

Research Writing Capabilities and Attitude Towards Research of Social Studies Teachers of Public Tertiary Schools in Zambales

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Abstract: -

Background/Objectives: The primary objective of this research is to determine the correlation between Social Studies teachers' research writing capabilities and their attitude towards research. The respondents are Social Studies teachers from Public Tertiary Schools in Zambales.

Methods/Statistical analysis: It uses ANOVA and Pearson Correlation to determine the significant difference and relationship of the variables. This two-fold research uses a questionnaire as the main instrument, adopted from two separate studies.

Findings: Based on the result of the study, the teachers agreed on their cognitive, affective, and behavioral attitudes towards research. The study also concluded that teachers are highly competent in writing research. When grouped according to years of service, the study found out that there is a significant difference in the responses in terms of their attitude towards research. Perceptions on the attitude of teachers towards research in terms of behavioral and affective when attributed to profile are the same. Ultimately, the attitude toward research of Social Studies teachers does not influence their writing capabilities.

Improvements/Applications: The researcher also proposes a prepared plan to further improve the research writing capabilities of Social Studies teachers for advance review and implementation.

Keywords: Attitude, Research, Social Studies, Teachers, and Writing Capabilities

1. Introduction

One of the vital areas in many fields, particularly in education, is research. It is known to be refining the workings and lives of individuals as it primarily focuses on every individual's search for knowledge and on improving the quality of the knowledge itself. It is considered a

systematic effort to knowledge acquisition in all disciplines; therefore, it provides probable solutions to problems scientifically and methodically.

Research findings are personal considerations, reflective teaching, and sound decision-making. Research provides facts as bases for the realization of society's needs. That is to say; all personal development-related

activities are research-based. Research is also essential to specific programs and projects in agriculture, communications, transportation, trade, industry, and commerce. The growth of each of these depends on successful and reliable research and feasibility studies. The world started to enjoy technological advancements because of innovations that continuously improve through various research. It makes people's lives easier and more comfortable. Previously mentioned, research is an indispensable area in the field of education. Therefore, research has primarily become part of graduate degree programs and basic education curricula, such as in Senior High School. Schools advise considering research-based learnings and practices as potential innovations are discovered and start, and the conduct of research is teaching. Therefore, schools serve as a training ground for future practitioners and innovators. It is then the school's responsibility to equip all learners with knowledge and skills for research. Teachers have to disseminate the research theory and teach it [1].

In the Philippines, despite all sectors' efforts to put into force the production of a variety of researches, it is still a struggle, most especially for some educational institutions, to provide a culture of research and amend the situation. The analysis of every academic professional's knowledge and skills, as well as the rapid and efficient trend in instructional technology and innovative approaches and teaching pedagogies, is critical to the study's success, especially now that responsible research among educational institutions is now required and necessitates continuous evaluation, resulting in the formation of a teacher-research community.

This study will determine the social studies teachers' research writing capabilities. It will also measure their attitude towards research writing. Ultimately, the study wants to establish a relationship between the respondents' research writing capabilities and their attitude towards research writing.

In general, the key findings of this paper would help research directors and school administrators to conduct seminars or webinars to capacitate on research writing to improve or enhance their research skills and have a direction and successful research development. The researcher proposed a prepared plan to improve further the research writing capabilities of Social Studies teachers for advanced review and implementation.

2. Objective of the Study

This research aims to determine a relationship between Social Studies teachers' research writing capabilities and their attitude towards research writing. The researcher wants to dwell on the factors affecting the relationship between those two variables.

Specifically, the researcher wanted to answer the following research questions:

1. What are the profiles of the respondents in terms of age, gender, years in service, and school?
2. How is the attitude of Social Studies teachers toward research described in terms of cognitive attitude, affective attitude, and behavioral attitude?
3. What is the level of research writing capabilities of Social Studies teachers?
4. Is there a significant difference in the responses of the respondents' attitudes towards research and research writing capabilities when grouped according to profile?
5. Is there a correlational relationship between Social Studies teachers' research writing capabilities and their attitude towards research?
6. What plan can be proposed to address the research capability of Social Studies teachers?

3. Hypotheses

This undertaking aims to determine whether the attitude towards the research of Zone 2 Social Studies teachers in Zambales significantly affects their research writing capabilities. The first part of the research will focus on determining their attitude towards research, and the second part is assessing their research writing capabilities. The results of the two sets of questionnaires will be used to establish the relationship between the two independent variables.

In that light, the researcher establishes the following research hypotheses:

1. There is no significant difference in the level of research writing capabilities and attitude of Social Studies teachers when grouped according to profile.
2. There is no significant relationship between research writing capabilities and attitude towards the research of Social Studies teachers in Zambales.

4. Methodology

The most suited method is a correlation research design in this type of study, without any effort to control extraneous factors, a nonexperimental study as its definition. The researcher analyzes two variables and evaluates the statistical relationship or the measurement of two or more essential variables and the evaluation of the relationship between or among them.

A correlational study, according to Stangor [2], "is the evaluation of the relationship between or among two or more relevant factors and the measurement of those variables.... the goal of the correlational study is to uncover variables that show systematic relationships with each other." It contrasts with descriptive research (the three

previously discussed research methods) designed to provide static pictures.

The study's respondents will be composed of Social Studies teachers from public tertiary schools in Zambales. Purposive sampling techniques were used in this undertaking since the target respondents are teachers from higher education institutions majoring in Social Studies. Fifty-five respondents were selected from 6 campuses of President Ramon Magsaysay State University (PRMSU), Kolehiyo ng Subic (KNS), and Polytechnic College of Botolan (PCB).

This study will be using two separate instruments. The first one will determine the level of research writing capabilities of social science teachers from the public tertiary schools. The second instrument will be dedicated to determining their attitude towards research writing.

The first instrument will measure teachers' research capability adopted from the study entitled, by Santos [18]. "Assessing the Research Capability of Senior High School Students of a Government Laboratory High School" The topic Research Project's Curriculum Guide Learning Competencies were used to construct this questionnaire. Research capability was measured using the 4-point Likert scale: Highly Competent (4), Competent (3), Somewhat Competent (2), and Not Competent (1).

For the second instrument, the researcher adopted the instrument conducted for the study entitled "The Attitude of Graduate Students toward Research and their Intention to Conduct Research in the Future", which is a self-report measure initially for students' attitudes towards research [3]. This research instrument is divided into three (3) parts: (1) students' cognitive attitude towards research; (2) students' affective attitude towards research; and (3) students' behavioral intention to conduct research. The instrument used a 4-point Likert scale: Strong Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

The researcher uses Google Forms to gather the data needed. After two (2) weeks of gathering data, proper statistical tools were used to analyze the data gathered using Statistical Package for Social Sciences v.26 (SPSS).

A correlational analysis is a primary method used in this study. The dependent variable in this study is the research writing capabilities of Social Studies teachers, while the independent variable is their attitude towards research. The study wants to determine the relationship of these two variables whether teachers' attitude towards research affects their writing capabilities in research. A plan will then be proposed for advanced review and implementation. In this light, this study has employed Input-Process-Output Model.

The figure below shows the conceptual framework of the study, which will be the basis of the direction of this research. The conceptual framework serves as the illustration of the essential elements of the study and their relationships with each other.

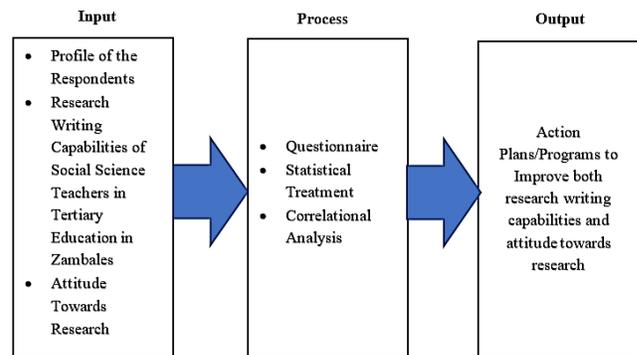


Figure 1. I-P-O Conceptual Framework Model of Attitude Towards Research and Research Writing Capabilities

5. Results and Discussion

1. Profile of the Respondents

Table 1. Profile of the Respondents

	Profile	Frequency	Percent
Sex	Male	19	34.55
	Female	36	65.45
	Total	55	100.00
Age Mean = 33.77 or 34	60-69	3	5.45
	50-59	2	3.64
	40-49	7	12.73
	30-39	19	34.55
	20-29	24	43.64
	Total	55	100.00
Years in Service Mean = 4.73	21-25	1	1.82
	16-20	2	3.64
	11-15	4	7.27
	6-10	1	1.82
	1-5	47	85.45
	Total	55	100.00
School	Kolehiyo ng Subic	13	23.64
	Polytechnic College of Botolan	10	18.18
	PRMSU - Botolan Campus	1	1.82
	PRMSU - Castillejos Campus	3	5.45
	PRMSU - Iba Campus	16	29.09
	PRMSU - Masinloc Campus	2	3.64
	PRMSU - San Marcelino Campus	4	7.27
	PRMSU - Sta. Cruz Campus	6	10.91
	Total	55	100.00

Sex. The majority of the respondents were females with 36 or 65.45%, while 19 or 34.55% were males. The result implies that females are into teaching professionals. Female instructors made up 89.58 percent of teachers in public elementary schools and 77.06 percent of teachers in public secondary schools in 2008–2009, according to the Philippine Commission on Women [4].

Age. Most of the respondents are in the age group of 20- 29 years old, with 24 or 43.64%. While there were 2 or 3.64% are in the age group of 50- 59 years old. The computed age mean is 33.77. Teachers, as a result, are in their early twenties. Their physical talents include muscle strength,

reaction time, sensory capacities, cardiac function, and height in early adulthood [5].

Years in Service. The majority of the respondents have rendered 1- 5 years in service, while 1 or 1.82 have rendered 21- 25 years in service. The result implies that they are establishing a career in teaching and continue to be an effective educator. According to Wolff, van den Bogert, Jarodzka, and Boshuizen [6], expert teachers were much more effective at predicting classroom management events than beginner teachers. It shows that teachers gain a better grasp of classroom management as they gain years of experience, allowing them to foresee problems and adjust their classroom management strategies accordingly.

School. Most respondents were from PRMSU- Iba Campus with 16 or 29.09%, while 1 or 1.82% were from PRMSU- Botolan Campus. The result implies a large population of teachers on the said campus.

2. Attitudes Towards Research

Table 2. Attitudes of the Respondents Towards Research

Cognitive Attitude	WM	QR	Rank
1. Research is useful for my career.	3.80	Strongly Agree	3
2. Research is important for enriching my knowledge.	3.80	Strongly Agree	3
3. Research should be indispensable in my professional training.	3.75	Strongly Agree	5
4. Research should be taught to all students.	3.80	Strongly Agree	3
5. Research is useful for every professional.	3.89	Strongly Agree	1
6. Research is difficult because it follows certain method of investigation.	2.82	Agree	6
7. The concept of research is hard to understand.	2.36	Disagree	7
8. Research is irrelevant to my career.	1.67	Strongly Disagree	10
9. Research complicates my work.	1.91	Disagree	8
10. Research should not be part of teaching requirement.	1.84	Disagree	9
Overall Weighted Mean	2.96	Agree	
Affective Attitude	WM	QR	Rank
1. Research is interesting.	3.56	Strongly Agree	1
2. Research is enjoyable.	3.35	Strongly Agree	3
3. Research excites me.	3.29	Strongly Agree	5
4. Research makes me great.	3.33	Strongly Agree	4
5. Research gives me great feeling.	3.38	Strongly Agree	2
6. Research makes me nervous.	2.64	Agree	6
7. Just thinking of research is stressful.	2.44	Disagree	8
8. Thinking of research makes me anxious.	2.45	Disagree	7
9. Research scares me.	2.18	Disagree	9
10. Research makes me upset.	2.11	Disagree	10
Overall Weighted Mean	2.87	Agree	
Behavioral Attitude	WM	QR	Rank
1. I will employ research approach in my profession.	3.44	Strongly Agree	3
2. I have the skills to write and I will conduct research.	3.31	Strongly Agree	5
3. I will apply theories of research in writing my thesis.	3.42	Strongly Agree	4
4. I am inclined to study the details of my research and will apply it in the future.	3.49	Strongly Agree	1
5. I will really conduct research.	3.45	Strongly Agree	2
6. Research is difficult and I cannot make it.	1.87	Disagree	6
7. I have no skills in research and I have no plan to do it.	1.71	Strongly Disagree	8
8. I find it hard to understand the concept of research and I can't apply it.	1.69	Strongly Disagree	9
9. I have no enough knowledge in research and I will never do it.	1.67	Strongly Disagree	10
10. Even if I am promised of promotion for conducting research, I will not do it.	1.73	Strongly Disagree	7
Overall Weighted Mean	2.58	Agree	

Cognitive Attitude. The respondents strongly agreed that the research is helpful for every professional, with the highest mean of 3.89 (ranked 1st). In contrast, the respondents strongly disagreed that the research is irrelevant to their career, with the lowest mean of 1.67 (ranked 10th). The computed overall weighted mean towards the attitude of the respondents towards research in terms of cognitive attitude is 2.96 with a descriptive rating of agree. The result implies that teachers' perspectives on research may help them find solutions to particular problems arising in the classroom or school and professional growth in their careers. The same results were found that the positive cognitive attitude of teachers toward research is considered high compared to its hostile attitude, evident by the ranking where the first 5 belong to positive cognitive attitude [1]. According to Borg and Alshumaimeri [7], The significant motives for performing research, according to the teacher educators, are to improve their professional development, get promoted, and contribute to their overall knowledge.

Affective Attitude. The respondents strongly agreed that the research engages with an average weighted mean of 3.56 (ranked 1st). However, the respondents disagreed with the research makes them upset with an average weighted mean of 2.11 (ranked 10th). The computed overall weighted mean towards the attitude of the respondents towards research in terms of affective attitude is 2.87 with a descriptive rating of agree. As a result of their study, instructors will collaborate with colleagues, present their work at professional conferences, and network with other researchers. A lack of interest in the issue is the most common reason for students not participating in research [8]. It is difficult for students to research since they have a negative attitude. Conducting research has been proven difficult and stressful [9].

Behavioral Attitude. The respondents strongly agreed that they are inclined to study the details of my research and will apply it in the future with an average weighted mean of 3.49 (ranked 1st). In contrast, the respondents strongly disagreed that they do not have enough research knowledge and that I will never do it with a weighted mean of 1.67 (ranked 10th). The computed overall weighted mean towards the attitude of the respondents towards research in terms of behavioral attitude is 2.58 with a descriptive rating of agree. The findings suggest that respondents had a good behavioral attitude toward research and that their judgments of its practicality and usefulness in real-life circumstances were validated [10]. This signifies that the respondents systematically conducted their study to ensure that the results were accurate and valuable. One of the most important responsibilities for institutions is to take advantage of research findings [11]. Research aids the nation's development and growth. State universities and

colleges (SUCs), like Sorsogon State College, have made it one of their most important tasks (SSC). They can help individuals live better lives when the study results are put into reality.

3. Research Writing Capabilities

The level of research writing capabilities of the respondents is shown in Table. The respondents are highly competent in using sources according to ethical standards with an average weighted mean of 3.45 (ranked 1st) and making recommendations based on conclusions with an average weighted mean of 3.36 (ranked 3rd). In contrast, the respondents are competent that they can select, cite and synthesize properly related literature with an average weighted mean of 3.13 (ranked 15th). The computed overall weighted mean on the level of research writing capabilities of the respondents is 3.28 with a descriptive rating of highly competent. According to the findings, teachers are highly skilled in recognizing research problems and moderately capable in other research areas such as establishing research frameworks, preparing summaries, drawing conclusions, and arranging related studies and material [12]. Teachers believe that it is critical to include reliable sources when conducting research. Teachers need to be provided with enough resources when conducting research, including access to books, journals, and other online resources [13].

Table 3. Level of Research Writing Capabilities of the Respondents

RESEARCH WRITING CAPABILITIES	WM	QR	Rank
1. I can Prepare a plan and a focus on issues and ideas in my respective field.	3.33	Highly Competent	6
2. I can formulate clearly the statement of research problem.	3.27	Highly Competent	9
3. I can select, cite and synthesize properly related literature.	3.13	Competent	15
4. I use sources according to ethical standards.	3.45	Highly Competent	1
5. I can present written review literature.	3.27	Highly Competent	9
6. I can describe adequately research design.	3.18	Competent	12
7. I choose appropriate sample (respondents) for the study.	3.36	Highly Competent	4
8. I can formulate my own instrument of the study.	3.15	Competent	14
9. I can present written research methodology.	3.16	Competent	13
10. I gather and analyze data with intellectual honesty using suitable techniques.	3.36	Highly Competent	4
11. I can form logical conclusions.	3.20	Competent	11
12. I make recommendations based on conclusions.	3.36	Highly Competent	4
13. I can write and present clear report.	3.31	Highly Competent	7
14. I can defend written research report with accuracy.	3.27	Highly Competent	9
15. I revise written research report based on suggestions and recommendations of panelists.	3.38	Highly Competent	2
Overall Weighted Mean	3.28	Highly Competent	

4. Difference in the Attitude towards Research and Writing Capabilities When Grouped According to Teacher's Profile

Cognitive Attitude. There was a significant difference in the attitude of respondents towards research in terms of cognitive attitude on the computed P-value of Years in Service (Sig.=0.00) profile variable, which is less than (<) 0.05 Alpha Level of Significance; therefore, the Null Hypothesis is rejected. Hence there was a significant difference when grouped according to the Years in Service profile variable. The findings show that the respondents' years of service impact how they think about research writing. Human development is dependent on research, which has a significant impact on daily life. This is in contrast to the study's findings, which show that, regardless of their years of experience, people see research as beneficial to their career, have a good attitude toward it, have research anxiety, and have problems with it [14]. On the other hand, there was no significant difference in the attitude of respondents towards research in terms of cognitive attitude on the computed P-value of Sex (Sig.=0.80), Age (Sig.=0.91), and School (Sig.=0.88) profile variables which are more significant than (\geq) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted; hence there was no significant difference when grouped according to Sex, Age, and School profile variables. The results signify that the other profile variables have nothing to do with the cognitive attitude of the researcher.

Table 4. Test of Significant Difference on the Attitude of Respondents towards Research when Grouped According to Profile

Sources of Variation	Cognitive Attitude		Affective Attitude		Behavioral Attitude		Research Writing Capabilities	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Age	0.07	0.80	0.00	0.95	0.49	0.49	1.19	0.28
Sex	0.24	0.91	0.69	0.60	0.56	0.69	0.78	0.55
Years in Service	7.65	*0.00	6.10	*0.00	12.18	*0.00	0.84	0.51
School	0.42	0.88	0.79	0.60	1.03	0.42	0.57	0.78

**Significant*

Affective Attitude. There was a significant difference in the attitude of respondents towards research in terms of affective attitude on the computed P-value of Years in Service (Sig.=0.00) profile variable (Sig.=0.00) which is less than (<) 0.05 Alpha Level of Significance. Therefore the Null Hypothesis is Rejected; hence there was a significant difference when grouped according to the Years in Service profile variable. The conclusion is that whether or not the respondents have sufficient teaching experience impacts their Affective attitude. Their study indicated that Doctoral students have a more positive attitude toward research than Master students when comparing their

attitudes toward research. Students' attitudes toward research were more favourable among those exposed to scientific research [15]. However, there was no significant difference in the attitude of respondents towards research in terms of affective attitude on the computed P-the value of Sex (Sig.=0.95), Age (Sig.=0.60), and School (Sig.=0.60) profile variables which are more significant than (\geq) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted; hence there was no significant difference when grouped according to Sex, Age, and School profile variables. The results signify that profile of the respondents in terms of sex, age, and school do not affect the affective attitude.

Behavioral Attitude. There was a significant difference in the attitude of respondents towards research in terms of behavioral attitude on the computed P-value of Years in Service (Sig.=0.00) profile variable (Sig.=0.00) which is less than ($<$) 0.05 Alpha Level of Significance; therefore, the Null Hypothesis is Rejected; hence there was a significant difference when grouped according to Years in Service profile variable. The conclusion is that whether or not the respondents have sufficient teaching experience impacts their behavioral attitude. Students had a highly good attitude toward research and saw it as very valuable in their lives; however, this positive attitude did not correspond with their plan to perform research in the future, according to Siamian's [16] study. The lack of resources and research facilities, for example, were mentioned as reasons why people were discouraged from going into research.

Research Writing Capabilities. There was no significant difference in the attitude of respondents towards research in terms of affective attitude on the computed P-value of Sex (Sig.=0.29), Age (Sig.=0.55), Years in Service (Sig.=0.51), and School (Sig.=0.78) profile variables which are all greater than (\geq) 0.05 Alpha Level of Significance; therefore the Null Hypothesis is Accepted; hence there was no significant difference when grouped according to Sex, Age, Years in Service, and School profile variables. Similarly, public school teachers' research writing abilities are influenced by their position, not their age, sex, civil status, or educational experience [17].

5. Relationship Between Attitude towards Research and Writing Capabilities of Teachers

Table 5. Test of Significant Relationship between Level of Research Writing Capabilities and Attitude of Respondents Towards Research

Source of Relationship		Research Writing	Attitude	Decision/ Interpretation
Research Writing	Pearson Correlation	1	0.052	No Relationship
	Sig. (2-tailed)		0.709	
	N	55	55	
Attitude	Pearson Correlation	0.052	1	Accept Ho Not Significant
	Sig. (2-tailed)	0.709		
	N	55	55	

The computed Pearson r-value of 0.052 signifies no significant correlation. The computed significance value (0.709) is more significant than ($>$) 0.05 alpha level of significance; hence, the null hypothesis is accepted. There was no significant relationship between the research writing capabilities and attitudes in research among respondents. This conclusion demonstrated that the respondents' attitudes, whatever they may be, will have no bearing on their ability to do research. Contrary to what Abun, Magallanes, Foronda, and Encarnacion [1] discovered, there is a link between research intention and cognitive and affective attitudes, both positive and negative, toward research.

6. Proposed Plan

Presented below is the proposed model plan aimed further to improve the writing capabilities of social studies teachers. The contents of the model plan were based on the findings of the present study, specifically from the variable with the least described indicators in research writing capabilities.

The Proposed Model is composed of Key areas, Objective, Methodologies and Activities, Fund, Person (s) Involved, and Time Frame.

Table 6. Plan to Further Strengthen the Research Writing Capabilities of Social Studies Teachers

Key Areas	Objectives	Methodologies and Activities	Fund	Person (s) Involved	Time Frame
Citing and Synthesizing Related Literature	To help teachers properly cite, and synthesize Related Literature	Conduct an Advanced Seminar/ Workshop. Subscription to paid research content. Mandatory yearly faculty research output	School's Research Fund	Research Experts, Lecturers/Resource persons with research credential	Month of September (40 hours of training)
Formulation of Instrument	To further improve the teachers' knowledge in formulating research instrument	Conduct Advanced Seminar/Workshop Exposure to different Research Symposium Mandatory yearly faculty research output Participation in National Research Conferences	School's Research Fund	School's Administration	Month of December
Presentation of Written Research Methodology	To further improve the teachers' written presentation of research methodology	Conduct Advanced Seminar/Workshop Mandatory yearly faculty research output	School's Research Fund	Research Experts, Lecturers/Resource persons with research credential	Month of April (40 hours of training)
Description of Research Design	To further improve the teachers' description of Research Design	Conduct Advanced Seminar/Workshop Mandatory yearly faculty research output Participation in National Research Conferences	School's Research Fund	Research Experts, Lecturers/Resource persons with research credential	Month of April (40 hours of training)
Formulation of Conclusion	To further improve the teachers' logical formulation of the conclusion	Conduct Advanced Seminar/Workshop Exposure to different Research Symposium Mandatory yearly faculty research output Participation in National Research Conferences	School's Research Fund	School's Administration	Month of June/July

1. The respondents may need to capacitate on the relevance of research on their career.
2. Webinars via video conferencing may be conducted to change perspective on research writing.
3. Capacitate the respondents on research writing to enhance or improve their research skills.
4. The school administrators may establish a research agenda anchored to the National Higher Education Research Agenda to have direction and successful research developments.
5. The school administrators may offer research grants and incentives to improve the teachers' research writing capabilities further
6. The researcher shall propose the prepared plan to improve further the research writing capabilities of Social Studies teachers for advanced review and implementation.
7. For further replications of this study, the position of the teachers should be involved.

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5. Conclusion and Future Scope

Based on the findings obtained in the study, the researcher concluded that:

1. Most of the respondents were females, 34 years old, 1-5 years in service, and from PRMSU Iba Campus.
2. The respondents agreed on their cognitive, affective, and behavioral attitudes towards research.
3. The respondents are highly competent in research writing capabilities.
4. There was a significant difference in the attitude of respondents towards research in terms of cognitive, affective, and behavioral attitudes when grouped according to the Years in Service profile variable.
5. There was no significant relationship between the research writing capabilities and attitudes in research among respondents.
6. Plan to Further Strengthen the Research Writing Capabilities of Social Studies Teachers was prepared and proposed.

From the findings and conclusions of the study, the following are the recommendations:

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