

## **Research Capabilities of Senior High School Teachers in Distance Learning**

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### **Abstract**

To make educated decisions about their classroom practice and the advancement of their capabilities in distance learning, research teachers must be open-minded, concerned, adaptable, and sincere. The study focuses on the capacities of public senior high school research teachers in the Province of Batangas, Philippines to employ distance learning during the School Year 2020-2021. The study used a researcher-created questionnaire as the primary data collection instrument, along with an interview and focus group discussion to corroborate quantitative and qualitative data. School administrators and principals were chosen at random to participate in an online focus group discussion on their learning continuity plan. A total of 177 research teachers from Batangas Province were asked to participate in the study. The findings demonstrated that the level of evidence of research teachers' characteristics, professional qualities, and philosophical views was evident in their research interests, research skills, and practical research perspectives. Despite the pandemic, the level of manifestation of respondents' ability in remote learning was judged as moderate, as they use it to connect with others asynchronously or synchronously in collaborative situations. Also, there is a significant association between research teacher traits and distance learning capabilities. Respondents agreed that all aspects of distance learning were observed and used in teaching research. Thus, research professors acknowledged that there were concerns and challenges in distance learning. Furthermore, the distance learning research management plan was created to make use of learning infrastructure and integrate teachers' characteristics on philosophical viewpoints, as well as to assist the Department of Education Learning Continuity Plan. Finally, the researcher suggested that the distance learning research management plan be reviewed before acceptance and use. School leaders may also form a research committee to help support and design policies and guidelines, as well as form and sustain partnerships and encourage the participation of external stakeholders, private sectors, and industries in producing quality outcome-based research. Finally, similar studies might be carried out to further identify the issues encountered in implementing research in schools and to analyze instructors' capacity and features in distance learning.

*Keywords: research capabilities, distance learning, learning continuity plan*