

MEDIATING ROLE OF TEACHERS' RESEARCH BENEFITS ON THE RELATIONSHIP BETWEEN ATTITUDE AND OBSTACLES: A CONCURRENT TRIANGULATION DESIGN

**AIZA ENOT COQUILLA
JUDITH C. GENOTA
GLADY C. PAGUNSAN
JESSA MAY E. TIRADO**

ABSTRACT

The purpose of this study was to examine the mediating role of teachers' research benefits on the relationship between attitude and obstacles. The design of this research study was a mixed method of concurrent triangulation in which the data from qualitative and quantitative sources was analyzed and interpreted at a 0.05 level of significance. The data was merged, connected, and confirmed based on the salient data integration. 300 participants were utilized in the study for quantitative survey questionnaires, 10 participants for an in-depth interview, and 7 participants for a focus group discussion (FGD); a total of 17 participants are utilized during the conduct of qualitative questionnaires. Of the quantitative results, it was revealed that the level of teachers' research benefits on the attitude and obstacles were high. It means it means that teachers with a research mindset help their pupils become more critical, inventive, problem solvers, and active learners. Furthermore, the correlation analysis revealed that there was a strong relationship between teachers' research benefits between attitude and obstacles. Also, the regression analysis revealed that the best predictor of research obstacle was research benefits. Of the results revealed from the thematic analysis, depicts these eight (8) themes as the respondents' lived experiences pertaining to research obstacles such as Teachers Interpersonal Perspective, Optimistic Research Prevention, Researchers' Attitude, Researchers' Obstacles, Researchers' Acquired Skills, Researchers' Benefits, Research Improvement, and Research Impact. Meanwhile, the results revealed from the quantitative and qualitative findings indicated that the data integration was confirming, connecting, and converging. Therefore, it is recommended that teacher should develop their knowledge and skills in performing their research study.

Keyword: *Teachers' Research Benefits, Research Attitudes, Research Obstacles, President Roxas- North Cotabato*

INTRODUCTION

Teachers in the Philippines are encouraged by the Department of Education (DepEd) and the Commission on Higher Education to do research as part of their professional development (CHED). Teaching and learning issues in the classroom and in the school may be identified and solved via action research conducted by teachers from both private and public educational institutions. In today's climate, many educators are encouraged to engage in research to identify the problems and give a remedy. Researchers confront challenges such as

time constraints, lack of financial aid, and worries about their own workload (Burns & Kurtoglu-Hooton, (2019).

According to Kurtoglu-Hooton (2020), 92 percent of teacher researchers are uninterested in undertaking research because of a lack of money and too many hurdles owing to a lack of experience. In most cases, teacher-researchers utilize this kind of study to analyze and identify a problem or issue inside the classroom or school and then seek a solution by investigating it carefully.

In spite of this, teachers' research viewpoints might be used as predictors of teachers' advantages and challenges. Teachers who like doing research find it difficult to keep going due to a variety of factors. Problems in doing research have been cited by a number of academics. First, there was a lack of financial, employment benefits, risk mitigation, and training aid from the institution. Another problem is that there is no access to modern magazines and media, including the internet, due to the lack of a functioning school library. Third, due to the increased stress and pressure instructors are under, research has become less of a priority and is less likely to be done. Writing anxiety and a lack of time are only two of the many factors that contribute to writer's block. Fourth, there was a lack of knowledge about action research since others were unable to attend any trainings on the subject.

Consequently, doing research has become an integral part of every teacher's evaluation and performance rating at the end of the academic year. The "enclosed Basic Education Research Agenda" has been mandated by DepEd to be implemented by school heads and administrators around the country. Teachers' benefits, professional growth, and barrier reduction are all part of the goal of uncovering schools' issues and solutions. Teachers are expected to improve their teaching methods in order to benefit their pupils and the school as a whole by conducting research projects (Ulla, 2019).

It's very uncommon for educational research to be criticized as being neither beneficial nor impactful, despite the large number of empirical studies to support this claim. Concerns regarding whether educational research was providing relevant work for the discipline were not well publicized, according to several scholars. More than seventy percent (percent) of state and district officials feel educational research is excessively theoretical and intellectual in nature, according to Whitehurst. The absence of study on whether teachers' research viewpoints are linked to their benefits and disadvantages was also uncovered. The variables in the research must thus be evaluated (Whitehurst, 2021).

It is also an objective of this study that instructors' research viewpoint be examined as a moderator of teachers' advantages or disadvantages.

FRAMEWORK

This study is anchored on the theoretical teachers' perspectives on research and benefits (Mills & Simmons, 1995). This theory has a significant influence in influencing the form of educational research and practice in teacher education. Therefore, it is vital to recognize the significance of

theory in educational research and practice in teacher education and to determine the impact of theory on educational research and practice. This theory aims to deliberate teachers from their reliance on practices that are the result of ideological and political frameworks, while simultaneously enabling teachers to critically reflect on their classroom practices. It accomplishes so by using critical modes of inquiry that expose and examine the ideas, assumptions, and values latent in ideological and political agendas, which often dictate how instructors structure their classroom experiences and activities. In the interest of best practice, teachers must thus acquire the theoretical acumen required to engage critically with the cultural, political, social, and economic issues that have a good or bad influence on their classroom practice. (Baia, 2019)

METHODS

Research Design

This research used a concurrent research design. This method simultaneously gathers qualitative and quantitative data and integrates the results to get a complete and more comprehensive grasp of the subject matter (Creswell, 2013). Verifying, cross-validating, and confirming findings is the goal of this procedure. It is used to make up for the shortcomings of one approach by emphasizing the positive aspects of another (Creswell, 2013).

Respondents

The 300 respondents were randomly selected from selected schools in President Roxas in North Cotabato Division. Random sampling would be the method of choice. It is possible to collect a sample in several methods. To guarantee that each element has an equal chance of being selected, the population elements are carefully mixed before to each sampling. It's supposed to be a true reflection of a political party's image. An equal possibility of getting selected means that it is a rational technique.

Furthermore, a purposive sampling technique was used to choose 17 teachers. Ten (10) teachers participated in in-depth interviews, while seven teachers participated in focus groups. A kind of non-probability sampling known as subjective sampling, or subjective sampling, is when researchers use their own judgment to pick people to participate in surveys.

Instruments

In the quantitative phase of the study, the researcher administered a standardized questionnaire to gather the essential data for analysis and interpretation. In addition, during the qualitative phase, the researcher created a questionnaire for interview guides. After being used to perform the investigation, the questionnaire was validated by the research committee. The first questionnaire was sought to answer the level of Teachers' Research Attitude in terms of Relevance, Effectiveness, and Trustworthiness. The researcher modified and adopted the survey questionnaire from the study of Wideen (2019). In his study entitled "A Survey of Teacher Attitude Regarding Research perspective of teachers". The second questionnaire

determines the to answer the level of Teachers' Research Benefits in terms of Instructional planning, Teachers' proficiency, and Collegial relationship. The researcher modified and adopted the survey questionnaire from the study of Auerbach (2019) entitled "teachers' Benefits scale".

Statistical Tools

Frequency count, percentages and weighted mean was used to determine the indicators of the teachers' research perspective, benefits, and obstacles. The concept of a weighted mean is like that of an average. Some data points contribute more "weight" to the final mean than others, rather than each contributing equally. If all the weights are equal, the weighted mean equals the arithmetic mean (Andale, 2014).

Pearson r was used to determine the extent to which respondents' responses on teachers' research perspective and benefit are related. Regression Analysis was used to determine the significant influence between the variables. Zobel Test was utilized to determine the mediation analysis between the independent and dependent variables.

Meanwhile, thematic analysis was used to analyze the notes obtained from in-depth interviews and focus groups. This approach focuses on identifying, analyzing, and recording patterns (or "themes") in data. Patterns in data sets that are important to the description of a phenomenon and are linked to a specific research question are called themes (Boyatzis, 1998).

RESULTS AND DISCUSSION QUANTITATIVE STRAND

Teachers' Research Attitude

Table 1 shows the high level of Teachers' Research Attitude in terms of Relevance, Effectiveness, and Trustworthiness which obtained the overall mean of 4.43 and standard deviation of .413 which shows the consistency of the responses of the respondents.

Among the five statements on the indicator Relevance, the statement "The research had an impact in my teaching practices" and "Doing research addresses classroom problems in today's classroom setting" got the same the highest mean of 4.50 described as strongly agree, while the statement "The result of research is applicable to the current classroom environment" got the lowest mean 4.44 of described as agree. The categorical mean of the indicator Relevance is 4.48 and is agree.

The result of the study implies that the relevance of research had an influence on teachers' teaching methods, as it is addressing current classroom challenges.

The finding of the study is supported by Ulla (2019). She pointed out that relevance of research helps teachers to follow their interests, learn something new, sharpen your problem-

solving abilities, and push yourself in new directions. Working on a faculty-initiated research project allows you to collaborate directly with a mentor, who might be a faculty member or another experienced researcher.

Among the five statements on the indicator Effectiveness, the statement “Doing research will contribute to student’s achievement and growth”, “Research helped teachers improve classroom management plan”, “Doing research addresses classroom problems in today’s classroom setting” and “Research helps in improving my professional skills and capabilities” got the same the highest mean of 4.46 described as agree, while the statement “Doing research helps me to understand the educational system” got the lowest mean 4.43 of described as agree. The categorical mean of the indicator effectiveness is 4.45 and is agree. This indicates that student learning and development benefited from research, and teachers were able to use it to fine-tune their strategies for managing the classroom.

The finding of the study is supported by Whitehurst (2021). He emphasized that in an ideal setting, efficiency quantifies how effective an intervention is. How well an intervention works in typical conditions is what we mean when discussed about its effectiveness. The research used to evaluate the study's or intervention's effectiveness should aim to provide an explanation to improved teaching methods and improved students’ performance.

On the aspect of Trustworthiness, the statement” Doing research was provided clear presentation of findings” obtained the highest mean score of 4.43 while the statement “The study has no missing information” obtained the lowest mean of 4.23. This indicator obtained the categorical mean score of 4.43 and is agree.

Table 1
Level of Teachers’ Research Attitude

Indicators	Mean	Std. Deviation	Interpretation
Relevance	4.48	.442	High
Effectiveness	4.45	.455	High
Trustworthiness	4.35	.478	High
Overall Mean	4.43	.413	High Level of Teachers’ Research Attitude

Teachers’ Research Benefits

Table 2 shows the high level of Teachers’ Research Benefits in terms of Instructional Planning, Teachers’ Proficiency, and Collegial Relationship which obtained the overall mean of 4.38 and standard deviation of .459 which shows the consistency of the responses of the respondents.

Among the five statements on the indicator Instructional Planning, the statement “Research provides relevant information that allow teachers to employ effective teaching strategies” got the same the highest mean of 4.45 described as agree, while the statement “Research help teachers plot short-term and long-term goals for the students” got the lowest mean 4.37 of described as agree. The categorical mean of the indicator Instructional Planning is 4.40 and is agree. This indicates that instructional planning ensures that instructors are prepared to fulfill all students’ educational goals by using different methods to construct complete lesson plans that satisfy institutional and community curricular objectives.

Significant advancements have been achieved in the areas of curriculum creation and reform, teaching learners with challenges, identifying individual variations and preferences, and adjusting methods of instructional to the requirements of individual learners because of educational research (Baia, 2019).

Among the five statements on the indicator Teachers' Proficiency, the statement "Education research helps teachers to grow and develop" got the same the highest mean of 4.50 described as strongly agree, while the statement "Doing research develop teachers' problem-solving skills" got the lowest mean 4.43 of described as agree. The categorical mean of the indicator Teachers' Proficiency is 4.47 and is agree. This indicates education research assists instructors in developing problem-solving abilities, enhancing their professional standing, and learning and implementing various teaching approaches.

The findings of the study are supported by Basinger (2020). A teacher might benefit from research in and of itself while attempting to present new ideas to their pupils. Instead, then relying on textbooks, teachers who perform their own study on the topics they teach might have a deeper grasp of those subjects. Putting pupils in charge of their own learning boosts both engagement and intrinsic motivation.

Among the five statements on the indicator Collegial Relationship, the statement "Research promotes collegiality among teachers in an institution", "Exchange of ideas in relation to the research develops cohesive bond among colleagues" and "Doing research help teachers get to know their students" got the same the highest mean of 4.40 described as agree, while the statement "It acknowledges the worth of other teachers and staff in the institution." got the lowest mean 4.34 of described as agree. The categorical mean of the indicator Collegial Relationship is 4.40 and is agree. This implies that research fosters collegiality among educators and recognizes the contributions of other educators and staff members via the sharing of perspectives on the study which supports (Bass & Eynon, 2019) study.

Table 2
Level of Teachers' Research Benefits

Indicators	Mean	Std. Deviation	Interpretation
Instructional Planning	4.40	.469	High
Teachers' Proficiency	4.47	.469	High
Collegial Relationship	4.40	.543	High
Overall Mean	4.38	.459	High Level of Teachers' Research Benefits

Teachers' Research Obstacle

Table 3 shows the high level of Teachers' Research Obstacle in terms of Time, Funds and Support, and Knowledge and Skills which obtained the overall mean of 3.62 and standard deviation of .683 which shows the consistency of the responses of the respondents.

Among the five statements on the indicator Time, the statement "Conducting education research is time consuming" got the same the highest mean of 4.0 described as agree, while the statement "Doing research is a waste of time and effort" got the lowest mean 3.10 of described as agree. The categorical mean of the indicator Time is 3.61 and is agree. This

suggests that time impedes Education research interfered with the completion of other school tasks.

The result of the study is supported by Becker (2021). He emphasized that Time management skills help scientists keep their minds on the task at hand, which increases their overall output. Therefore, starting and maintaining a productive research program relies heavily on the ability to better manage one's time.

Among the five statements on the indicator Funds and Support, the statement "Conducting research will require much effort" got the highest mean of 4.08 described as agree, while the statement "Teachers' salary is enough to cover for the expenses in conducting research" got the lowest mean 2.94 of described as neutral. The categorical mean of the indicator Time is 3.35 and is agree. This shows that teachers have insufficient funding to carry out the study. The money paid to teachers is more than inadequate to pay the expense of research.

The findings of study are supported by Burns & Kurtoglu-Hooton (2020). They emphasized that conducting research with insufficient fund and support, researchers will be unable to conduct research, publish important articles in highly referenced) journals, and compete for more grants and employment. The research subjects addressed, and the research outcomes generated may be influenced by funding. However, financing has often been analyzed simplistically, from the top down or from a system-led approach.

Among the five statements on the indicator Knowledge and Skills, the statement "I can do educational research in the appropriate way" got the highest mean of 4.44 described as agree, while the statement "I can do research without using any research tools" got the lowest mean 3.33 of described as neutral. The categorical mean of the indicator Time is 3.89 and is agree. This shows that knowledge and skills are essentials in doing research. It is the very foundation that help solve challenges.

The result of the study is supported by Brown (2020). He pointed out that knowledge and skills play a vital role in doing research. Research skills aid in the resolution of difficulties, whether professional or personal. Depending on the situation, you may concentrate your study on the work of others on a subject and acquire additional knowledge to make an educated judgment.

Table 3
Level of Teachers' Research Obstacle

Indicators	Mean	Std. Deviation	Interpretation
Time	3.61	.966	High
Funds and Support	3.35	.879	Moderate
Knowledge and Skills	3.89	.923	High
Overall Mean	3.62	.683	High Level of Teachers' Research Obstacle

Relationship between the independent and Dependent variables

Table 4 presents the results of correlational analysis of the variables which its purpose is to show if the two independent variables particularly the Teachers' Research Benefits and Teachers' Research Attitude, Teachers' Research Benefits and Teachers' Research Obstacle,

and Teachers' Research Attitude and Teachers' Research Obstacle. The result indicates that these variables found to have a high significant relationship between them.

Particularly, from the result presented, it shows that the correlation between Teachers' Research Benefits and Teachers' Research Attitude revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that "*Teachers' Research Benefits and Teachers' Research Attitude*" is therefore rejected with a moderate degree of correlation ($r=.827,$). Thus, A pleasant and supportive teacher's attitude influences the student 's attitudes and behavior in contrast, a teacher's negative attitude is more likely to demotivate children to study. The sentiment link is essential conceivably because trying to confirm that attitudes predict learning (regardless of potential bewilders such as prior knowledge) would emphasize the importance of creating and implementing curricula that improve student attitudes (Wan, 2019).

Moreover, from the result presented, it shows that the correlation between Teachers' Research Benefits and Teachers' Research Obstacle revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that "*There is no significant relationship between Teachers' Research Benefits and Teachers' Research Obstacle*" is therefore rejected with a degree of correlation ($r=.298$).

As supported by the study of Buckenmeyer (2021). Teaching contributes to the advancement of nonacademic, professional, and college and university communities, while research fosters the production of new knowledge. Teachers bring their experience to the classroom, and by actively sharing the research-based information they've acquired, they establish a research community and influence the minds inside it.

Furthermore, from the result presented, it shows that the correlation between Teachers' Research Attitude and Teachers' Research Obstacle revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that "*There is no significant relationship between Teachers' Research Attitude and Teachers' Research Obstacle*" is therefore rejected with a degree of correlation ($r=.249$).

The findings of the study are supported by Camp (2020). They suggested that teachers' research attitudes play an important role in overcoming research obstacles. Additional strain and pressure on the side of the instructor, writing anxiety, lack of time, and insufficient understanding in the execution of action research are the key concerns and obstacles faced by teachers in doing action research.

Table 4
Relationship between the Variables

Variables	R	p-value	Remarks
Teachers' Research Benefits and Teachers' Research Attitude	.827**	.000	Significant
Teachers' Research Obstacle	.298**	.000	Significant

Benefits and Teachers' Research Obstacle				
Teachers' Research Attitude and Teachers' Research Obstacle	.249**	.000		Significant

*Significant at .05 level

Predictors of Teachers' Research Obstacle

Table 5 presents the results of regression analysis which purpose is to show the significant predictors of Teachers' Research Obstacle. The result indicates that only the Teachers' Research Benefits was found to be significant predictor of Teachers' Research Obstacle.

Teachers' Research Benefits has a significant direct effect on the Teachers' Research Obstacle ($\beta=.466$, $p<.05$). This means that the regression weight for Teachers' Research Benefits in the prediction of Research Obstacle is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .415 revealed that in every increase of a single unit in the Teachers' Research Benefits, an increase of .415 in Teachers' Research Obstacle can be expected.

According to the study, Teachers' experiences with research benefits have a substantial effect on Teachers' Research Obstacle. Teachers may gain emotionally and professionally from research. Through this, their teaching methods and tactics are enhanced, and they become better educators (Chen, 2021).

Table 5
Influence of Teachers' Research Attitude and Teachers' Research Benefits on Teachers' Research Obstacle

Variables	Unstandardized Coefficients		Standardized Coefficient Beta	T	p-value	Remarks
	B	Std. Error				
(Constant)	1.498	.420		3.571	.000	
Teachers' Research Attitude	.014	.163	.009	0.87	.931	Not significant
Teachers' Research Benefits	.466	.158	.291	2.955	.003	Significant

Note: $R=.298^a$, $R\text{-square}=.089$, $F=14.497$, $P>.05$

Mediating Effect of teachers' research benefits between teachers' research attitude and obstacles

Table 6 shows the use of Medgraph involving Sobel Test provides analysis on the significance of mediation effect. Hence, it can determine whether the mediation is full or partial. As can be gleaned in figure, the direct effect of motivation on innovative climate is decreased from beta of .827 to .009 when mediator variable was placed in the relationship model. Since the direct

effect of teachers' benefits on teachers' research attitude is no longer significant, it would imply a full mediation.

Meanwhile, the Sobel's test denotes that there is a significant mediation that take place in the model ($z=2.272913$, $p<.01$). Since it is full mediation, it could totally claim that teachers' research benefits are the reason how teachers' research attitude can influence teachers research obstacles. This indicates that teachers' research benefits are a contributory factor on how teachers' research attitude affects teachers research obstacles.

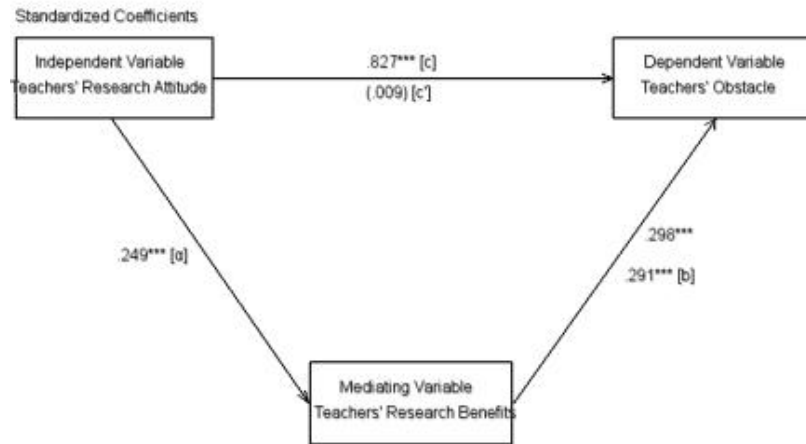
On the other hand, the effect size ($\beta=.$) measure how much of the effect of teachers' research attitudes (IV) on teachers' obstacles (DV) can be attributed to the indirect path (IV to MV to DV). The total effect ($\beta=.827$) is the summation of both direct effect and indirect effect. The direct effect ($\beta=.009$) is the size of correlation between teachers' research attitudes (IV) and teachers' obstacles (DV) with teacher's research benefits (MV) included in the regression.

The indirect to total ratio index reveal an R-square of 0.000. This means that about 100 percent of the total effect of IV on the DV goes through MV, and the total effect is either direct or mediated by other variables not included in the model.

In support, Teachers' experiences with the benefits of research affect Teachers' Research Obstacle in a systematic way. Research can help teachers on both an emotional and a professional level. This makes them better teachers because it helps

Table 6
Type of Mediation Used

Type of Mediation	Significant	
Sobel z-value	2.272913	$p = < 0.023031$
95% Symmetrical Confidence Interval		
	Lower	.09610
	Higher	000000
Unstandardized indirect effect		
	a*b	.69807
	se	.30712
Effective Size Measures		
<u>Standardized</u>		
<u>Coefficients</u>		R2 Measures (Variance)
Total:	.827	.007
Direct:	.009	.866
Indirect:	.072	-.86
Indirect to Total ratio:	.087	000



QUALITATIVE STRAND

This part obtained the results from the qualitative data in analyzing the mediating role of teachers' research benefits on the relationship between attitude and obstacles

Essential themes that Emerged from Lived Experiences of Teachers' Pertaining to research obstacles

This section discusses eight main themes that arose from the in-depth interviews and focus group discussions with the participants. Table 8 depicts these eight (8) themes as the respondents' lived experiences pertaining to research obstacles such as Teachers Interpersonal Perspective, Optimistic Research Prevention, Researchers' Attitude, Researchers' Obstacles, Researchers' Acquired Skills, Researchers' Benefits, Research Improvement, and Research Impact.

Teachers Interpersonal Perspective. It is the angle of view from which phenomena are observed, or the entity through whose eyes the phenomena are perceived. A wide variety of such viewpoints are possible.

Research benefits the teachers in a way of helping them find solution to particular problems arising in their classroom or school. Additionally certificates received during the different research congress could be a big help in earning points for promotion. (IDI_P1)

Cultivating a research-based approach in developing my practice provides evidence to effect change in my teaching, my classroom, my school, and beyond. Research can help me to find solutions to particular problems arising in my classroom or school. (IDI_P2)

My views regarding teachers' research benefits allows teachers to become more reflective and critical their teaching behaviors in the classroom. (IDI_P4)

My views about research benefits to teachers it gives educated a way to peer into other classrooms and see solutions to common issues in teaching. (FGD_P2)

The comments made by the participants gave the impression that through this, study has revealed a range of issues, relations and viewpoint with teachers' use of research to put it into practice.

Thus, the ideas of the participants are supported by Buckenmeyer (2021). He pointed out that this research assessed the perspectives of English language instructors and their respective universities regarding research methods. By this research, the term 'research practices' is operationally defined to include a range of activities that teachers and schools use and take part in, such as research-focused discussion with coworkers in the department/unit, reading and writing (and able to conduct) studies, participation in research-focused professional or academic discussions, participation in research-related communication and cooperation, and other activities that involve.

Optimistic Research Prevention. Consists of researchers from a variety of disciplines who study issues related to the research preventive of obstacles as well as the advancement of positive outcomes in undertaking research.

Proper communication to school head and time management. (IDI_5)

By continuing to learn through research, you can hone your research perspective. You can prevent research roadblocks by embracing all research roadblocks positively and seeing them as a challenge to ultimately be more successful. (IDI_6)

Fight and perseverance toward negative perspective into a positive outcome to prevent obstacle in the research. (IDI_P9)

The observations made by the participants shows that obstacles will always be a part of research, however they can be used as a strategy if viewed in a positive light. Thus, the ideas of the participants are supported by Brown (2020). He specified that it is usually conducted by teacher researchers to recognize and scrutinize a problem or issue that requires resolution in the classroom or school. While prior research has examined the positive effects of research on the teaching-learning process, a number of studies have uncovered the following barriers that discourage instructors from conducting research.

Researchers' Attitude. Aimed to analyze the researchers and participants' thoughts, feelings, and behavior regarding a particular target.

Teachers attitude has great impact on doing research. In order to obtain your purpose you must be committed and whatever challenges may come face it with courage and determination (IDI_P2)

I think teachers' attitude and teachers' obstacles contribute to teachers' research benefits. The two factors play crucial roles in completing a research study. (IDI_P4)

Teachers have the positive outlook about research. Teachers obstacles in research are lack of relevant experience, heavy teaching load and financial status. (IDI_P10)

Factors that contribute to research attitude of a teachers have more positive attitudes towards conducting research. One of the common teachers obstacles in doing research is lack of confidence (FGD_P3)

The observations made by the participants shows of teachers' attitude is significantly influenced on the outcome of a study. Thus, the ideas of the participants are supported by Bower (2019). He justified regarding the value of teachers' perspectives in research and their attitudes, a great deal has been written. According to one study, instructors place a high value on their own and their school's research methods. Recent research has examined the importance of conducting research in terms of enhancing the lifelong professional development of teachers. Previous research has also demonstrated that conducting research is a means of acquiring the skills necessary for identifying practical and systematic classroom problem solutions.

Researchers' Obstacles. Conducting research is essential in order to know the abilities and reliability of the study topic. Fortunately, there are majority of the research obstacles that will encounter—from selecting a topic to locating study participants to maintaining the sanity throughout the process and every step in between—can be overcome.

Teachers' obstacles has its contribution also to teacher's research benefits because these obstacles could test your perseverance and patience to continue and do more on your research. (IDI_P1)

Time Management, how to manage time in conducting research as well as in teaching, lack of research skills and teachers financial support. (IDI_P3)

Teachers' obstacles in doing research are the financial support and lack of research skills and knowledge. (IDI_P9)

This factor also had an effect as to what extent a researcher can realize its fulfillment or success to the whole process. Obstacles add excitement and a different flavor to the duration of the conduct of research. (FGD_P4)

The annotations made by the participants demonstrates a significant barrier that may impact the researcher and the study. Lack of financial support, heavy teaching load, lack of research skills and knowledge, and lack of research materials and resources were cited as obstacles.

Thus, the ideas of the participants are supported by Okojie (2020). He simplifies in the current educational environment; teachers are strongly encouraged to conduct research in order to identify and resolve problems. And there is study that characterized classroom research, school-based research, teacher research, and action research, which were conducted by teachers in the classroom and school. Teachers who conduct this type of research are typically

interested in finding a solution to a problem or issue they have observed in the classroom or at school, and wish to gain more knowledge about it.

Researchers' Acquired Skills. Occurs along a life course of production of knowledge, from which is new to the researcher to fringe study that is unfamiliar to everyone, or to move from the known commonly, towards the commonly not known, to the completely unknown.

As educators, we are flexible enough to get through those challenges and develop the necessary research skills. Utilize information to adjust, identify the issue's root cause, or attempt to decipher what the problem is attempting to tell you. (IDI_P3)

Research helps me to develop my observation skills and to be skillful in seeking the answers. (IDI_P7)

When the teachers have positive response to the research, the research will be done smoothly. When the teachers have a negative response to the research the research will be affected because it will have to look for another respondent. (IDI_P10)

Positive attitude towards research means positive outcome to research results however negative attitude means failure of the research (FGD_P5)

The remarks made by the participants reveals that there are additional skills that can be acquired during the research process, which may or may not be advantageous.

Thus, the ideas of the participants are supported by Gorard (2021). He stated that research that focuses on a positive approach may be beneficial for the professional development of teachers, given that constructivism is regarded as an appropriate framework for learning. Students' evaluations of teachers and teachers' own effective teaching have a positive effect on teachers' self-assurance and teaching skills.

Researchers' Benefits. There are acknowledged benefits of conducting a research study for their teaching practices and professional development.

There are few benefits to conducting research as a teacher. One of those positives benefits is that it may enhance professional learning of knowledge, skills, and understanding and connect you to information sources and networks of professional support. It can also assist you in finding answers to issues that may arise in your school. (IDI_P3)

In our school, teachers will be given monetary reward when he/she was able to finish his/her research. He/she can also ask financial assistance when he/she is attending a research forum. The assistance depends on the proximity of the event (within the region, outside the region, international). These factors (rewards), I think, contribute to the motivation of teachers to continue research work. (IDI_P4)

New learning and strategies (IDI_P5)

Inspires personal growth and develop their expertise to their classroom and by actively sharing the knowledge they have gained through research and also build a professional community. (FGD_P3)

The observations made by the participants reveals that there are benefits and a lot of ways that can recognize the effort of teachers and their abilities in teaching.

Thus, the ideas of the participants are supported by Fontana (2019). Specified that investing in a greater understanding is what makes a teacher effective has its' long-term benefits. Teachers' preparation, recruitment, salary, training, and evaluation should all benefit from a more comprehensive understanding of their effectiveness. Stronger concurred that administrators must understand what distinguishes good teachers in order to select them. Prior to attempting to improve the quality of teaching, it is necessary to have a clear understanding of the nature of teachers. Understanding the perspectives of educators and administrators regarding the success of instructors is crucial to this effort.

Research Improvement. Improvement of a research generates and employs knowledge to enhance the quality of a study and can provide support and benefits to future researchers who can utilize their skills and research.

The measures that I want to recommend is that each school should conduct school research annually to be presented during the district research congress to develop more the research skills of every teacher. (IDI_P1)

Teachers can be more effective in sharing the knowledge. In the context of doing a research, I, as a teacher, was able to refresh and widen my perspective as to how research could affect my teaching experience. Action Research in particular could help us find suitable solutions to an existing problem. But then, considering the pile of work specially of public teachers, most likely, time constraints will hinder the process. Also in terms of post graduate dissertations, the knowledge and skills I have earned are really substancial. Despite that, I doubt if the target audiences for recommendation (such as policy makers) will bother to make a move or create laws or to give justice to the results of those researches conducted. (IDI_P6)

It gives them a perspective to Help guides us in conducting research and choosing appropriate research a relevant ideas. (IDI_P7)

Research measures that really fit on the field of research is needed. Conducting surveys, interview that can directly relate to the research. Constroded situation may also help in assessing of the conduct of

research. What matters most is the reliability and validity of the said research. (FGD_P6)

The explanations made by the participants indicated that there still a significant amount of work to be done in order to advance research methods and it can be overwhelming when conducting research, as it is a big task.

Thus, the ideas of the participants are supported by Jugovich (2020). It was explicit that teachers and academics have advocated for many years that methods for teacher development and improvement should be based on ongoing contact and support among colleagues. Teachers must recognize the benefits of collaboration and focus on what they have in widely known in order to improve teaching.

Research Impact. There are factors that must be considered when conducting research that had an impact on the study and the researchers.

The factors influencing research mindset. Teaching practices will be impacted by the research, which also creates new teaching strategies. Research findings are applicable to the contemporary learning environment in classrooms. (IDI_P3)

It will affect the timeframe of research. (IDI_P5)

These factors influence my research attitude by making me more aware of the issues that exist both inside and outside of the classroom (IDI_P6)

The remarks shown by the participants specified that impact is attained through multiple steps, including the mindset of a researcher, strategies, practices, time consuming, and awareness for research.

Thus, the ideas of the participants are supported by Ulla (2019). Here is the given factor - the relationship between research benefits and research attitude that has a significant impact. It was discovered that the relationship between research benefits and research attitude was relatively positive. In comparison to those with master's degrees, doctoral students demonstrated greater self-efficacy, less research anxiety, and more positive attitudes toward the study of science.

Joint display of Quantitative and Qualitative Results

Table 10 reveals the data of salient quantitative and qualitative results. It reveals the nature and purpose of data integration in both quantitative and qualitative findings of the study.

The level of Teachers' Research Attitude obtained three indicators such as Relevance, Effectiveness, Trustworthiness, obtained the overall mean score of 4.43 and standard deviation of 0.413 which reflects the consistency of the responses of the participants. But as far as the themes are concerned, the result of the interview confirmed the four indicators. Hence, it forms an axiological implication that teachers with a research mentality assist their students in becoming more analytical, creative, problem-solving, and engaged students. Under the direction of academics, students are now involved in research-related and problem-solving activities to

seek solutions to problems.

On the aspect of the level of Teachers' Research Benefits obtained the three indicators of Teachers' Research Benefits such as Instructional Planning, Teachers' Proficiency, Collegial Relationship obtained the overall mean score of 4.38 and standard deviation of 0.459 which reflects the consistency of the responses of the participants. All the items under these indicators are high. Participants have lived experiences in all indicators coming out as the priori of essential themes, all though not all items in the survey questionnaire have been mentioned. But as far as the themes are concerned, the result of the interview confirmed the three indicators. Thus, it forms it forms an axiological implication that teachers' Research Benefits aid students in finding solutions to particular classroom or institution-related questions. boost professional knowledge, skills, and understanding by connecting you to information sources and expert support networks.

Moreover, the level of Teachers' Research Obstacle obtained the three indicators of Teachers' Research Obstacle such as Time, Funds and Support, and Knowledge and Skills obtained the overall mean score of 3.62 and standard deviation of 0.683 which reflects the consistency of the responses of the participants. All items under these indicators are high. Participants have lived experiences in all indicators coming out as the priori of essential themes, all though not all items in the survey questionnaire have been mentioned. But as far as the themes are concerned, the result of the interview confirmed the three indicators. Hence, it forms an axiological implication that Teachers' Research Challenge Due to their lack of professional experience and the insufficiency of help they get in terms of research time, library sources, and theoretical and practical guidance, teachers have difficulty doing action research.

Table 10
Joint display of Quantitative and Qualitative Results

Research Area	Quantitative Phase	Qualitative Phase	Nature of Integration	Axiological implication
<p>Status of three variables</p> <p>Teachers' Research Attitude</p>	<p>The three indicators of Teachers' Research Attitude such as Relevance, Effectiveness, Trustworthiness, obtained the overall mean score of 4.43 and standard deviation of 0.413 which reflects the consistency of the responses of the participants.</p>	<p>Participants have lived experiences in all indicators coming out as the priori of essential themes, all though not all items in the survey questionnaire have been mentioned. But as far as the themes are concerned, the result of the interview confirmed the three indicators.</p>	<p>Connecting</p> <p>Merging</p> <p>Confirmation</p>	<p>Teachers with a research mentality assist their students in becoming more analytical, creative, problem-solving, and engaged students. Under the direction of academics, students are now involved in research-related and problem-solving activities to seek solutions to problems.</p>
<p>Teachers' Research Benefits</p>	<p>The three indicators of Teachers' Research Benefits such as</p>	<p>Participants have lived experiences in all indicators coming out</p>	<p>Connecting</p>	<p>Teachers' Research Benefits aid students in</p>

	Instructional Planning, Teachers' Proficiency, Collegial Relationship obtained the overall mean score of 4.38 and standard deviation of 0.459 which reflects the consistency of the responses of the participants.	as the priori of essential themes, all though not all items in the survey questionnaire have been mentioned. But as far as the themes are concerned, the result of the interview confirmed the three indicators.	Merging Confirmation	finding solutions to particular classroom or institution-related questions. boost professional knowledge, skills, and understanding by connecting you to information sources and expert support networks
Teachers' Research Obstacle	The three indicators of Teachers' Research Obstacle such as Time, Funds and Support, and Knowledge and Skills obtained the overall mean score of 3.62 and standard deviation of 0.683 which reflects the consistency of the responses of the participants.	Participants have lived experiences in all indicators coming out as the priori of essential themes, all though not all items in the survey questionnaire have been mentioned. But as far as the themes are concerned, the result of the interview confirmed the three indicators	Connecting Merging Confirmation	Teachers' Research Challenge Due to their lack of professional experience and the insufficiency of help they get in terms of research time, library sources, and theoretical and practical guidance, teachers have difficulty doing action research.

CONCLUSIONS

Based on the descriptive results in the study it was revealed that level of Teachers' Research was high. it means that teachers with a research mindset help their pupils become more critical, inventive, problem solvers, and active learners. Moreover, the level of teachers' research benefits was high. It indicates that Teachers' Research Benefits assist students in finding answers to specific issues that arise in the classroom that help build students improved their performance. Also, the level of teachers' research obstacle was high. It means that Teaching research have difficulty in doing action research due to a lack of professional experience, time, library sources, and theoretical and practical guidance. In same manner, results revealed from the correlation analysis that there was a high significant relationship between Teachers' Research Benefits and Teachers' Research Attitude, and Teachers' Research Obstacle. This means that teachers research attitudes and actions are affected by their teachers' demeanor. contrast this with the fact that students are more prone to lose interest in schoolwork if their teachers have a pessimistic outlook. Furthermore, results revealed from the regression analysis that only Teachers' Research Benefits ($r=.466$, $p,0.05$) is the best predictor of Teachers' Research Obstacle. More likely, results on Sobel test revealed that teachers' research benefits significantly mediate between teachers' research attitude and obstacles ($z=2.272913$, $p<0.01$). In addition, results revealed from the thematic analysis that there were eight (8) themes emerged from the lived experiences of teachers pertaining to research obstacles such as Teachers Interpersonal Perspective, Optimistic Research Prevention, Researchers' Attitude, Researchers' Obstacles, Researchers' Acquired Skills, Researchers' Benefits, Research

Improvement, and Research Impact. Finally, based on the results revealed from the quantitative and qualitative findings the data integration was confirming, connecting and converging.

REFERENCES

- Baia, P. L. (2019). The role of commitment to pedagogical quality: The adoption of instructional technology in higher education. Utilization and integration of technology by teachers: A case study. Doctoral dissertation, Louisiana Tech University, Ruston, LA.
- Bass, R. & Eynon, B. (2019). Capturing the visible evidence of invisible learning. Retrieved on 3/19/2009 from <http://www.academiccommons.org/commons/essay/capturing-visible-evidence-invisible-learning>
- Bower, J. (2019). The passivity of students and educators. Message Posted to <http://dangerouslyirrelevant.org>
- Brown, J. S. (2020). New learning environments for the 21st Century: Exploring the edge. Change, September/October 2006, 18-24.
- Buckenmeyer, J. (2021). Revisiting teacher adoption of technology: Research implications and recommendations for successful full technology integration. College Teaching Methods & Styles Journal, 4(6). 7-10.
- Burns, A. & Kurtoglu-Hooton, N. (2019). Implementing action research in the modern language classroom. Scottish Languages Review, 27(Spring/Summer), 21-28. https://www.scilt.org.uk/Portals/24/Library/slr/issues/27/273%20Burns_KurtogluHooton.pdf
- Burns, A. & Kurtoglu-Hooton, N. (2020). Implementing action research in the modern language classroom. Scottish Languages Review, 27(Spring/Summer), 21-28.
- Camp, J. S. (2020). Touching tomorrow with technology: A case study of the impact of effective school leadership on an exemplary technology integration initiative. Dissertation retrieved on August 27, 2009 from <http://libres.uncg.edu/ir/uncg/f/umiuncg-1405.pdf>
- Chen, C. H. (2021). Why do teachers not practice what they believe regarding technology integration? The Journal of Educational Research, 102(1), 65-75. Christensen, C.M.,
- Creswell, J. W. & Plano Clark, V. L. (2022). Designing and conducting mixed methods research. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2019). Qualitative inquiry & research design: choosing among five approaches. Thousand Oaks, CA: Sage Publications.

- Fontana, (2019). The interview: From neutral stance to political involvement. In Denzin, N. K., & Lincoln, Y. S. (Eds.), *Handbook of qualitative research*. (695-728). Thousand Oaks, CA: Sage Publications.
- Gorard, S. (2021). *Combining Methods in Educational and Social Research*. New York, NY: Open University Press.
- Jugovich, S. M. (2020). IT and educational technology: What's pedagogy got to do with IT? *EDUCAUSE Quarterly*, 4, 2006.
- Okojie, M. (2020). The pedagogy of technology integration. *Journal of Technology Studies*, 32(2), 66-71. Onwuegbuzie, A. J (2019). Mixed data analysis: Advanced integration techniques [Electronic version]. *International Journal of Multiple Research Approaches*. 3/1, 13-33.
- Otte, G., (2021). Online learning: New models for leadership and organization in higher education. *Journal of Asynchronous Learning Networks*, 10(2) 23-31.
- Surry, D. W., (2022). A model for integrating instructional technology into higher education. *British Journal of Educational Technology*, 36(2), 327-329.
- Ulla, M. B. (2019). Benefits and challenges of doing research: Experiences from Philippine public-school teachers. *Issues in Educational Research*, 28(3)
- Wan, J. (2019). *Teacher educators' computer technology integration at Utah State University*. Dissertation retrieved from ProQuest Digital Dissertation. (DAI-A 70/05, Nov 2009).
- Whitehurst, G. (2021). *The Institute of Education Sciences: New wine, new bottles*. Paper presented at the annual conference of the American Education Research