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TEACHING WORKLOAD MANAGEMENT AND INSTITUTIONAL SUPPORT AS PREDICTORS OF RESEARCH ENGAGEMENT AMONG SOCIAL STUDIES TEACHERS IN DAVAO DE ORO

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ABSTRACT

Teachers have low research engagement. This study examined the significance of teaching workload management and institutional support as predictors of research engagement. Using predictive analysis and involving 100 Social Studies teachers selected through stratified random sampling, and applying regression analysis, it was found that the determinants together have 25% significant predictive strength on the criterion affirming the JD-R model. Further research is needed to explain the remaining 75% variance in research engagement. Qualitative research may be explored to identify potential variables.

KEYWORDS: *Teaching Workload Management, Institutional Support, Predictors of Research Engagement, Social Studies Teachers*

CHAPTER 1
INTRODUCTION

In this chapter, the researcher outlines the following: the problem and its scope; the significance of the study; the statement of the problem; the hypotheses; the theoretical framework; and the conceptual framework.

The Problem and Its Scope

Teachers have low research engagement. Magnaye's (2023) supports the claim that public secondary school teachers in the Philippines have low research productivity.

In the United Kingdom, Quickfall & Wood (2025) claim that teachers and teacher educators participate sparingly in research, highlighting that research engagement itself is the primary challenge. Similarly, in Kazakhstan, as shown by Sarsenova & Kabylova (2025), teacher educators showed minimal engagement with research, reflecting a broader trend of limited teacher involvement in scholarly activities. Moreover, in Singapore, Baildon & Ong (2022) highlight that teachers perceived research as having limited utility. While some saw potential, most reported constraints that prevented them from engaging actively in research.

A study in Leyte, as noted by Flores (2024), found that beginning teachers often feel inadequately prepared for research engagement. Furthermore, a survey by Dela Cruz & Navarro (2021) in Camarines Sur revealed that teachers face difficulties in designing studies, collecting and analyzing data, and preparing publications. Moreover, according to Raymunde (2025), a state college in Davao de Oro reported that teachers struggle with research engagement. Meanwhile, in Davao City, as noted by Fernández (2025), teachers exhibit high productivity when involved in decision-making; their limited participation in research-related decisions can hinder their engagement in research activities.

Many teachers lack the necessary skills and training to conduct research effectively (Baidoo et al., 2025). To address the issue efficiently, it is crucial to identify the factors that may influence teachers' participation in research. Overall, the cited literature expresses a strong sense of urgency to address teacher research engagement, given its significant impact on learners' future. Furthermore, a research gap in understanding how teaching workload management and institutional support affect teachers' research engagement prompted this study.

Significance of the Study

This study explored the influence of teaching workload management and institutional support on research engagement among Social Studies teachers in Davao de Oro. First, the findings of this study will be instrumental in helping our educational government bodies develop strategies to better balance teachers' classroom responsibilities with their contributions to the school, thereby aligning with Sustainable Development Goal #4 and promoting quality education in the Philippines. Second, the findings of this study will be instrumental for administrators in addressing this issue, as it will guide them in creating programs that truly support teachers in reaching their full potential. Next, the findings of this study will be valuable for Social Studies teachers, serving as a guide to addressing key areas that can enhance teacher performance, thereby advancing a more holistic, shared goal of quality education in the country. Lastly, future researchers will benefit from this study, as it can serve as a helpful guide in exploring similar topics and finding ways to improve teacher performance and promote quality education.

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Statement of the Problem

This study determined the significance of teaching workload management and institutional support as predictors of research engagement among Social Studies Teachers. Specifically, this study aims to provide empirical evidence based on the following research objectives:

1. To determine the level of teaching workload management in terms of Lesson Planning and Preparation, Classroom Management, and Instructional Materials; institutional support in terms of professional development support, perceived availability of resources, and administrative support; and research engagement in terms of Research knowledge and classroom practice, and Conditions for teacher research engagement;
2. To determine the significance of the correlation between the teaching workload management and institutional support, and the research engagement, and
3. To determine the significance of the model for research engagement with teaching workload management and institutional support as predictors.

Hypotheses

This study will be tested at the .05 level of significance.

Ho1: No statistically significant relationship exists between teaching workload management and institutional support, and research engagement.

Ho2: The model to predict research engagement using teaching workload management and institutional support is not significant.

Theoretical Framework

This study was anchored on the Job Demands–Resources (JD-R) Model developed by Demerouti et al. (2001), which explains that employee engagement was shaped by the interaction between job demands, or aspects of work that require sustained effort, and job resources, or supports that help individuals accomplish tasks and maintain motivation.

In this study, teaching workload management, measured by lesson planning and preparation, classroom management, and the development of instructional materials, functions as the job demands that can either limit or enable teachers' ability to engage in research, depending on how manageable these tasks are. Meanwhile, institutional support, defined by professional development opportunities, resource availability, and administrative support, serves as job resources that strengthen teachers' confidence, reduce barriers, and encourage participation in research activities.

The JD-R Model supports the Statement of the Problem by providing a clear explanation of how teachers' research engagement is expressed through research knowledge and classroom practice, and conditions for research engagement, which represent the employee engagement, thereby making this theory a strong and appropriate framework for analyzing the influence of workload and institutional support on research engagement among Social Studies teachers

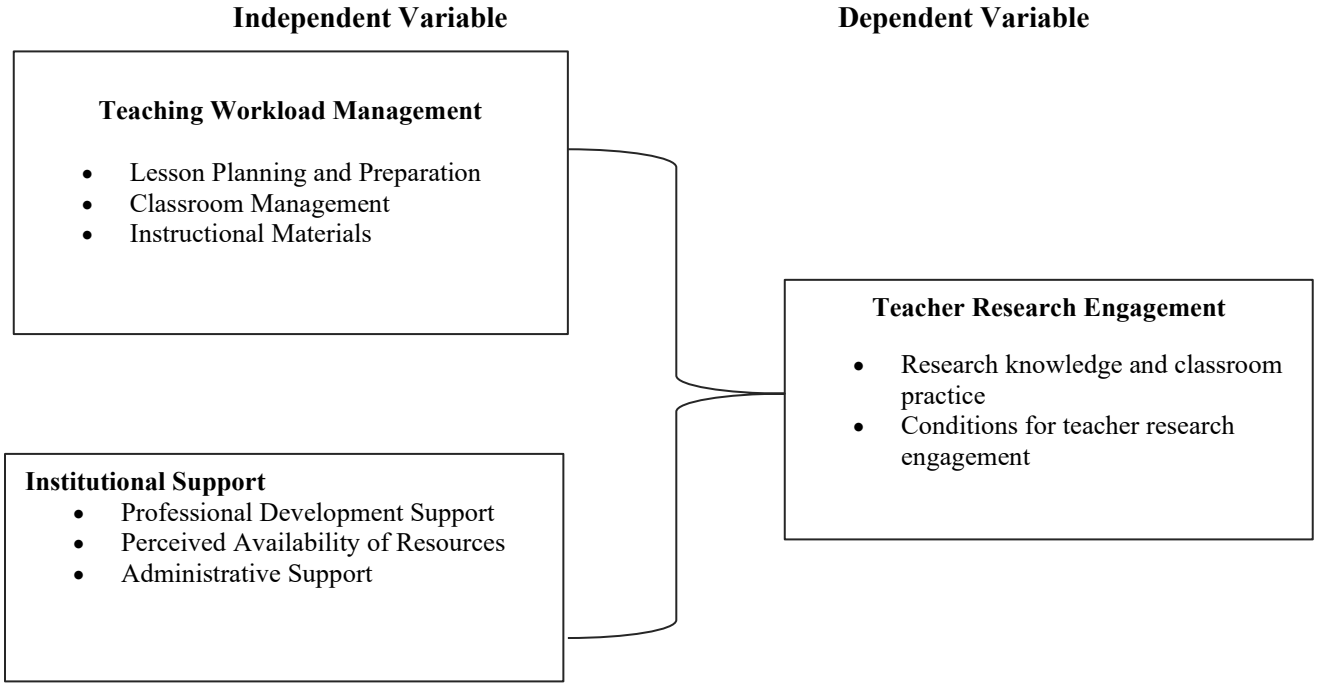

Figure 1: Conceptual Framework of the Study

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CHAPTER 2
METHODOLOGY

The researcher presented the methodology employed in this study in this chapter. It includes the research design, research locale, sample, sampling techniques, research instruments, data-gathering procedures, and data analysis.

Research Design

This study employed predictive design, defined as a proactive approach that anticipates future needs to develop resilient and sustainable solutions (Witteloostuijn et. al., 2022). This design was particularly suitable for examining the combined effects of teachers' workload management and institutional support on their engagement in research activities.

Locale of the Study

This study was conducted in Davao de Oro. Davao de Oro is a landlocked province in southeastern Mindanao, Philippines, composed of eleven municipalities with predominantly mountainous and rural areas. Its public schools serve geographically dispersed communities where teachers carry heavy instructional workloads. The province's terrain limits access to professional development, particularly in scholarly activities. The researcher, who is experiencing the problem, has identified a suitable and urgent site for this study and selected one of these schools.

Sample and Sampling Technique

In this study, the respondents were 100 full-time DepEd teachers majoring in Social Studies, including both male and female teachers with at least one year of service, ensuring they met the study's criteria. For the pilot testing, 30 teachers were randomly selected.

100 respondents were selected using stratified random sampling: 9 per municipality and 1 randomly assigned. Researchers randomly chose respondents to ensure fair representation. In the study of Nguyen et al. (2021), this method divides the population into strata based on key characteristics, producing a sample that reflects population diversity and provides more accurate estimates.

Research Instrument

Magalong & Torreon (2021), Seno & Paglinawan (2024), and Borg (2010)
served as the source for the three adapted and modified questionnaires in this study: teaching workload management, institutional support, and research engagement. All questionnaires were tested for reliability and validity, yielding a high combined Cronbach's alpha of 0.914.

The following measurements were used in interpreting the data:

Teaching Workload Management

Range	Descriptive Level	Interpretation
3.25 – 4.00	Very High	The Management of teaching workload is very good.
2.50– 3.24	High	The Management of teaching workload is good.
1.75 – 2.49	Low	The Management of teaching workload is poor.
1.00 - 1.74	Very Low	The Management of teaching workload is very poor.

Institutional Support

Range	Descriptive Level	Interpretation
3.25 – 4.00	Very High	The Institutional support is very good
2.50– 3.24	High	The Institutional support is good
1.75 – 2.49	Low	The Institutional support is poor
1.00 - 1.74	Very Low	The Institutional support is very poor

Research Engagement

Range	Descriptive Level	Interpretation
3.25 – 4.00	Very High	Engagement in research is very good
2.50– 3.24	High	Engagement in research is good
1.75 – 2.49	Low	Engagement in research is poor
1.00 - 1.74	Very Low	Engagement in research is very poor

Data Gathering Techniques

The researchers gathered data using both online (Google Forms) and face-to-face methods (printed survey questionnaires). A research questionnaire is a structured tool used to collect data from participants and is essential for gathering relevant information in various studies. As mentioned by Taherdoost (2022), it involves careful design to minimize errors and biases, thereby ensuring the reliability and validity of the collected data.

Data Analysis

The study utilized the following tools: Mean, Standard Deviation, and Multiple Linear Regression. The mean was used to assess the

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levels of the variables. Furthermore, the standard deviation helped to understand the variability of responses; the Pearson Product-Moment Correlation Coefficient determined significant relationships. Finally, the Multiple Linear Regression Analysis indicated a significant combined influence of the variables.

For the R-value, the following scheme is used:

Computed r	*Descriptive Interpretation*
+/- 1.00	Perfect Correlation
Between+/- 0.75 - +/- 0.99	High Correlation
Between+/- 0.51 - +/- 0.74	Moderately high correlation
Between+/- 0.31 - +/- 0.50	Moderately low correlation
Between+/- 0.01 - +/- 0.30	Low correlation
0.0	No correlation

Ethical Considerations

The researcher ensured ethical conduct by adhering to the principles of moral integrity and legal ethics. The study examined the impact of teaching workload management and institutional support on teachers' research engagement. Informed consent was obtained, risks were minimized, anonymity was maintained, and data were handled in compliance with the Data Privacy Act. Participation was voluntary, with respondents free to withdraw at any time. Stratified random sampling ensured fairness and protected sensitive information. The researcher, a licensed teacher pursuing a master's in teaching social studies, collaborated with experts to develop culturally appropriate instruments for in-person data collection.

CHAPTER 3
RESULTS

In this chapter, the researcher presented the analyses and interpretations of the data gathered. Discussions were presented categorically based on the sequence of the problem statement in the first chapter.

Table 1 is the descriptive table. It contains the variables included in the study, namely: Teaching workload management indicated by lesson planning and preparation, classroom management, and institutional support, institutional support indicated by professional development support, perceived availability of resources, and administrative support, and research engagement indicated by research knowledge and classroom practice, and conditions for research engagement. Likewise, the table shows the study sample, the standard deviation, the mean, and the corresponding descriptive level.

Table 1. Descriptive Table

Independent Variables		n	SD	Mean	Descriptive Level
Teaching Workload Management		**100**	**0.31**	**3.66**	**Very High**
	Lesson Planning and Preparation		0.35	3.67	Very High
	Classroom Management		0.38	3.72	Very High
	Instructional Materials		0.42	3.59	Very High
Institutional Support			**0.44**	**3.32**	**Very High**
	Professional Development Support		0.49	3.37	Very High
	Perceived Availability Resources		0.47	3.27	Very High
	Administrative Support		0.55	3.32	Very High
Research Engagement			**0.46**	**3.09**	**High**
	Research Knowledge and Classroom Practice		0.60	2.84	High
	Condition for Engagement in Research		0.48	3.22	High

The table shows that teachers' teaching workload management is the strongest aspect, followed closely by institutional support. Both areas are rated very positively, reflecting high performance. In comparison, teachers' research engagement is slightly lower but still demonstrates good overall involvement.

Correlation Analysis

Table 2 is a correlation table. It presents the independent variables, namely: teaching workload management and institutional support, and the criterion variable, which is the research engagement. Likewise, the table also shows the r-value, p-value, decision, and the corresponding interpretation.

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Table 2. Correlation Table

Independent Variables	Research Engagement			
	r	p-value	Decision on H_o	Interpretation
Teaching Workload Management	.321	.001	Rejected	Significant, Moderately low
Institutional Support	.510	.001	Rejected	Significant, Moderately High

Both teaching workload management and institutional support positively influence teachers' research engagement. Institutional support has a more substantial impact than teaching workload management. Institutional support highlights its key role in enhancing research involvement.

Regression Analysis

Table 3 is the study's regression table. It showed the predictors, namely: teaching workload management and institutional support, and the criterion, which is research engagement. Furthermore, the table showed the unstandardized beta, beta coefficient, t-value, p-value, decision, and the corresponding interpretation.

Table 3. Regression Table

Predictors		Research Engagement of Aral Pan Teachers				
	Unstandardized Beta	Beta Coefficient	t-value	p-value	Decision on Ho	Interpretation
Constant	3.033	-	65.479	<0.001		
Teaching Workload Management	0.126	0.084	0.829	0.409	Not Rejected	Not Significant
Institutional Support	0.488	0.468	4.631	< .001	Rejected	Significant

$r = .515$, $r^2 = .265$, Adjusted $R^2 = .250$ F-ratio = 17.511, p-value = .000

RE= 3.033 + 0.126 (TWM) + 0.488 (IS)

The table shows that, using unstandardized beta coefficients, the regression equation predicting research engagement is RE = 3.033 + 0.126 (TWM) + 0.488 (IS). The significant F-ratio (F=17.511, p<.000) indicates that the model is a reliable predictor. Each unit increase in teaching workload management raises the predicted outcome by .126 points. In contrast, each unit increase in institutional support lowers the expected result by 0.488 points, demonstrating the direction and magnitude of the contribution within the predictive formula. With the adjusted R2 of .250, the model maintains the stable predictive accuracy, indicating that approximately 25% of future outcomes can be predicted using these two variables. The model, therefore, primarily serves as a forecasting tool, enabling the estimation of likely scores based on specific values for teaching workload management and institutional support.

Summary of Findings

The teaching workload management and institutional support, respectively, have significant correlations with research engagement (27%); however, the former shows a moderately low correlation, while the latter shows a moderately high correlation.

The model to predict research engagement using teaching workload management and institutional support is significant.

CHAPTER 4
ELABORATION OF FINDINGS

Discussions

This chapter provided a comprehensive discussion of the findings from the previous chapter. Likewise, these findings are discussed in the context of the earlier studies' results.

Teaching Workload Management and Institutional supports determines research engagement.

The results of the present study reveal that teaching workload management and institutional support are decisive factors in determining research engagement among Social Studies teachers. When teaching responsibilities are balanced and manageable, educators are better able to devote time and energy to scholarly inquiry. Maquidato & Bayani (2023) provide earlier evidence showing that excessive workload diminishes teachers' motivation and capacity to engage in research, while supportive workload policies enhance their professional involvement. This finding resonates with their study.

Moreover, the study highlights that institutional support mechanisms—such as mentoring, funding opportunities, and administrative encouragement—play a crucial role in sustaining teachers' research engagement. Tarraya (2023) emphasizes that organizational structures and institutional backing are essential for mitigating workload challenges and fostering a culture of research productivity, a finding that aligns with this evidence. Finally, workload management and institutional support jointly

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shape the level of research engagement among Social Studies teachers, strengthening the argument that institutional reforms are necessary to sustain long-term professional growth in education (Teacher Workload and Organisation of Work, 2023).

Conversely, the present study's findings contradict those of Tarraya (2023), who asserts that workload adjustments have a measurable impact on research engagement. In addition, the study highlights that institutional support mechanisms significantly influence teachers' research engagement. It misaligned with teachers' research needs, focusing more on teaching efficiency and compliance rather than scholarly development. The present results, therefore, contradict the assertion by Abdullah & Hassan (2024) that institutional backing fails to foster meaningful research participation. Lastly, workload management and institutional support jointly shape the level of research engagement among Social Studies teachers. However, researchers found no significant correlation between workload policies and research involvement. This study refutes the claim by Maquidato & Bayani (2023) that workload affects stress levels without influencing research activity.

Predictive model for research engagement

The significance of the predictive model for research engagement, as found in this study, is affirmed by Wang (2024), who notes that earlier studies demonstrated that workload and organizational support are strong determinants of teacher engagement. Similarly, Salavacion (2025) supports the study that found that workload and institutional support variables contributed significantly to work engagement in educational institutions.

Conclusion

Based on findings, the researcher concluded that teaching workload management and institutional support are significant predictors of research engagement, with 25% predictive accuracy. This conclusion affirms the Job Demands–Resources (JD-R) model, which explains that the interaction between job demands and job resources shapes employee engagement.

Recommendations

Based on the conclusion, the researcher may pursue further quantitative research using other variables not covered in this study to account for the 75% variance in research engagement. They may also undertake Qualitative research to explore different themes and sub-themes for the unaccounted variables and their corresponding indicators.

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