

Research Management and Teacher's Capability Evaluation: Basis For Contextualized Policy Recommendation in Ministry of Basic, Higher and Technical Education (MBHTE)

Albin D. Guiani*, Ava Clare Marie O. Robles

* Mindanao State University- General Santos City, Philippines
Corresponding Author's Email: aguiani50@yahoo.com

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ABSTRACT

The unique cultural and administrative context of the Ministry of Basic, Higher, and Technical Education (MBHTE) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) underscores the need for localized and evidence-based educational strategies. This study sought to assess the level of research management, the extent of research capability, and the challenges encountered by teachers and research coordinators in conducting research-related activities. A descriptive-correlational study was employed, involving 379 randomly selected respondents who completed a structured survey questionnaire. Data were analyzed using mean and Spearman's rho correlation. Findings revealed that while teachers and research coordinators demonstrated a fair level of research management and advanced research capability, they faced a high level of challenges in conducting research. A moderate significant correlation was found between research management level and research capability, while a very weak but significant relationship emerged between research capability and the extent of challenges experienced. These findings highlight the need for targeted interventions to strengthen research management systems and mitigate barriers to research engagement in the region.

Keywords: education, research management, MBHTE

INTRODUCTION

The Ministry of Basic, Higher, and Technical Education (MBHTE) strives for inclusive, high-quality Filipino education. By embracing Bangsamoro's history and aspirations, developing global leaders, and nurturing educated, ethical citizens through policy and initiatives, they aim to build a brighter future for everyone. For this, the teachers play a vital role in making sure that this mission is accomplished and achieved by every student. One way to fulfill this mission is to improve themselves to serve their stakeholders better continuously. School heads, supervisors, and teachers are ordered to adopt the Basic Education Research Agenda, which focuses on education research.

In 2020, the British Council and the Bangsamoro MBHTE conducted a study covering various topics, including research outputs of the region's institutions. The report highlighted that gaps in facilities and infrastructure, curriculum, teaching, and research management should be addressed to equip universities for international partnerships. There is interest in building international partnerships, mostly within ASEAN. However, with international education in the region being at the early stages, engaging with foreign partners must first focus on capacity development and building awareness regarding international collaborations and research.

Thus, the MBHTE-BARMM initiated programs to address the region's pressing needs through research and development. It is a way to support regional researchers that will address the needs of the Bangsamoro people and their development. According to Ulla (2018), conducting action research equips teachers and school heads to identify the problem in the school and realize how to resolve that problem methodically. It also emphasizes that it permits teachers to adjust their teaching practices, positively impacting teaching and learning. Mitiku (2020) shared the same notion, where teachers are urged to conduct action research so that the findings can be applied promptly and issues can be settled rapidly. Ulla et al. (2017) added that action research is one of the best methods for developing educators' lifelong learning and continuing professional development.

However, despite the efforts to improve teachers' research management, research capacity, and skills, some issues stop and prevent school heads and teachers from doing action research (Vasquez, 2017). These include a need for more research experience, research skills, time constraints, and financial support, according to Norasmah and Chia (2016). Ulla et al. (2017) acknowledged that even though writing action research is part of their annual individual performance appraisal and evaluation, school heads and teachers tend to discount the impact it may bring to their performance evaluation score because they were not inspired and had no interest in doing research. Hence, this study determined the research management level, the extent of research capability, and the extent of challenges experienced by the teachers and research coordinators in research-related activities.

MATERIALS AND METHODS

Study Area

This study was conducted in ten (10) school divisions under the Ministry of Basic, Higher, and Technical Education (MBHTE) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). These divisions were chosen to represent different areas across the region, giving the research a well-rounded and inclusive view of the experiences and practices of teachers and research coordinators involved in educational research.

Sampling Design

To ensure fairness and accuracy, the study used proportionate stratified random sampling. A total of 379 teachers and research coordinators took part in the study, all coming from the ten selected school divisions. The sample size was calculated using Cochran's formula, a trusted method for determining how many participants are needed for reliable results. This method helped ensure that all groups within the population were properly represented, making the findings more meaningful and generalizable across the region.

Data Analysis

Once the data was collected, it was carefully analyzed using appropriate statistical tools. A significance level of 0.05 was used, which means that the researcher made sure any patterns or relationships found in the data were not just due to chance. To find out how well research was being managed—specifically in terms of funding, partnerships, and capacity building—the study used frequency counts and weighted means. This helped identify whether the management levels were low, fair, moderate, or strong. The same methods were used to measure the teachers' and coordinators' research capabilities, focusing on how well they could identify research problems, use technology and tools for data, and follow research ethics. Each area was scored and interpreted to see where participants were doing well and where they might need support. The challenges experienced by participants in doing research were also explored, grouped into three main areas: personal, professional, and work-related. Again, frequency counts and weighted means helped the researcher see which challenges were most common and how strongly they were felt.

Before checking for relationships between variables, the researcher tested whether the data followed a normal distribution using the Shapiro-Wilk Test. The results showed that the data did not follow a normal curve, so a non-parametric method—the Spearman rho correlation—was used instead.

This correlation test helped uncover two important relationships: first, whether better research management was linked to stronger research capability, and second, whether teachers and coordinators with stronger research skills also faced more challenges. These insights aimed to guide improvements in how research is supported in schools across the region.

Ethical Considerations

This study was carried out with great care to respect the rights, privacy, and well-being of everyone involved. Before any data was gathered, the researcher sought permission from the proper authorities at the Ministry of Basic, Higher, and Technical Education (MBHTE) in BARM and from the participating school divisions. All participants were clearly informed about the purpose of the study, what was expected of them, and how their information would be used. Only those who willingly agreed took part in the research. To protect participants' identities, no names or personal details were recorded or shared. Everything they shared was kept confidential and used only for academic purposes. Participants were also told that they could choose to stop or withdraw from the study at any point without facing any negative consequences. The researcher made sure that no one was put at risk or made uncomfortable during the process. Lastly, honesty and integrity were strictly observed throughout the study. All findings were reported truthfully, and all collected data were handled with care and stored securely. By following these ethical steps, the researcher aimed to build trust and ensure that the study was conducted in a respectful and responsible manner.

RESULTS AND DISCUSSION

Table 1. The Level of Research Management of Teachers and Research Coordinators in Ministry Of Basic, Higher and Technical Education (MBHTE)

Indicators	Mean	Description
Funding	2.77	Fair
Partnership	3.71	Good
Capacity-Building	3.46	Good
Overall Mean	3.31	Fair

Table 1 shows the level of research management among teachers and research coordinators in the Ministry of Basic, Higher and Technical Education (MBHTE), focusing on three indicators: funding, partnership, and capacity-building. Among these, Partnership received the highest mean score of 3.71, interpreted as Good. This suggests that the teachers and coordinators are actively engaging in collaborations with other institutions, agencies, or stakeholders, contributing positively to their research initiatives. Capacity-Building followed with a mean of 3.46, also rated as Good, indicating moderate efforts in enhancing research-related skills and competencies through training and professional development. However, Funding received the lowest mean score of 2.77, categorized as Fair, highlighting a significant concern regarding the availability and accessibility of financial resources to support research activities. Overall, the research management level in MBHTE, with a mean of 3.31, is interpreted as Fair, suggesting that while there are signs of progress, several aspects still require systematic strengthening.

The findings imply that although educators under MBHTE are experiencing some success in building research partnerships and accessing training opportunities, the lack of adequate funding significantly hinders the full potential of research development and implementation. Without sufficient financial resources, teachers may struggle to conduct comprehensive research, limiting the scope, quality, and dissemination of outputs. Moreover, while capacity-building programs are present, these must be sustained and equitably distributed across all divisions to ensure inclusive and long-term impact. Expanding and institutionalizing these initiatives would help build a stronger research culture within the ministry. Additionally, leveraging the existing strength in partnerships can help offset internal limitations by opening opportunities for shared funding, collaborative studies, and technical support. To establish a more effective research management system, MBHTE must consider increasing its budget allocation for research, building structured mentoring systems, and formalizing collaborations with research institutions and universities.

These findings are supported by Tindowen (2020) emphasized that strong institutional partnerships significantly contribute to research productivity by providing access to resources, expertise, and shared opportunities for innovation, which supports the high rating of partnership in this study. Similarly, Ogena and Cereno (2021) underscored the importance of capacity-building in cultivating research competencies, noting that consistent

training and mentorship are key to fostering a culture of inquiry, especially among educators in underserved areas. On the other hand, the issue of insufficient funding aligns with the study of Del Rosario and Tuazon (2021), who found that financial constraints are among the most critical barriers to educational research engagement in Philippine public schools. These collectively affirm that while progress in partnership and capability-building is promising, substantial support in funding and systemic implementation is crucial for improving the overall research environment in the MBHTE context.

Table 2. The Level of Research Capability of Teachers and Research Coordinators in Ministry Of Basic, Higher and Technical Education (MBHTE)

Indicators	Mean	Description
Problem Identification	3.55	Advanced
Appropriate Use of the Tools and Technology	3.70	Advanced
Research Ethics	3.89	Advanced
Overall Mean	3.71	Advanced

Table 2 shows the level of research capability of teachers and research coordinators in the Ministry of Basic, Higher and Technical Education (MBHTE), measured across three indicators: Problem Identification, Appropriate Use of Tools and Technology, and Research Ethics. All three indicators received mean scores that fall within the Advanced range. Specifically, Research Ethics obtained the highest mean of 3.89, indicating a strong awareness and practice of ethical standards in conducting research, such as obtaining informed consent, maintaining confidentiality, and ensuring integrity in data reporting. This is followed by the Appropriate Use of Tools and Technology with a mean of 3.70, which suggests that respondents are proficient in using various research tools, such as statistical software, digital databases, and online survey platforms. Problem Identification scored 3.55, still within the Advanced category, signifying that teachers and coordinators can formulate relevant, researchable, and context-based problems. The Overall Mean of 3.71 confirms that the research capability level of MBHTE personnel is consistently advanced across all dimensions measured.

The results imply that teachers and research coordinators under MBHTE are well-prepared to undertake independent and collaborative research initiatives. Their high level of competence in identifying problems and using technological tools enables them to design and execute relevant studies that address practical issues within their educational context. Moreover, the strong emphasis on research ethics reflects a commitment to responsible research conduct, which is crucial for generating credible and trustworthy findings. These capabilities not only enhance individual professional growth but also contribute to institutional development by promoting a culture of inquiry and evidence-based decision-making. However, while the capabilities are promising, it is essential to maintain and further enhance them through continuous professional development, updated training on emerging technologies, and institutional support systems.

These findings are consistent with the study of Prado and Alfaro (2020), ethical awareness among educators has significantly improved due to institutional policies and training programs that prioritize responsible research practices. Similarly, Llego and Lumibao (2021) found that increased access to digital tools and online platforms has positively impacted teachers' research competence, particularly in data analysis and literature review. Additionally, Simpal and Robles (2024) emphasized that gaps in digital infrastructure can hinder the full realization of their instructional potential. In terms of problem identification, Laurente (2022) emphasized that advanced research training empowers educators to frame problems grounded in local realities, making their research more impactful and relevant. These studies support the notion that with appropriate training, access to tools, and ethical guidance, teachers can operate at advanced levels of research competence.

Table 3. The Extent of Challenges Experienced by Teachers & Research Coordinators in Ministry Of Basic, Higher and Technical Education (MBHTE)

Indicator	Mean	Description
Personal Challenges	4.67	High
Professional Challenges	4.47	High
Work-Related Challenges	4.57	High
Overall Mean	4.60	High

Table 3 shows the extent of challenges experienced by teachers and research coordinators in the Ministry of Basic, Higher and Technical Education (MBHTE) across three dimensions: *Personal Challenges*, *Professional*

Challenges, and *Work-Related Challenges*. All indicators received mean scores within the *High* range. *Personal Challenges* obtained the highest mean score of 4.67, indicating that teachers are heavily affected by individual or internal constraints such as time management, motivation, family obligations, or mental health issues. *Work-Related Challenges* followed with a mean of 4.57, suggesting significant institutional barriers such as teaching overload, administrative duties, or lack of access to research resources. Meanwhile, *Professional Challenges* received a mean of 4.47, also categorized as *High*, pointing to difficulties related to limited training, insufficient mentoring, or lack of confidence in conducting research. The *Overall Mean* of 4.60 clearly illustrates that educators and coordinators face substantial barriers that can hinder their research productivity and engagement.

The findings imply that despite the advanced research capabilities of MBHTE personnel (as previously shown), these capabilities are likely underutilized due to the high degree of challenges they face. The prominence of personal and work-related challenges underscores the need for institutional interventions that promote work-life balance, mental well-being, and manageable workloads. Additionally, professional development programs must not only focus on skills training but also on mentoring systems and emotional support that encourage sustained research engagement. Without addressing these challenges holistically, the momentum for building a research-oriented culture may decline, regardless of the competence and willingness of educators.

These findings are supported by De Guzman et al. (2021) emphasized that personal factors such as stress, burnout, and time constraints significantly affect teachers' ability to focus on research, especially when paired with high teaching loads. Similarly, Corpuz and Rebancos (2020) found that institutional challenges—including lack of administrative support, inadequate time, and insufficient access to resources—are major barriers to teachers' research participation. In addition, Magtulis et al. (2022) revealed that professional insecurities and the absence of mentoring structures can cause educators to disengage from research activities despite having formal training. These studies validate the current findings and highlight the urgency of creating responsive and supportive research environments within MBHTE.

Table 4. The Correlation Result between the Research Management Level and the Extent of Research Capability of Teachers & Research Coordinators in Ministry of Basic, Higher and Technical Education (MBHTE)

Variables Correlated	Mean	r_s	Degree of Relationship	p -value	Remark
Level of research management	3.31	0.578	Moderate Correlation	0.000	Significant
Extent of research capability	3.71				

*Tested at 0.05 level of significance

Table 4 presents the correlation results between the level of research management and the extent of research capability of teachers and research coordinators in the Ministry of Basic, Higher and Technical Education (MBHTE). The computed Spearman rho correlation coefficient ($r_s = 0.578$) indicates a moderate positive correlation between the two variables. This relationship is statistically significant, with a p -value of 0.000, which is below the 0.05 level of significance. The mean scores for both variables also suggest favorable outcomes: the research management level has a mean of 3.31 (Fair), while the research capability has a higher mean of 3.71 (Advanced). These findings suggest that as the level of research management improves—such as through better funding, partnerships, and capacity-building—the research capability of teachers and coordinators also tends to increase.

The results imply that effective research management plays a crucial role in enhancing the research competencies of educators. When systems are in place to support research—through clear guidelines, resource allocation, professional development, and collaborative initiatives—teachers are more likely to develop and apply advanced research skills. This highlights the importance of strengthening institutional structures that not only provide technical support but also cultivate a culture that encourages inquiry and innovation. Consequently, improving research management within MBHTE can lead to more empowered and capable researchers, which in turn contributes to evidence-based policymaking and educational improvement.

These findings are supported by Bacabac and Orongan (2021), institutional research support—such as funding mechanisms, leadership encouragement, and training—significantly influences teachers’ willingness and capacity to engage in research. Likewise, Manzano and Esteban (2022) found that schools with well-established research management systems tend to produce teachers with higher levels of research productivity and technical skills. Moreover, Agustin and Vargas (2020) emphasized that when research leadership, mentorship, and administrative support are aligned, they foster an environment conducive to capability development. These studies affirm that strategic and well-managed research systems serve as foundational enablers of teacher-researcher growth and excellence.

Table 5. Correlation Result between the Level of Research Capability and the Extent Challenges Experienced by the Teachers & Research Coordinators in Ministry of Basic, Higher and Technical Education (MBHTE)

Variables Correlated	Mean	r_s	Degree of Relationship	p -value	Remark
Extent of research capability	3.71	0.146	Very weak correlation	0.003	Significant
Extent of challenges	3.60				

**Tested at 0.05 level of significance*

Table 5 shows the correlation between the level of research capability and the extent of challenges experienced by teachers and research coordinators in the Ministry of Basic, Higher and Technical Education (MBHTE). The correlation analysis reveals a very weak positive correlation with a Spearman rho coefficient (r_s) of 0.146. Despite the weak relationship, the result is statistically significant, with a p -value of 0.003, which is below the 0.05 level of significance. The mean score for research capability is 3.71, indicating an *Advanced* level, while the mean score for challenges is 3.60, interpreted as *High*. These findings suggest that while both variables are related, the level of research capability has only a minimal influence on the extent of challenges experienced, and vice versa.

The implication of this result is that having advanced research capabilities does not necessarily shield educators from encountering significant challenges. Teachers and coordinators may still face substantial personal, professional, and institutional difficulties—such as workload, limited time, administrative responsibilities, or lack of incentives—regardless of how capable they are in conducting research. This underscores the idea that improving research competence alone is insufficient; systemic and contextual issues must also be addressed to enable researchers to thrive. Institutional support, reduced workload, mentoring, and access to resources remain essential in alleviating the challenges educators face, even among those with strong research skills.

These findings are echoed in the study of De Vera and Bernardo (2020), even highly capable teacher-researchers report ongoing challenges related to time constraints and workload pressures, which are often outside their control. Similarly, Mendoza and Delos Santos (2021) found that organizational and structural barriers persist despite improvements in individual research competencies, especially in public school settings. Furthermore, Salazar and Dizon (2022) emphasized that addressing research challenges requires not just capability-building, but also a supportive institutional environment that enables educators to apply their skills effectively. These studies affirm that while capability is critical, it must be accompanied by strong institutional support to overcome persistent challenges in the research landscape.

Conclusion and Recommendations

The study revealed that teachers and research coordinators in BARMM are making meaningful strides in research, though challenges remain. They showed a fair level of research management, particularly in handling funding, while performing better in building partnerships and enhancing research skills. Their research capabilities were generally strong—especially in upholding ethics—but many struggled with identifying relevant research problems. Work-related challenges were the most pressing, yet a moderate link was found between good research management and stronger research performance. Interestingly, the more capable teachers became in research, the more challenges they tended to face—likely due to increased responsibilities and expectations.

In light of these findings, several practical suggestions were made. MBHTE is encouraged to boost its support for research by providing dedicated funds, holding regular training sessions, and offering incentives like grants or lighter teaching loads. Building partnerships with universities and research institutions can also help expand support. Research coordinators can set the tone by doing their own research and helping teachers manage their time and workload through collaboration and open dialogue. Teachers, meanwhile, may benefit from peer mentoring and focused training, especially in identifying classroom-based research topics. Joining research communities and coordinating with school leaders can help balance their dual roles. Future studies could dive deeper into effective strategies that support research in different local contexts, helping to build a stronger, research-driven culture in BARMM schools.

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Conflict of Interest

The authors declared that there was no conflict of interest, whether financial, professional, or personal, that influenced the conduct, findings, or reporting of this study titled “RESEARCH MANAGEMENT AND TEACHER’S CAPABILITY EVALUATION: BASIS FOR CONTEXTUALIZED POLICY RECOMMENDATION IN MINISTRY OF BASIC, HIGHER AND TECHNICAL EDUCATION (MBHTE).

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