Theory to Practice:
A Basis for Establishing the Culture of Research in Bulihan National High School (BNHS)

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Abstract:- This research endeavor explored and assessed the culture of research in Bulihan National High School for teachers. Through this, it will design a research program that will help teachers to conduct research on their own. This study used descriptive research design and there are 126 teachers respondents in Bulihan National High School. The researcher utilized stratified sampling. The salient findings of the study that a total of six (6) teachers had their contribution for school work plan for the past three (3) years from 2015-2018. The participants are agree to all the indicators on assessment of culture of research in terms of "I will engage in research" with overall weighted mean of 4.08 with a verbal interpretation of agree. Moreover, the participants are neutral to all the indicators on assessment of culture of research in terms of "I will not engage in research" with overall weighted mean of 3.09 with a verbal interpretation of neutral. This study is limited for teachers and school administrators in the Department of Education (DepEd) that will help them to enhance and develop their research capabilities through different programs created by the researcher. The output and future direction of the research is to continue upgrading of skills among teachers and school administrators through training's, seminars and workshops that should regularly conducted so that they will acquire the most up to date skills in research writing.

Keywords:- Theory, Practice, Research Culture, Assessment, Teachers.

I. INTRODUCTION

In Philippine education, the implementation of K to 12, research is integrated in every strands of the curriculum. Even in our college days, research is part of our subject or when we teach students, we find ways how can we transmit knowledge in a very effective way. And that is innovation and sometimes we don't know we create a valued and learning environment through research.

Initiating and maintaining a culture of research may take years to develop and once established it requires regular maintenance. Plans for the research culture may include the teachers, school administrators, guidance counselors and the stakeholders will join hand in hand to improve educational outcomes.

In Bulihan National High School, most of the faculty has the potential in writing research proven that the faculty graduated from their master's degree, the need is proper guidance and coordination in conducting research and maintaining the culture of research in school. Additionally, they have to be aware on the benefits of having research aside for the promotion, the Department of Education through the Basic Education Research Fund, allocate funds for accepted papers and publication.

The main concern of this study is to establish the culture of research in Bulihan National High School, Silang Cavite. Establishing a research program for teachers, school administrators, guidance counselors and stakeholders will help to improve educational outcomes not only in Silang but the whole nation as well.

Action Research Questions
This study aimed to establish the culture of research in Bulihan National High School, Silang Cavite through the project (T2F)-Theory to Practice: Establishing the Culture of Research in Bulihan.
Specifically, it sought to answers the following questions:
1. What is the status of research culture in BNHS for the past three (3) years in terms of:
1.1 number of research output presented in:
1.1.1 school level
1.1.2 district level
1.1.3 regional level
1.1.4 national level
1.2 number of teachers had their research in:
1.2.1 college
1.2.2 master's degree
1.2.3 doctorate degree
1.3 school work plan in:
1.3.1 School Improvement Plan (SIP)
1.3.2 Continuous Improvement Plan (CIP)
1.3.3 School-Based Management (SBM)
2. How do the teachers assess the culture of research in terms of:
2.1 Engaged in research
2.2 Not engage in research
3 What are the research programs for teachers, school administrators, guidance counselors and stakeholders maybe propose?

Proposed Innovation, Intervention and Strategy

Research programs that may be proposed composed of four (4) to enhance, motivate and develop the skills of teachers in research writing. Objectives were set together with the key result areas. Then target areas are identified to measure if the objectives are realized. After which, strategies were planned wherein, the activities, resources, program duration were identified. After completing the results, a research program was made.

Firstly, Mentorship Assistance Program, encourage experienced faculty members with research skills to share their expertise with those who need assistance developing their competence in research. This serves to provide basic information about research through constructing title of research and statement of the problems.

Secondly, Faculty Collaboration Program reflects that the climate is characterized by high morale, a spirit of innovation, dedication to work, receptivity to new ideas, frequent interaction, high degree of cooperation, good leader/member relationships, and open discussion of disagreements. The activity will help school administrators, guidance counselors, teachers develop good relationship and work hand in hand for school development.

Thirdly, Establishing Research Center, that every department will have their own research center or faculty coordinator that will monitor the progress of teachers in terms of research. Through this center, it will enhance the productivity of research for the utilizing of educational outcomes.

Lastly, Continuing Research Education Program, through this program, it will added to school activities the seminar and workshop for research development have at least twice a year.

San Antonio (2015) on his key notes discussed that one of the key advocates in DepED Calabarzon is to nurturing a strong passion for research. This anchored on belief that professionals become more effective when they provide systematic and evidence-based ways of dealing with the challenges faced in carrying out task. This need to be systematic and evidenced-based is best addressed by teachers and school officials who engage in research. Practitioners who conduct research tend to be more effective and critical thinkers and doers. They also become more confident of their repertoire of best practices. A venue for sharing research findings from our fellow educators will always be necessary in any attempt to foster a culture of research.

II. LITERATURE REVIEW

Hanover Research (2014) stated key findings in "Building a Culture of Research" that firstly; A culture of research requires both institutional- and unit-based leaders to set clear research goals and communicate them effectively. The goals must be accompanied by a well-defined plan of research success evaluation as well as any accompanying changes in compensation. Administrators should also adjust job descriptions to include statements of research and teaching expectations. Secondly; Institutions wishing to develop a culture of research must allocate significant resources for faculty training and support. Faculty with minimal scholarship production experience will likely need training and personal support to become proficient. Institutions may develop continuing education courses or support services in research practices, grant writing, and grant management. These programs could be housed in either a centralized or discipline-specific research center. Thirdly; a developing culture of research requires open and collaborative personal relationships among faculty members. Congenial relationships among faculty members would support a successful faculty-to-faculty research mentoring initiative. Such mentorships stand to be an important element of culture establishment. Personal ties among faculty are also likely to foster collaborative research efforts, which are a hallmark of research culture success. Fourthly; Plans for a culture of research should include consideration of student involvement. Doctoral students who are exposed to research practices early in their education are more likely to complete their dissertations. Institutions may develop student research skills through research assistantships. Faculty mentors may also provide personalized research guidance.

Nevertheless, Hanover (2014) draws from Teresa Marchant, who characterizes culture as "a system of widely shared and strongly held values." This would make a culture of research a system that places great value on conducting and communicating scholarly research.

Cheetham (2007) define that research culture is the structure that gives significance and that allows us to understand and evaluate the research activity. In addition, an institution's culture of research is not simply a group of scholars who see the importance of research. A culture of research provides a supportive context in which research is uniformly expected, discussed, produced and valued.

Blackburn (1991) discussed that faculty at major research institutions have traditionally been expected to maintain scholarly activities, including conducting research and publishing scholarly works. But it is no secret that, in recent decades, faculty at comprehensive and "teaching" universities have also come under pressure to research and publish. Additionally, Youn & Prince (2009) stated that institutions and units that have traditionally emphasized effective faculty contact with students as a criterion for success are looking to develop cultures of research and increase faculty research production.

Research productivity is also important for the hiring and promotion of individual faculty members, even at traditional teaching institutions. Fairweather (2002) notes a faculty survey on productivity in which respondents described their "production" in terms of teaching and research, but said that "what matters" is research and publications.

A 2005 study by Carole Bland and her associates presents the characteristics of units with successful faculty research production.9 Data were gathered from the University of Minnesota Medical School, which may make the findings particularly helpful for medical and other professional schools. However, the study's findings align with those of other studies examining a variety of program types, suggesting they also have a broader application.

Bland, et al.'s findings indicate that institutions with productive faculty share important characteristics on the levels of: On the first level; the institution; second level; Leadership; and third level; Individual faculty members. Success at any one level is not sufficient to account for successful research productivity. Institutions should aspire to develop relevant characteristics at all three levels.

Successful institutions provide significant support to faculty research efforts. They can choose from a variety of tactics to develop a culture of research and increase faculty research productivity. In this section, Hanover (2014) research identifies influential factors behind the development of a culture of research, based on a review of secondary literature and institutional practices. Research-centered institutions provide supports including: Effective Leadership and Clear Goals; Faculty Training and Support Programs; Research Centers; Recognition of Research Production; Encouragement of Faculty Collaboration; Balanced Teaching and Research Responsibilities; and Pay that is Commensurate with Expectations.

EFFECTIVE LEADERSHIP AND CLEAR GOALS

Initiating a successful culture of research requires clear goals and effective leadership from university and unit administration. Bland, et al., noted four important characteristics that leaders of successful research environments possess. Teresa Marchant recognizes the importance of similar characteristics in leadership of units with developing cultures of research. Important actions of "high level" administration include: Including research culture development as an item on important committee agendas; Providing a clear and publicized articulation of institutional research goals and expectations for individual researchers; Aligning all levels of the university with the cultural development strategy;and; Making use of participative governing. Administration at the "local or sub-unit factors" should have strong leadership skills and the freedom to allocate unit resources as is necessary.

TRAINING AND SUPPORT

Successful development of a culture of research within a teaching-focused academic unit will include the introduction of education, formation, and funding opportunities for faculty members. These may include: Mentoring programs; Continuing education courses; Grant-writing support; Research funding; and Support for terminal degree attainment.

MENTORING PROGRAMS

Mentoring programs encourage experienced faculty members with research skills to share their expertise with those who need assistance developing their competence for research. Andrew Cheetham notes, "It is the intersection and interaction of research mentoring networks that builds and strengthens the research culture." A mentorship program has the potential to support a unit's culture of research by: Building departmental research capacity; Fostering strong personal and professional relationships among colleagues in the context of research development; and Providing recognition of faculty with excellent research skills.

CONTINUING EDUCATION

According to Lee (2010) that continuing education courses provide a formal setting in which experienced faculty researchers can train less experienced faculty members. As with mentorship, research suggests that there may be a particular need for such training in professional fields. For instance, a survey of junior faculty in U.S. schools of pharmacy found that many reported a "lack of formal training in most research skills during their postgraduate training" – while these faculty members felt well prepared to meet the "teaching, clinical, and service expectations of their departments," they were less confident about meeting research expectations. Although such deficiencies may be best addressed through changes to postgraduate preparation in these fields, institutions have also had success in providing training to young academics once they are employed as faculty. Hofstra University's North Shore-Long Island Jewish School of Medicine, for instance, has recently implemented a program of research development, both to increase the "scholarly activity" of residents and to enhance the "research focus" of the faculty (Merwin et al. (2014).

RESEARCH FUNDING

In addition to providing support for grant production, institutions wishing to develop and maintain a culture of research may provide more direct support of faculty research. Institutions may: Allocate funds directly to research; Adopt a generous sabbatical policy to enable frequent and/or extended research time; and Facilitate access to high-class research libraries, computers, updated laboratories and other facilities. Freedenthal, et al. note that special supports may be put in place especially for new junior faculty, including the allocation of research start-up funding.

TERMINAL DEGREE ATTAINMENT SUPPORT

Support for terminal degree attainment fosters a culture of research by facilitating attainment of research training as well as advanced academic credentials for current faculty with insufficient scholarly training. UVSC provided institutional support to faculty who were willing to pursue terminal degrees in their fields, including a yearlong sabbatical and a reduced teaching load for two years after the sabbatical. Hammond et al. (N. Y) state that support was offered to faculty who were five years or more from retirement.

RESEARCH CENTERS

Research centers may be established to house some or all of the training and support programs listed above. Teresa Marchant suggests that, in addition to a centralized research unit, each discipline or unit should ideally have its own research center, which directs resources for faculty research. Cheetham (2007) agrees, but indicates that a specialized or unit-specific research center may be best implemented where a culture of research has already begun to take hold, as center funding may be difficult to gain for units with unproven research success. The use of unit-level research centers to enhance a culture of research, particularly in a traditionally non-research-intensive field, can be seen at Indiana University, where the School of Journalism's current strategic plan includes the objective to "strengthen and enhance our research influence and productivity at all levels of the curriculum." Of the six actions the school intends to take towards this objective, fully half entail creating a research center, including: A media research lab funded by grants and foundation support; A center within political communication, which will "emphasize academic research for both graduate and undergraduate programs."; A center within life science communication with an emphasis on health that includes both undergraduate and graduate study.

RESEARCH RECOGNITION

Unit- and institution-wide recognition of research excellence is also an important element for developing a culture of research. An institution's faculty awards and discussion of faculty successes reflect the characteristics that are most important to an institution. Successful strategies associated with researcher recognition include: Publishing a journal to highlight the successes of faculty researchers; Circulating regular newsletters, memos, or emails with faculty publishing successes; and Creating faculty awards in recognition of achievements in research. Xu (2008) on his research indicates that this type of recognition may contribute to retaining productive nursing research faculty. However, financial considerations remain very important in this field.

NETWORKS AND COLLABORATION

A culture of research is supported by faculty interaction and research collaboration. Bland, et al. note that successful researchers have a network of like-minded scholars with whom to discuss their projects. They go on to note that this network does not need to be within a given faculty member's unit or institution. Institutions support the development of faculty networks through activities including: Sponsoring faculty participation in scholarly conferences; Hosting conferences and symposia; and Establishing institutional relationships with other universities, professional associations, and government bodies.

III. ACTION RESEARCH METHODS

A. Participants and/or other Sources of Data and Information

The participants of the study were the secondary teachers from Grade 7, 8, 9 and 10 in Bulihan National High School. The researcher utilizes stratified random sampling. According to Carague et al. (2009) stratified random sampling can be preferred for two reasons: firstly, it certifies that the sample is representative not only of population but also particular sub-populations. Secondly, stratified random sampling showcases a higher statistical precision than simple random sampling. Moreover, Naval et al (2009) stated that stratified sampling is the process of selecting sample in such a way that identified subgroups in the population are represented in the sample in the same proportion that they exist in the population. It can also be used to select equal-sized samples from each of a number of subgroups, if subgroup comparisons are desired.

It was taken from population using stratified random sampling at 5% error of tolerance.
The sample size was determined with the use of Slovin's formula:

Where: n = sample population

N = total number of population

e^2 = margin of Error

Formula: $n = \dfrac{N}{1 + Ne^2}$

$n = \dfrac{N}{1 + Ne^2}$

$n = \dfrac{183}{1 + Ne^2}$

$n = \dfrac{126}{1 + (183)(.05)^2}$

Table 1

Population and Sample Size

Secondary Teachers in Bulihan National High School (BNHS)

Grade Level	Population	Percentage	Sample
Grade 7	48	26	32
Grade 8	46	25	32
Grade 9	44	24	30
Grade 10	45	25	32
Total:	183	100	n=126

As shown in table 1, the participants of the study is composed of thirty (32) Grade 7 teachers of Bulihan National High School which is twenty six (26) percent out of forty eight (48) total population, Thirty two (32) Grade 8 teachers of Bulihan National High School which is twenty five (25) percent out of forty six (46) total population; Thirty (30) Grade 9 teachers of B.N.H.S. which is twenty four (24) percent out of forty four (44) total population; and Thirty Two (32) Grade 10 teachers of B.N.H.S. which is twenty five (25) percent out of forty five (45) total population. A total of one hundred eighty three (183) populations which is one hundred (100) percent and one hundred twenty six (126) served as the total sample.

b. Data Gathering Methods/ Collection

The researcher sought permission from the School Administrator Mr. Willy D. Federico, Principal IV of Bulihan National High School, Silang, Cavite to conduct the study. Once permission was granted the researcher conducted an interview about the common reasons of teachers why they are not engage themselves in research. The researcher personally had an interview and gathers the needed data to the participants using survey questionnaire.

c. Ethical Issues

Inform consent of the participants is provided and permission has been secured. The approval of each participant is obtained to the extent of his or her capabilities and a prospective participant's refusal to participate in action research is always respected. To get the sample size, the researcher used Slovin's formula with 5% margin of error because he believes that not all the teachers will participate to the said study due to their busy schedule.

d. Data Analysis

1. Percentage. This was used as descriptive statistics or something that describes a part of the whole.
2. Composite Mean- The researcher used composite mean to know the average results of the given data by the teachers who response in "ENGAGE IN RESEARCH" and " NOT ENGAGE IN RESEARCH".
3. Ranking method used to rank the status of teachers who presented their research, had their research as requirement in their education and contribution to the school work plan.

Likert's Scale
* Assessment of Research

Option	Range	
Interpretation	Symbol	
5	4.20-5.00	Strongly
Agree	(SA)	
4	3.40-4.19	Agree
	(A)	
3	2.60-3.39	Neutral
	(N)	
2	1.80-2.59	Disagree
	(D)	
1	1.00-1.79	Strongly
Disagree	(SD)	

IV. DISCUSSION RESULTS AND REFLECTIONS

No. 1 : Status of research culture in BNHS for the past three (3) years in terms of:
1.1 number of research output presented in:
1.1.1 school level
1.1.2 district level
1.1.3 regional level
1.1.4 national level
1.2 number of teachers had their research in:
1.2.1 college
1.2.2 master's degree

1.2.3 doctorate degree
1.3 school work plan in:
1.3.1 School Improvement Plan (SIP)
1.3.2 Continuous Improvement Plan (CIP)
1.3.3 School-Based Management (SBM)

Table 2:- **Number of Teachers by Level Presented Researches in Conferences or For a in BNHS**

By Level	Number of Research Output Presented	Rank
International	1	3
National	2	2
Regional	1	3
Division	1	3
District	1	3
School	25	1
Total	**31**	

Based on the data, table two (2) shows that in School Level ranked one (1) with twenty five (25) output presented by the teachers in Bulihan National High School; followed by the rank two (2) wherein National Level has two (2) teachers presented in conferences while International, Regional, Division and District Level which ranked three (3) with one (1) teacher presented in every level.

All in all, there are thirty one (31) teachers presented their research output in different level. Evidently, some of teachers are engaged in research out of one hundred twenty (126) who participate to the study and well confident to present their researches in conferences.

It is supported by the article entitled "Building a Culture of Research as Recommended Practice" (2014) stated that successful institutions provide significant support to faculty research efforts. They can choose from a variety of tactics to develop a culture of research and increase faculty research productivity. It explained that the institutions need to maximize the potential of the teachers in research and give them opportunities to present their papers outside the institutions.

Table 3Number of Teachers had Researches as Requirement in Education

By Degree	Number of Research as Requirement	Rank
Doctorate	1	3
Masters	12	1
College	10	2
Total	**23**	

Table three (3) shows the summary of number of teachers had researches as requirement in Education. As shown in table three (3) that Master's Degree Teachers has twelve (12) Number of research conducted as their requirement in their respective institution which ranked one (1). Followed by the College Degree which ranked two (2) with ten (10) teachers had their research for final requirement in their respective discipline and lastly, Doctorate Degree with one (1) teacher had research which ranked three (3). It manifest that teachers have their knowledge and understanding on how to execute or conduct research. However, it needs the guidance from the expert to be able to provide accurate procedure/steps and results from their study.

In general, a total of twenty three (23) teachers had their research as final requirement in their respective discipline and institution.

Results could therefore be supported by the study of Shah (2011) that students will likely benefit from being immersed in a culture of research. One study notes that graduate students have fewer difficulties completing dissertations when they have been introduced to research practices early on in their studies. In addition, faculty in a culture of research is regularly engaged in research projects. Any student research assistants they use stand to gain valuable experience and knowledge.

Table 4Number of Teachers had Contribution in School Work Plan in Bulihan National High School (BNHS)

School Work Plan	Number of School Work	Rank
School Improvement Plan (SIP)	1	3
Continuous Improvement Plan (CIP)	2	2
School-Based Management (SBM)	3	1
Total	**6**	

Table four (4) shows Number of Teachers had Contribution in School Work Plan in Bulihan National High School (BNHS). Based on the data, it shows that School-Based Management (SBM) which ranked one (1) with three (3) teachers are proponents, followed by the Continuous Improvement Plan (CIP) with two (2) teachers had their contribution which ranked two (2) and lastly, School Improvement Plan (SIP) with one teacher as proponent which ranked three (3).

All in all, a total of six (6) teachers had their contribution for school work plan for the past three (3) years from 2013-2016. These findings supported by Hanover Research (2014) that successful institutions provide significant support to faculty research efforts. They can choose from a variety of tactics to develop a culture of research and increase faculty research productivity.

No. 2. Teachers assessment on the culture of research in terms of:
2.1   Engaged in research
2.2   Not engage in research
Assessment of Culture of Research in terms of Engage in Research

The participants strongly agree that "Research maximizes my full potential in analysis and writing." as this indicator obtained the highest weighted mean of 4.32. The participants strongly agreed too that "Through research, it improves educational outcomes of the institution", "Research provides more opportunities for job promotion from current position", and "Research provides recognition of faculty with excellent research skills" with weighted means of 4.27, 4.25 and 4.22 respectively.

Relevant to the findings of the study conducted by Fairweather (2002) research productivity is also important for the hiring and promotion of individual faculty members, even at traditional teaching institutions. Moreover on his notes a faculty survey on productivity in which respondents described their "production" in terms of teaching and research, but said that "what matters" is research and publications.

The participants agreed that "Through research, it build strong personal and professional relationships among colleagues", "It fosters a culture of research by facilitating attainment of research training as well as conferences and for a", "Establish institutional relationships with other learning institution, professional associations, and government bodies", "Sponsoring faculty participation in scholarly conferences", "It develops and maintains a culture of research that provides support of faculty research through Basic Education Research Fund (BERF)"', "Reducing teacher course loads to give faculty more time for scholarly productivity", "The school administrators supports faculty members for scholarly activity with weighted means of 4.19, 4.11, 4.08, 3.95, 3.94, 3.92 and 3.62 respectively.

It is supported by Blan et al. (2014) that culture of research is supported by faculty interaction and research collaboration. Bland, et al. also noted that successful researchers have a network of like-minded scholars with whom to discuss their projects. They go on to note that this network does not need to be within a given faculty member's unit or institution. Institutions support the development of faculty networks through activities including: firstly, sponsoring faculty participation in scholarly conferences; secondly, hosting conferences and

symposia; and lastly, establishing institutional relationships with other universities, professional associations, and government bodies. It also manifests that faculty doing research work need to reduce his/her teaching loads and it will give special assignment or activities in relation to research.

As a whole, the participants are agree to all the indicators on assessment of culture of research in terms of "I will engage in research" with overall weighted mean of 4.08 with a verbal interpretation of agree.

Table 5 Assessment of Culture of Research in terms of Not Engage in Research

I will not engage in research because…	SA 5 Frequency	A 4	N 3	D 2	SD 1	WM	VI
Research is a difficult thing to do.	20	28	36	26	16	3.08	N
Research is time consuming.	20	34	30	30	12	3.16	N
Requires writing communication skills especially grammar	24	36	26	34	6	3.30	N
Research is uninteresting activity.	6	12	18	54	36	2.19	D
The institutions do not support scholarly activities.	14	20	60	24	8	3.06	N
Research requires critical and analytic skills.	28	36	22	30	10	3.33	N
It requires constructing survey questionnaire that will appropriate to the study	26	38	24	32	6	3.37	N
Research requires coordination to the participants and higher authority to conduct study	28	32	30	30	6	3.37	N
It requires ethical standard in writing especially in text and reference citation	24	46	24	26	6	3.44	A
There is no money in research.	12	14	36	38	26	2.59	D
Overall Weighted Mean						3.09	**Neutral**

I will engage in research because…	SA 5 Frequency	A 4	N 3	D 2	SD 1	WM	VI
Research provides recognition of faculty with excellent research skills.	48	64	10	2	2	4.22	SA
Through research, it build strong personal and professional relationships among colleagues	42	68	42	2		4.19	A
It develops and maintains a culture of research that provides support of faculty research through Basic Education Research Fund (BERF).	26	66	34			3.94	A
Research maximizes my full potential in analysis and writing.	52	62	12			4.32	SA
It fosters a culture of research by facilitating attainment of research training as well as conferences and fora.	40	60	26			4.11	A
Establish institutional relationships with other learning institution, professional associations, and government bodies	38	60	28			4.08	A
Sponsoring faculty participation in scholarly conferences.	30	62	32	2		3.95	A
Reducing teacher course loads to give faculty more time for scholarly productivity.	34	50	40	2		3.92	A
The school administrator supports faculty members for scholarly activity.	22	48	46	6	4	3.62	A
Research provides more opportunities for job promotion from current position.	52	56	16	2		4.25	SA
Through research, it improves educational outcomes of the institution.	54	56	14		2	4.27	SA
Overall Weighted Mean						4.08	**Agree**

Most of the items in this table obtained weighted means verbally interpreted as Neutral and the rest are verbally interpreted as Disagree. The participants agree that "It requires ethical standard in writing especially in text and reference citation" which obtained the highest weighted mean of 3.44. The participants interpret neutral that " It requires constructing survey questionnaire that will appropriate to the study", "Research requires coordination to the participants and higher authority to conduct study", with a weighted mean of 3.37 and 3.37 respectively. Followed by "Research requires critical and analytic skills", "Requires writing communication skills especially grammar", "Research is time consuming", and "Research is a difficult thing to do" with weighted means of 3.33, 3.30, 3.16 and 3.08 respectively and interpret as neutral too.

The participants disagree that "There is no money in research" and "Research is uninteresting activity" with a weighted means of 2.59 and 2.16.

Relevant to the study conducted of Clemena & Almonte (N. Y.) that many expressed the difficulty of getting research funding and support for paper presentations especially for international conferences. Moreover, interviews conducted indicated that many faculty members are generally not comfortable doing research. Some describe it as cumbersome, a difficult task, and a constant exposure to scrutiny and pressure. Although many of them have a graduate degree, they believe that they do not have sufficient training in research and therefore lack confidence to pursue further research. They consider their master's thesis as their only research output so far.

As a whole, the participants are neutral to all the indicators on assessment of culture of research in terms of "I will not engage in research" with overall weighted mean of 3.09 with a verbal interpretation of neutral.

No. 3   Research development programs for teachers, school administrators, guidance counselors and stakeholders maybe propose

Research programs that may be proposed composed of four (4) to enhance, motivate and develop the skills of teachers in research writing. Objectives were set together with the key result areas. Then target areas are identified to measure if the objectives are realized. After which, strategies were planned wherein, the activities, resources, program duration were identified. After completing the results, a research program was made.

Action Plan
Project T2F- Theory to Practice: Establishing the Culture of Research in Bulihan National High School, Silang, Cavite
Division of Cavite Province

TITLE OF THE PROGRAM	MENTORSHIP ASISTANCE PROGRAM	FACULTY COLLABORATION PROGRAM

TARGET AREA	Information Service
	
	  * Encourage experienced faculty members with research skills to share their expertise with those who need assistance developing their competence in research
	
	  * This serves to provide basic information about research through constructing title of research and statement of the problems.
		Information Service
		    The climate is characterized by high morale, a spirit of innovation, dedication to work, receptivity to new ideas, frequent interaction, high degree of cooperation, good leader/member relationships, and open discussion of disagreements.
		    The activity will help school administrators, guidance counselors, teachers develop good relationship and work hand in hand for school development.

OBJECTIVES	1. Develop self-awareness in writing basic research. 2. Ask for school administrators, teachers, guidance counselors and stakeholders full participation in conducting research 3. Orient and motivate them to write research to maximize their full potential and the benefit of it.	1. Form Research Committee to coordinate and collaborate with the school administrators in the different subject areas. 2. Develop and enhance teacher's skills in research writing with the cooperation and collaboration of school administrators and teachers through building positive group climate.

STRATEGIES	1. Building departmental research capacity. 2. Orientation and symposium of school administrators, teachers, guidance counselors and stakeholders. 3. Conference with teachers, school administrators, guidance counselors to identify their strength that can be reinforced and weaknesses to be overcome in writing research.	1. Formation of Research committee that will take charge the research production of teaching and non-teaching personnel.
HUMAN RESOURCES	**A. Administrative and Supervisory** * Principal/Administrators *Guidance Counselors *Teachers/Faculty *Support and maintenance Staff.	**A. Administrative and Supervisory** * Principal/Administrators * Guidance Counselors * Teachers * Stakeholders
OTHER RESOURCES	1. Handouts to be distribute to all teachers, school administrators, guidance counselors.	1. Manuals written their responsibilities as research committee.

PROGRAM DURATION	1. Orientation or symposium
	
	  * INSET Schedule
	
	2. Conference with teachers
	  * All year-round
		1. Formation of Research Committee
		  * 2nd week of December

EXPECTED OUTPUT	1. Orientation or symposium * Developed their writing skills in research through proper guidance.. 2. Conference with the academe * Discover their full potential as researchers	1. Full cooperation and participation of school administrators, guidance counselors and teachers activities in research. 2. Increased interest and motivation in writing research.

TITLE OF THE PROGRAM	ESTABLSHING RESEARCH CENTER	CONTINUING RESEARCH EDUCATION PROGRAM
TARGET AREA	**Information Service** Every department will have their own research center or faculty coordinator that will monitor the progress of teachers in terms of research. Through this center, it will enhance the productivity of research for the use of educational outcomes.	**Information Service** ***** Through this program, it will added to school activities the seminar and workshop for research development have at least twice a year.

OBJECTIVES	**For the Students** 1. Build various research center corners for teachers to help them use their free time to do research and discuss it to its colleagues. 2. Enhance, improve, and discover their teacher abilities through different research activities activities inside the school.	1. Make them aware the new concepts in research writing such as reference and text citation, APA for format in reference citation etc. 2. Acquire knowledge through seminars involve all teachers and school administrators for purpose of educational outcomes. 3. Impart professional research practices relevant to ethics in writing.
STRATEGIES	1. Formation of different research centers in institution and organizations.	1. Formation of research committee to handle research training and workshop 2. Invite reliable resource speakers for the continuity of research culture interest.

HUMAN RESOURCES	**A. Administrative and Supervisory**
	  * Principals/Administrators
	  * Guidance Counselors
	  * Teachers / Faculty
		* School administrators
		* Guidance Counselor
		* Teacher
		* Non-teaching personnel

OTHER RESOURCES		1. Handouts of the seminar/workshops
PROGRAM DURATION	1. All year-round	**Seminar and Training** * Every Semester Break Period and 2nd week of May annually. The persons involved will have a certificates for their completion and will attached as their records to include in their performance appraisal.
EXPECTED OUTPUT	1. Increase number of research output.	1. Improved research strategies and techniques in conducting research.

V. CONCLUSION AND RECOMMENDATION

Status of Research Culture In terms of Researches Presented in the Conferences, Research as Requirement in their Study and the Contribution in School Work Plan in BNHS.

It was concluded researches presented by the teachers with a total of thirty one (31), research as requirement in their study with twenty six (26) and the contribution in school work plan with six (6) teachers serve as proponents manifests the capacity of teachers to conduct and present research in different research conferences and research for a. As they have experienced, what they need is to boost their morale and erase the connotation that research is difficult thing to do wherein fact they already had research.

Assessment of Teachers in the Culture of Research in Bulihan National High School (BNHS) in terms of " I will engage in research" and "I will not engage in research".

The participants are agree to all the indicators on assessment of culture of research in terms of "I will engage in research" with overall weighted mean of 4.08 with a verbal interpretation of agree. And the participants are neutral to all the indicators on assessment of culture of research in terms of "I will not engage in research" with overall weighted mean of 3.09 with a verbal interpretation of neutral. It was concluded that the culture of research is still in the minds of teachers, the passion of writing and investigation to a certain problem.

Research development programs that may propose and implement

Research programs that may be propose composed of four (4) to enhance, motivate and develop the skills of teachers in research writing. Objectives were set together with the key result areas. Then target areas are identified to measure if the objectives are realized. After which, strategies were planned wherein, the activities, resources, program duration were identified. After completing the program, a research program was made.

RECOMMENDATION

In the light of the findings and conclusions of the study, the following recommendations are suggested:

1. A research programs for teachers and school administrators with the help of the stakeholders should be implemented to engage them in scholarly activities.
2. Mentoring is seen as essential for faculty involvement like teachers who finished their master's degree and doctorate degree who undergo thesis and dissertation writing for the course requirement.
3. Invite and involve stakeholders in conducting research activity for the welfare of the children.
4. . The continues upgrading of skills among teachers through training's, seminars and workshops should regularly conducted so that they will acquire the most up to date skills in research writing.
5. Establishing research center for every department/discipline to strengthen research culture in the institution.

Plans for Dissemination and Advocacy

After proposal and data gathering and presentation of the Action Research (AR) the researchers is willing to disseminate the results of the conducted research for further study and implementation of the said program T2F. Teachers should be encouraged to conduct their own study on their respective classes through utilizing the said program.

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