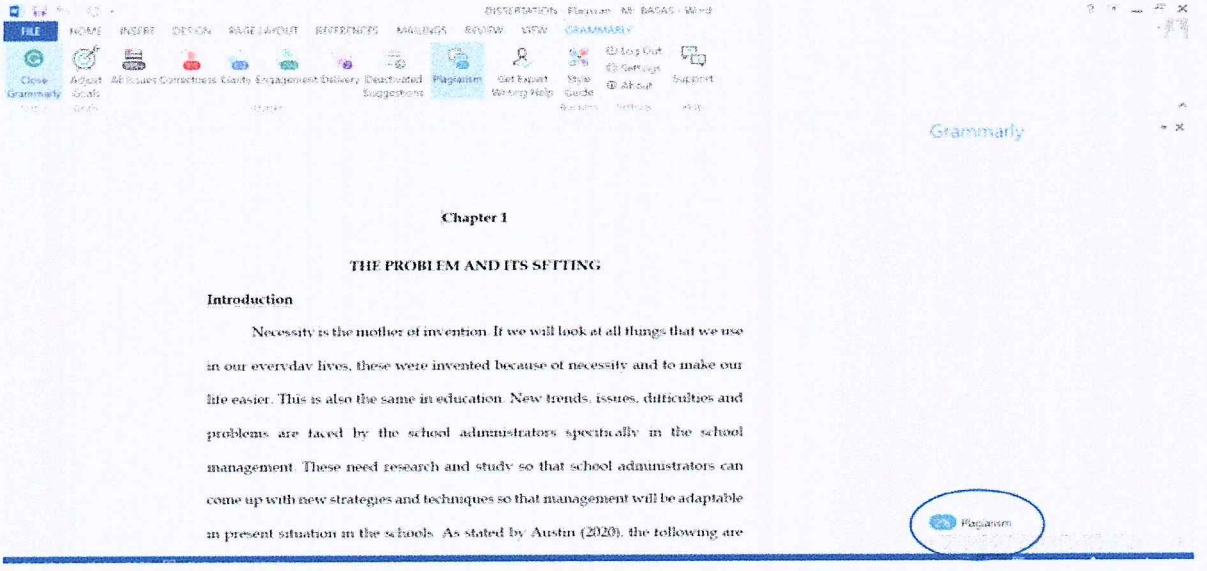
APPENDIX J

RESULT OF PLAGIARISM SCAN

Name : Genaro O. Basas III
Study Title : Research Management of School Administrators in Samar Division

Plagiarism : 4%

Chapter 1, 3-6



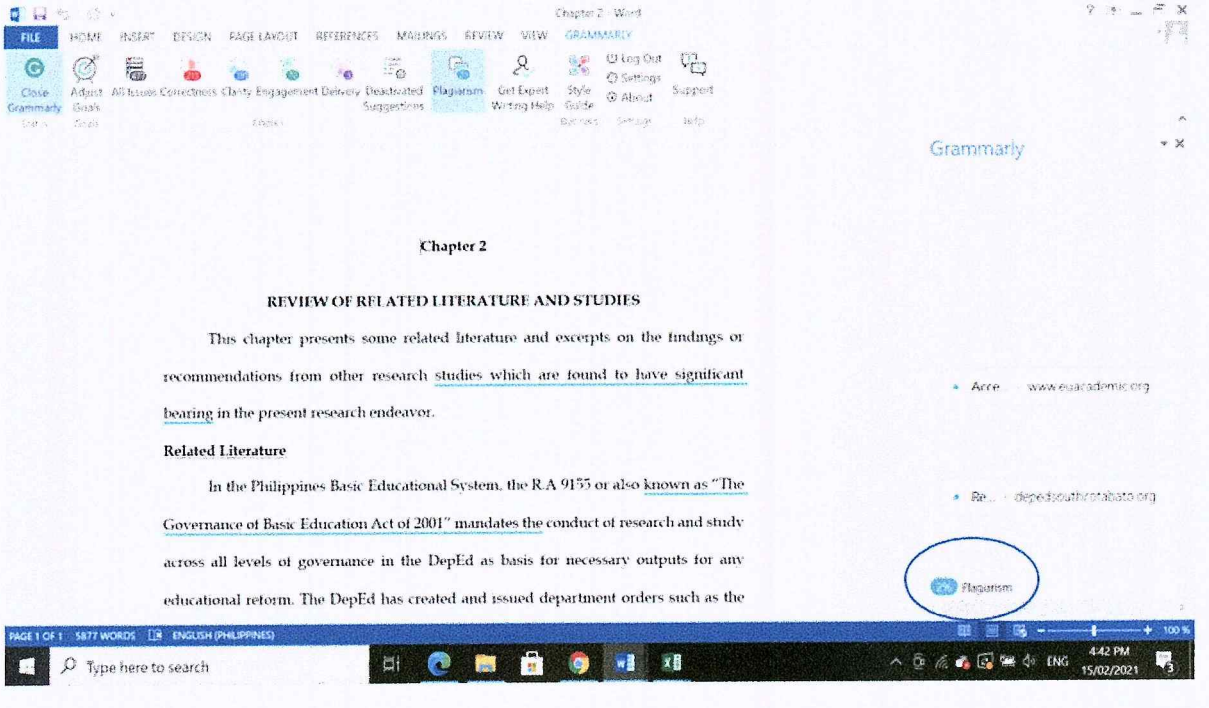
Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Necessity is the mother of invention. If we will look at all things that we use in our everyday lives, these were invented because of necessity and to make our life easier. This is also the same in education. New trends, issues, difficulties and problems are faced by the school administrators specifically in the school management. These need research and study so that school administrators can come up with new strategies and techniques so that management will be adaptable in present situation in the schools. As stated by Austin (2020), the following are

Chapter 2



Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents some related literature and excerpts on the findings or recommendations from other research studies which are found to have significant bearing in the present research endeavor.

Related Literature

In the Philippines Basic Educational System, the R.A 9155 or also known as "The Governance of Basic Education Act of 2001" mandates the conduct of research and study across all levels of governance in the DepEd as basis for necessary outputs for any educational reform. The DepEd has created and issued department orders such as the

APPENDEX K

Republic of the Philippines
COLLEGE OF GRADUATE STUDIES
Catbalogan City

A SURVEY QUESTIONNAIRE ON THE RESEARCH MANAGEMENT OF SCHOOL ADMINISTRATORS IN SAMAR DIVISION

PART I. SCHOOL ADMINISTRATOR'S PROFILE

Directions: Please, supply the information asked for by writing in the space provided or by checking appropriate box.

Name (Optional): _____

School: _____ **Age**: _____ **Sex**: _____

Educational background: Please, fill in the table of your educational background. Check or write the necessary data.

DEGREE	COURSE & SPECIALIZATION (*Please, write*)	COLLEGE/ UNIVERSITY (*Please, write*)	GRADUATE			NON-GRADUATE	
			Year Graduated (*Please, write*)	Plan (Please, check)		CAR (*Please, check*)	Units (*Please, write*)
				A (*w/ thesis*)	B (*Non-thesis*)		
Doctoral Degree							
Master's Degree							
Baccalaureate Degree							

Work Experiences: Please, fill in the table of your teaching and administrative experiences. Never miss to include all your administrative and teaching positions such as in private schools which are not indicated in the table.

EXPERIENCE	POSITION	YEAR (*From-To*)
Administrative Experience	Principal IV	
	Principal III	
	Principal II	
	Principal I	
	Head Teacher VI	
	Head Teacher V	
	Head Teacher IV	
	Head Teacher III	
	Head Teacher II	
	Head Teacher I	
	Teacher-In-Charge (TIC) (*Don't forget to fill in the raw of your present teaching position*):	
	Others, specify (*Such as in private school*): _____	
Teaching Experience	Master Teacher IV	
	Master Teacher III	
	Master Teacher II	
	Master Teacher I	
	Teacher III	
	Teacher II	
	Teacher I	
	Others, specify (*Such as in private school*): _____	

Research Management Trainings Attended (*for the last five years*):

Title of Research Management Training Program	Duration of Training Program (*Hours*)	Conducted/Sponsor By (*Write in Full*)
1		
2		
3		
4		
5		

Research Productivity: Kindly, give the information about your research productivity with regard to the data asked in the table. Yet, leave it blank if you do not have research studies conducted.

RESEARCH CONDUCTED *(Write the title)*	**FUNDING FACILITY** *(Please, check)*			**RESEARCH PRESENTATION** *(Please, check the level of research forum attended)*						**RESEARCH PUBLICATION** *(Please, specify)*			**RE-SEARCH AWARD** *(Please, specify)*
	Per-sonal	DepEd *(BERF)*	Others *(Pls., specify)*	Dis-trict	Divi -sion	Re-gion	Na tio nal	Inter-natio-nal	Othe rs (Non - DepE d)	Local Journa l	Natio-nal Journa l	Inter nati onal Jour nal	
1													
2													
3													
4													
5													

PART II. THE LEVEL OF RESEARCH MANAGEMENT COMPETENCIES

Directions: Below are some of the indicators of your research management competence categorized according to the key competency areas of research environment in organization. Kindly, assess each indicator by considering the rubrics of differentiation found on the table then, signify the level of your research management competence by checking appropriate column using the following scales:

Scale	Description	Initial	Differentiation
5	Highly Competent	HC	With 91% to 100% sufficiency level of research management knowledge and skills application
4	Competent	C	With 61% to 90% sufficiency level of research management knowledge and skills application
3	Moderately Competent	MC	With 31% to 60% sufficiency level of research management knowledge and skills application
2	Less competent	LC	With 1% to 30% sufficiency level of research management knowledge and skills application
1	Not Competent	NC	With 0% sufficiency level of research management knowledge and skills application

Indicator	5 (HC)	4 (C)	3 (MC)	2 (LC)	1 (NC)
A. Organization and delivery of research services:					
1. Organization and structure of research support functions and activities in the school					
2. Management and delivery of administrative, managerial and strategic deliverables or research activities in the school					
3. Monitoring and review of research support functions and activities					
B. Research planning, strategy, and policy development:					
1. Conceptualization, plan or formulation of research-based approaches and practices aligned with the goals of the school					
2. Facilitation and support for the development and implementation of DepEd research policies and strategies in the school					
3. Monitoring and evaluation of the progress of the school research initiatives and the DepEd research approaches, policies and strategies in the school					
C. Partnerships and collaboration:					
1. Building of cooperative relationship between the school and other agencies, research organizations, or stakeholders in the conduct of research					
2. Development of cooperative works among teachers and other school personnel at fulfilling common research goals					
3. Sustainability of a database of active collaborations on behalf of the school					
D. Research funding:					

1. Identification and dissemination of research funding opportunities for teachers and other school personnel					
2. Alignment of research funding proposals to the organizational mission and vision and to the research priorities of the school					
3. Optimization of research funding strategies of the DepEd or non-Deped entities					
4. Utilization of infrastructures like management and financial support structures of the school to assist the efficiency and effectiveness of the proposal process					
E. Research integrity and ethics:					
1. Formulation and implementation of a good policy framework and ethical standards or considerations in conducting research					
2. Promotion and fostering among researchers a compliance and responsible conduct of research					
3. Validation of the quality of individual research in the school					
F. Managing funded research:					
1. Management of human resource capacity to aid the effective conduct of funded research					
2. Development of the researchers' adherence to the conditions, and timelines of funding entities and to the management structure of the DepEd or school					
3. Taking on the responsibility of stewardship of the relationship of the school with the funding entities or stakeholders					
G. Research data and information management:					
1. Development of research data and information management plans and support system					

2. Promotion of the development and coordination of data policies, data training and data infrastructure					
3. Management and application of research-related data in strategic decision making					
H. Research uptake, utilization, and impact:					
1. Enhancement of the dissemination and communication of research					
2. Building research capacity to expand generation and application of evidence in developing practices.					
3. Encouragement of researchers to showcase research outputs locally or globally by publishing research studies in credible and reputable research journals online					
4. Measurement and demonstration of research impacts or effects in the school					

Thank you so much!

APPENDIX L

Republic of the Philippines
COLLEGE OF GRADUATE STUDIES
Catbalogan City

Certificate No. AJA18.1089

AN INTERVIEW GUIDE ON THE STUDY A RESEARCH MANAGEMENT OF SCHOOL ADMINISTRATORS IN SAMAR DIVISION

What are your experiences in research management in the schools?

1. *What strategies did you use to succeed in research management in your* school?

2. What problems did you face in research management in your school of jurisdiction?

3. Other than the strategies you employed and problems you met, what else did you experience relative to research management in your school?

APPENDEX M

The List of Senior High Schools in Every School District

No.	Districts	Senior High Schools
1	Almagro District	➢ Almagro NHS ➢ Costa Rica NHS
2	Basey I District	➢ Basey NHS ➢ Burgos IS ➢ San Fernando NHS
3	Basey II District	➢ Mabini NHS ➢ Old San Agustin NHS ➢ Simeon Ocdol NHS ➢ Valeriano C. Yancha MAS
4	Calbiga I District	➢ Calbiga NHS
5	Daram I District	➢ Bagacay NHS ➢ Daram NHS ➢ Parasan NHS ➢ Rizal IS
6	Daram II District	➢ Bakhaw NHS ➢ Birawan NHS ➢ Sua NHS
7	Gandara I District	➢ Ramon T. Diaz MHS
8	Gandara II District	➢ Piňaplata IS
9	Hinabangan I District	➢ Hinabangan NHS
10	Hinabangan II District	➢ Bagacay NHS
11	Jiabong District	➢ Casapa NHS ➢ Cuyting Uy NHS ➢ Jiabong NHS
12	Marabut District	➢ Marabut NHS ➢ Osmeňa NHS
13	Matuguinao District	➢ Matuguinao NHS
14	Motiong District	➢ Calapi NHS ➢ Motiong NHS
15	Pagsanghan District	➢ Pagsanghan NHS
16	Pinabacdao I District	➢ Pinabacdao NHS
17	Pinabacdao II District	➢ Parasanon NHS ➢ Quintin Quijano Sr. AS
18	Santa Margarita I District	➢ Clarencio Calagos MSOF ➢ Sta. Margarita NHS
19	Santa Margarita II District	➢ Napuro NHS

Cont.

No.	Districts	Senior High Schools
20	Santa Rita I District	➢ Hinangutdan NHS ➢ Sta. Rita NHS
21	Santa Rita II District	➢ Tominamos IS
22	Santo Niño District	➢ Cabunga-an NHS ➢ Baras NHS ➢ Sto. Niño NHS ➢ Villahermosa NHS
23	San Jorge District	➢ Buenavista NHS ➢ San Jorge NHS
24	San Jose De Buan District	➢ San Jose de Buan NHS
25	San Sebastian District	➢ San Sebastian NHS
26	Tagapul-an District	➢ Balocawe NHS ➢ Baquiw NHS ➢ Tagapul-an NHS
27	Talalora District	➢ Independencia NHS
28	Tarangnan District	➢ Majacob NHS ➢ OESTE NHS ➢ Tarangnan NHS
29	Villareal I District	➢ Igot NHS ➢ Plaredil NHS ➢ Villareal NHS
30	Villareal II District	➢ Guintarcan NHS ➢ Lamingao NHS ➢ Primitivo T. Torrecheva NHS ➢ San Andres NHS
31	Wright I District	➢ Wright NHS
32	Wright II District	➢ Casandig NHS ➢ Lawaan NHS
33	Zumarraga District	➢ Bioso NHS ➢ Mualbual NHS ➢ San Isidro NHS ➢ Zumarraga NHS
	TOTAL	**School Districts = 33** **Senior High Schools = 68** **SHS Administrators = 68**

Source: DepEd Samar Division Planning & Research Section

APPENDEX N

Research Profile of the Senior High Schools in Samar Division

S.Y. 2019-2020

No.	Senior High School	Number of Researches Conducted		Total	Research Activities Organized	Total	Number of Research Awards Received		Total
		School Head	Teachers				School Head	Teach-ers	
		Funded & Not Funded by the BERF					*DepEd & Non-Deped Presentation*		
1	Almagro NHS	0	0	**0**	-	**0**	0	0	**0**
2	Bagacay NHS-Daram 1	0	0	**0**	Pre- &Final Oral defense of student-researchers	**1**	0	0	**0**
3	Bagacay NHS-Hinabangan	0	0	**0**	-	**0**	0	0	**0**
4	Bakhaw NHS	0	0	**0**	Pre- &Final Oral defense of student-researchers	**1**	1	0	**1**
5	Balocawe NHS	0	1	**1**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	0	**0**
6	Baquiw NHS	0	1	**1**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	1	**1**
7	Baras NHS	0	0	**0**	-	**0**	0	0	**0**
8	Basey NHS	1	2	**3**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	2	**2**
9	Bioso NHS	0	1	**1**	Pre- &Final Oral defense of student-researchers	**1**	0	0	**0**
10	Birawan NHS	0	0	**0**	-		0	0	**0**
11	Buenavista NHS	0	1	**1**	Pre- &Final Oral defense of student-researchers	**1**	0	0	**0**
12	Burgos IS	0	0	**0**	-	**0**	0	0	**0**
13	Cabunga-an NHS	0	0	**0**	-	**0**	0	0	**0**
14	Calapi NHS	0	0	**0**	-	**0**	0	0	**0**

No.	Senior High School	Number of Researches Conducted		Total	Research Activities Organized	Total	Number of Research Awards Received		Total
		School Head	Teachers				School Head	Teach-ers	
		Funded & Not Funded by the BERF					*DepEd & Non-Deped Presentation*		
15	Calbiga NHS	2	4	**6**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research, School-Based Research Conference	**3**	1	3	**4**
16	Casandig NHS	0	0	**0**	-	**0**	0	0	**0**
17	Casapa NHS	0	0	**0**	-	**0**	0	0	**0**
18	Clarencio Calagos MSOF	1	3	**4**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research, School-Based Research Conference	**3**	1	4	**5**
19	Costa Rica NHS	0	0	**0**	-	**0**	0	0	**0**
20	Cuyting Uy NHS	0	0	**0**	-	**0**	0	0	**0**
21	Daram NHS	0	0	**0**	-	**0**	0	0	**0**
22	Guintarcan NHS	1	2	**3**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research, School-Based Research Conference	**3**	0	1	**1**
23	Hinabangan NHS	0	0	**0**	-	**0**	0	0	**0**
24	Hinangutdan NHS	0	0	**0**	Learning Action Cells (LACs) on Action research	**1**	0	0	**0**
25	Igot NHS	0	0	**0**	-	**0**	0	0	**0**
26	Independencia NHS	0	0	**0**	-	**0**	0	0	**0**
27	Jiabong NHS	0	1	**1**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	0	**0**
28	Lamingao NHS	0	0	**0**	-	**0**	0	0	**0**
29	Lawaan NHS	0	0	**0**	-	**0**	0	0	**0**
30	Mabini NHS	0	0	**0**	-	**0**	0	0	**0**

No.	Senior High School	Number of Researches Conducted		Total	Research Activities Organized	Total	Number of Research Awards Received		Total
		School Head	Teachers				School Head	Teach-ers	
		Funded & Not Funded by the BERF					*DepEd & Non-Deped Presentation*		
31	Majacob NHS	0	1	**1**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) on Action research	**2**	0	0	**0**
32	Marabut NHS	0	0	**0**	-	**0**	0	0	**0**
33	Matuguinao NHS	0	0	**0**	-	**0**	0	0	**0**
34	Motiong NHS	0	1	**1**	Pre- &Final Oral defense of student-researchers	**1**	1	1	**2**
35	Mualbual NHS	0	0	**0**	-	**0**	0	0	**0**
36	Napuro NHS	1	0	**1**	Pre- &Final Oral defense of student-researchers	**1**	0	0	**0**
37	OESTE NHS	0	0	**0**	-	**0**		0	**0**
38	Old San Agustin NHS	0	0	**0**	Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	0	**0**
39	Osmeña NHS	0	0	**0**	-	**0**	0	0	**0**
40	Pagsanghan NHS	0	0	**0**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	0	**0**
41	Parasan NHS	0	0	**0**	-	**0**		0	**0**
42	Parasanon NHS	1	0	**1**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	0	**0**
43	Pinabacdao NHS	0	0	**0**	-	**0**	0	0	**0**
44	Piñaplata IS	0	0	**0**	-	**0**	0	0	**0**
45	Plaredil NHS	0	0	**0**	-	**0**	0	0	**0**
46	Primitivo T. Torrecheva NHS	0	0	**0**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	0	**0**

No.	Senior High School	Number of Researches Conducted		Total	Research Activities Organized	Total	Number of Research Awards Received		Total
		School Head	Teachers				School Head	Teach-ers	
		Funded & Not Funded by the BERF					*DepEd & Non-Deped Presentation*		
47	Quintin Quijano Sr. AS	1	1	**2**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	0	**0**
48	Ramon T. Diaz MHS	1	1	**2**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	1	**1**
49	Rizal IS	0	0	**0**	-	**0**	0	0	**0**
50	San Andres NHS	0	0	**0**	-	**0**	0	0	**0**
51	San Fernando NHS	0	0	**0**	Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**1**	0	0	**0**
52	San Isidro NHS	0	0	**0**	-	**0**	0	0	**0**
53	San Jorge NHS	0	0	**0**	-	**0**	0	0	**0**
54	San Jose de Buan NHS	0	0	**0**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	0	**0**
55	San Sebastian NHS	0	0	**0**	-	**0**	0	0	**0**
56	Simeon Ocdol NHS	0	0	**0**	Pre- &Final Oral defense of student-researchers	**1**	0	0	**0**
57	Sta. Margarita NHS	0	0	**0**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	0	**0**
58	Sta. Rita NHS	0	0	**0**	-	**0**	0	0	**0**
59	Sto. Niño NHS	0	0	**0**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	0	**0**
60	Sua NHS	0	0	**0**	-	**0**	0	0	**0**
61	Tagapul-an NHS	0	0	**0**	-	**0**	0	0	**0**

No.	Senior High School	Number of Researches Conducted		Total	Research Activities Organized	Total	Number of Research Awards Received		Total
		School Head	Teachers				School Head	Teach-ers	
		Funded & Not Funded by the BERF					*DepEd & Non-Deped Presentation*		
62	Tarangnan NHS	0	0	**0**	-	**0**	0	0	**0**
63	Tominamos IS	0	0	**0**	-	**0**	0	0	**0**
64	Valeriano C. Yancha MAS	1	1	**2**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	1	**1**
65	Villahermosa NHS	0	0	**0**	-	**0**	0	0	**0**
66	Villareal NHS	1	0	**1**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**2**	0	0	**0**
67	Wright NHS	0	2	**2**	Pre- &Final Oral defense of student-researchers, Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research, School-Based Research Conference	**3**	0	2	**2**
68	Zumarraga NHS	0	0	**0**	Learning Action Cells (LACs) or In-service Trainings (InSETs) on Action research	**1**	0	0	**0**
TOTAL		11	23	**34**	-		4	16	**20**

Source: School Heads, School Research Coordinators & DepEd Samar Division Planning & Research Section

APPENDEX O

SAMAR STATE UNIVERSITY
Arteche Blvd., Catbalogan City, Philippines 6700
Graduate School

JAS-ANZ
Certificate No. AJAS18.1089

CERTIFICATION OF EDITING

This is to certify that the dissertation of Mr. GENARO O. BASAS III, entitled ***"Research Management of School Administrators in Samar Division"***, has been edited and proofread for appropriate English language usage, grammar, punctuation, and spelling. Neither the research content nor the researcher's intentions were altered in any way during the editing process.

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