Predictors of Research Productivity among Senior High School Teachers towards Research Culture Framework

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Abstract

Research productivity is essential in strengthening evidence-based teaching practices and fostering a supportive research culture in educational institutions. This study examined the predictors of research productivity among senior high school teachers and their influence on research culture. Specifically, it determined the teachers' number of published research outputs and conferences attended, assessed the level of research culture in terms of working conditions, research sharing and collaboration, research infrastructure, institutional policies and agenda, and research monitoring and mentoring, and tested whether research productivity predictors significantly influenced research culture. The study employed a quantitative research approach using a descriptive-predictive research design. It was conducted among 184 teachers from selected public secondary education institutions in the Davao City Division. Data were gathered using a self-made and adapted survey questionnaire and were analyzed using frequency, percentage, weighted mean, standard deviation, and multiple linear regression analysis. Findings revealed that most teachers had a moderate level of published research outputs and conference attendance. However, the overall level of research culture was low, including all five domains. Regression results showed that the predictors of research productivity significantly influenced research culture, with published research outputs and conferences attended both emerging as significant predictors. Among the two predictors, published research outputs had the stronger influence on research culture. Based on the findings, the study proposed a research culture enhancement and institutional support program for senior high school teachers. This study recommends that institutional support be strengthened to enhance teachers' research engagement and sustain a more supportive research environment. Specifically, schools may provide publication support, conference participation assistance, protected research time, research-focused Learning Action Cell sessions, mentoring systems, collaborative research clusters, and improved access to research resources to further strengthen the research culture among senior high school teachers.

Keywords: Education, research productivity, research culture, descriptive-predictive research, multiple linear regression, Philippines, Southeast Asia