



# UNVEILING INFLUENCE: TEACHERS' RESEARCH PRACTICES AND EMOTIONAL ENGAGEMENT IN SHAPING INSTITUTIONAL POLICIES

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**Abstract :** This study examined the relationship between teachers' research practices, emotional engagement, and the effectiveness of institutional policy development at Valencia National High School. The study aimed to assess the frequency and types of research activities, the emotional commitment of teachers to research, and the perceived impact of their research on policy-making. Using a quantitative research design, data were collected from 132 teachers through a structured survey and analyzed using descriptive statistics, correlation analysis, and regression analysis. Results indicated that while teachers demonstrated high engagement in research, barriers such as time constraints and heavy workloads limited consistent involvement. Furthermore, emotional engagement was strong, with teachers valuing research for professional growth, yet they struggled to balance research with teaching responsibilities. Teachers perceived the effectiveness of research in informing institutional policies as neutral, suggesting a disconnect between policy-making and classroom realities. The study also found that, while teachers acknowledged the role of research in shaping policies, their feedback was not sufficiently integrated into the policy development process. The study revealed a significant correlation between teachers' research practices and their influence on policy development, although no individual factors significantly predicted policy effectiveness. These findings underscored the necessity for increased institutional support and collaboration between educators and policymakers. By fostering a culture that values research and incorporates teachers' insights, educational institutions could develop more relevant and effective policies, ultimately improving student outcomes.

**Keywords :** Teachers' Research Practices , Emotional Engagement , Institutional Policy Development , Evidence-Based Policy

## I. INTRODUCTION

In the dynamic realm of education, the significance of research in influencing institutional policy development grew significantly. Effective educational policies had to be grounded in empirical evidence to address the diverse needs of students and teachers. As educational contexts became more complex, integrating rigorous research findings into policy-making was essential for creating strategies that were effective and inclusive of the realities faced in classrooms. Research-informed policies fostered an environment where data drove decisions, enabling educators to implement practices that led to improved student and teacher outcomes. Without a solid research foundation, educational policies could become disconnected from the actual challenges and needs of those they aimed to serve, perpetuating cycles of inefficiency and ineffectiveness within the system. This called for a renewed commitment to an evidence-based approach in policy formulation, highlighting the urgent need for policies that were theoretically well-founded, practical, and applicable in real-world educational settings.

Despite the recognized importance of research in informing policy, there was a significant gap in understanding how teachers engaged in research practices and how this engagement shaped their perceptions of institutional policies. For instance, Moran et al. (2022) revealed that many institutions adopted a top-down approach to policy development, often excluding teachers' voices and disregarding the unique needs of local contexts. This exclusion created a disconnect between policy-making and classroom realities, limiting teachers' ability to advocate for changes that would benefit their students and professional growth.

The absence of teachers' insights in the development of educational policies perpetuated a cycle of disconnection, where policies failed to reflect the realities of classroom experiences. When educators' perspectives—rooted in their day-to-day interactions with students—were overlooked, the resulting policies were misaligned with the actual challenges and needs faced in schools. This misalignment led to initiatives that were impractical or ineffective in real classroom settings. Furthermore, when teachers saw that their voices and experiences were not valued, they disengaged from the policy-making process, exacerbating the disconnect between policy and practice. As a result, the same issues continued to arise, as these policies did not adequately address the root problems

experienced by both teachers and students. This highlighted the critical importance of integrating teachers' insights into policy development to ensure that educational initiatives were relevant, practical, and effective.

Additionally, while existing literature emphasized the need for teacher involvement in research and policy development, it often overlooked the profound impact of emotional engagement—defined as the commitment and resilience teachers demonstrated toward research and its application—on teachers' participation in research activities. The lack of focus on emotional engagement left a vital aspect of teacher influence largely unexplored. Furthermore, there was a noticeable deficiency of comprehensive data on how teachers perceived the relevance of research evidence in shaping policies that directly affected their classrooms (Watkins, 2022). This oversight diminished the effectiveness of current educational policies and hindered opportunities for meaningful dialogue and collaboration between educators and policymakers.

To comprehensively address these critical issues, this study focused on three key variables: teacher research practices, emotional engagement, and the influence of research evidence on policy development. Teacher research engagement assessed how actively educators participated in research activities and how they applied findings to enhance their teaching practices. This engagement was not merely an academic exercise; it represented a vital link between theory and practice, allowing teachers to directly leverage research-based strategies to improve classroom outcomes. Emotional engagement captured teachers' passion and dedication toward engaging with research, which significantly impacted their motivation to influence policy. When emotionally invested, teachers were more likely to advocate for policies that reflected their understanding of student needs and classroom realities.

The influence of research evidence on policy development examined how effectively research findings shaped the policies that governed educational practices. This variable was crucial, as it highlighted the need for policies that were informed by data and responsive to the unique contexts in which educators operated. By exploring the relationships among these variables, this study aimed to demonstrate that when teachers were actively involved in research and feel emotionally connected to their work, they were better positioned to advocate for evidence-based policies tailored to meet the needs of their students and educational environments.

In connection, this study built on existing research emphasizing the critical relationship between teacher research practices and educational policy outcomes. Research practices among teachers significantly influenced institutional policy development by fostering a deeper understanding of educational challenges and promoting data-informed decision-making. Engaging in research enabled teachers to critically examine their pedagogical practices, leading to evidence-based insights that could shape policy discussions. Studies had shown that when educators actively participated in research, they were better equipped to articulate their experiences and advocate for policies that reflected the realities of their classrooms (Robinson, 2021). This alignment of teacher perspectives with institutional policies was crucial for creating responsive educational environments that prioritized student needs. Moreover, teacher-led research initiatives contributed to a culture of collaboration and professional development within schools, empowering educators to take ownership of their roles in shaping policy (DiLucchio & Leaman, 2023). By integrating teachers' voices into policy formulation, educational institutions could bridge the gap between theoretical frameworks and practical implementation, ultimately leading to more effective and relevant educational policies. By incorporating their firsthand experiences and data into discussions about educational policy, teachers helped bridge the gap between top-down initiatives and the realities of classroom practice, ensuring that policies were informed by those who were directly involved in the educational process (Derrington & Anderson, 2020). Thus, the intersection of teaching and research not only empowered educators to advance their skills but also positioned them as vital contributors to meaningful changes in educational policy.

Moreover, teachers' emotional engagement was vital in shaping their research practices and influencing policy development. When emotionally connected to their work, teachers were more motivated to pursue research that reflected their insights and experiences, which resulted in more relevant and effective policies (Yoo & Carter, 2017). This emotional investment fostered collaboration among educators, promoting a culture of inquiry where teachers' voices were valued in policy discussions, ensuring policies aligned closely with classroom needs.

However, many educators felt marginalized in the policy-making process, leading to skepticism about the relevance of policies. This exclusion created resistance to new initiatives, as teachers often believed policies did not accurately reflect classroom realities. In contrast, when teachers saw themselves as active participants in policy development, they were more likely to view policies as beneficial, increasing their commitment to implementation. By recognizing and incorporating teachers' perspectives in policy-making, educational practices became more effective and sustainable, meeting the needs of both educators and students (Hara & Good, 2023).

These were the factual grounds that motivated the researcher to conduct this study. The study aimed to determine the impact of teachers' research practices and emotional engagement in policy generation at Valencia National High School for the school year 2024-2025. By focusing on this specific context, the research sought to uncover how teachers' active involvement in research and their emotional commitment could directly influence the development of relevant and effective policies in meeting student needs. The findings highlighted teachers' critical role in shaping educational policies and provided valuable insights into bridging the existing research gap. Furthermore, the study sought to demonstrate that when teachers were empowered to engage in research and felt emotionally invested in the process, they could become powerful advocates for change, fostering a more collaborative and responsive approach to policy development. Ultimately, this research could serve as a model for other educational institutions seeking to enhance the integration of teacher perspectives in policy-making, leading to more effective and sustainable educational reforms.

## 1.1 Objectives of the Study

This study focused on understanding the relationship between teachers' research practices, emotional engagement, and institutional policy development. It aimed to assess how these factors influenced one another and contributed to the effectiveness of policies in addressing educational needs. The research sought to provide insights that could enhance teacher development and policy-making processes by exploring these dimensions. Specifically, it aimed to:

1. To assess the level of research practices possessed by teachers in terms of:
  - a. The frequency of research activities;
  - b. The types of research methodologies used; and
  - c. The integration of research findings into teaching.
2. To evaluate the level of emotional engagement experienced by teachers in the following aspects:
  - a. Commitment to research activities;
  - b. The perceived value of research for professional growth; and
  - c. Resilience in overcoming research challenges.
3. To analyze teachers' perceptions of the effectiveness of Institutional Policy Development by examining:
  - a. Relevance of research in shaping policies;
  - b. Inclusivity of teacher feedback in policy-making; and
  - c. Effectiveness in addressing needs identified by research.
3. To examine how Institutional Policy Development correlates with:
  - a. Research Practices; and
  - b. Emotional Engagement.
4. To identify whether specific variables, individually or in combination, can best predict the effectiveness of Institutional Policy Development.

## II. RESEARCH METHODOLOGY

### 2.1 Research Design

This study utilized a quantitative research design to systematically investigate the relationships between teachers' research practices, emotional engagement, and institutional policy development at Valencia National High School. This approach was chosen for its capacity to generate numerical data that could be statistically analyzed, allowing for objective conclusions. Structured surveys served as the primary data collection tool, assessing various dimensions of research practices and emotional engagement among the participating teachers. The design enabled the researchers to quantify the types of research methodologies used, the integration of research findings into teaching, and levels of emotional engagement related to commitment, value, and resilience. By employing statistical methods, including descriptive statistics, correlation analysis, and regression analysis, the study aimed to uncover relationships among the variables. This quantitative design facilitated a rigorous examination of the research questions and provided a framework for drawing meaningful insights to inform educational practices and policy development, capturing the complexity of teachers' experiences and the role of research in shaping educational outcomes.

### 2.2 Respondents of the Study

The respondents for this study comprised one hundred thirty-two (132) teachers from Valencia National High School for the school year (S.Y.) 2024-2025, selected through purposive sampling to ensure that participants actively engaged in research activities. This approach allowed the study to capture diverse perspectives, as the teachers represented varying years of experience, subject areas, and levels of research involvement. Their engagement in activities ranging from classroom-based studies to professional development workshops emphasized the integration of research into educational practices, which was critical for understanding how research influenced teaching and contributed to institutional policy development. By focusing on teachers who were both consumers and contributors to educational research, the study gathered valuable insights into the relevance of research in shaping policies and the perceived inclusivity of teacher feedback in policy-making processes. Overall, the respondents provided a solid foundation for a comprehensive analysis of the relationships among research practices, emotional engagement, and institutional policy development, highlighting the essential role that educators played in driving educational improvement within the context of Valencia National High School.

### 2.3. Locale

Valencia National High School, located on Lapu-Lapu Street in Poblacion, Valencia City, Bukidnon, is the largest public secondary school in the city, managed by a dedicated secondary school principal. The school offered a comprehensive range of curricular programs designed to cater to the diverse interests and career aspirations of its students. In junior high school, the curriculum included the Basic Education Curriculum (BEEC), Special Program in Journalism (SPJ), Special Program in the Arts (SPA), Special Program in Sports (SPS), Special Program in Foreign Languages (SPFL), Special Science Program (SSP), and Special Education (SPED). Notably, the SPA and SSP integrated research as a core component of their curricula, effectively making it one subject. In contrast, research was mandated in the curriculum for all other junior high school programs during the fourth quarter of Grade 10, ensuring that all students engaged in research activities that cultivated critical thinking and investigative skills.

In senior high school, students could choose from various tracks, including the Academic Track, which encompassed Accountancy, Business, and Management (ABM), Science, Technology, Engineering, and Mathematics (STEM), Humanities and Social Sciences (HUMSS), and General Academic Strand (GAS). The Technical-Vocational-Livelihood (TVL) Track provided specialized training in areas such as Home Economics (HE), Information and Communications Technology (ICT), Industrial Arts

(IA), and Agri-Fishery Arts. In addition, the school offered specialized tracks in Sports and Arts and Design. Each of these tracks included a practical research subject, reinforcing the school's commitment to developing research skills across all disciplines.

To further support this commitment, Valencia National High School had established a research committee dedicated to assisting both students and teachers in their research endeavors. This committee not only empowered students with essential skills for real-world problem-solving and innovation but also encouraged teachers to enhance their research capabilities. By addressing teaching and learning concerns and fulfilling professional development requirements, the committee fostered a collaborative environment conducive to inquiry. Through its emphasis on research, the school cultivated a culture that enabled students and educators to make meaningful contributions to the educational community and prepared learners for future challenges and opportunities.

## 2.4 Sampling Procedure

A purposive sampling procedure was utilized to select the participants for this study, targeting one hundred thirty-two (132) teachers who demonstrated active engagement in research activities. This method was chosen to ensure that the respondents possessed relevant knowledge and experience related to the study's focus, thereby enhancing the validity of the findings. By intentionally selecting individuals who were directly involved in research, the study aimed to gather rich and insightful data that reflected the perspectives of those most affected by institutional policy development. This sampling approach allowed for a more nuanced understanding of the relationship between research practices and emotional engagement among the participating teachers.

## 2.5 Data Gathering Procedure

The study commenced with the development of a research instrument, patterned after the studies of Saro, J. M., & Taray, J. D. (2024), Otid-Vallescas, A., & Oxillo-Oted, J. (2023), and Ion, G., Marin, E., & Proteasa, C. (2018). This instrument was designed to assess teachers' research practices, emotional engagement, and perspectives on institutional policy development. Once developed, the instrument underwent a content validity check by a panel of experts to ensure its relevance, clarity, and reliability in capturing the intended data. Following this validation, a pilot test was conducted with a small sample of teachers from outside the locale who shared similar characteristics with the study's intended respondents. The results of the pilot test revealed a Cronbach's alpha of .980, indicating a high level of reliability for the instrument. Insights gathered from this pilot test led to minor adjustments, finalizing the instrument for full-scale data collection. With the instrument ready, permission was then requested and granted from the school administrator of Valencia National High School to conduct the research. Upon receiving this authorization, a letter of consent was provided to each of the one hundred thirty-two (132) teacher-respondents, explaining the study's purpose, procedures, and confidentiality measures, ensuring an ethical and well-prepared data-gathering process. After the data was gathered, it was coded and analyzed using appropriate statistical methods to identify patterns and relationships pertaining to research practices, emotional engagement, and perceptions of institutional policy development. The findings were then compiled and interpreted to address the research questions and contribute to the broader understanding of the topics studied.

## 2.6 Data Analysis

To address the study's objectives, both descriptive and inferential statistical techniques were employed. Descriptive statistics were used to examine teachers' levels of research practices, emotional engagement, and their perceptions of institutional policy development. This approach provided an overview of trends within the data, highlighting general patterns in teachers' engagement with research activities, the emotional significance they attributed to research, and their assessments of policy effectiveness.

Correlation analysis was applied to determine the relationship between teachers' research practices and emotional engagement in relation to their perceptions of institutional policy development. Pearson correlation coefficients were used to assess the strength and direction of these relationships, helping to clarify whether increased research engagement or emotional commitment was associated with specific views on policy effectiveness.

Finally, multiple regression analysis was conducted to explore which variables—whether individually or in combination—best predicted teachers' assessments of institutional policy development. This analysis revealed the most significant factors impacting teachers' perceptions, offering insights into how elements of research practices and emotional engagement collectively influenced their views on policy.

By combining descriptive, correlational, and regression analyses, the study provided a well-rounded interpretation of the data, uncovering both general patterns and deeper relationships between teachers' research practices, emotional engagement, and their perspectives on institutional policy development.

## III. RESULTS AND DISCUSSION

### 3.1 Teachers' Research Practices

The data in Table 1 outlines the teachers' level of research practices. The sub-variables, such as Types of research methodologies, have a mean score of 3.88; Integration of research findings into teaching has a mean score of 3.86; and Frequency of research activities has a mean score of 3.80. All indicators are rated as "Agree," indicating that the teachers are highly engaged in these research practices. The overall mean score of 3.85, also rated as "Agree," further underscores the teachers' strong engagement in their research activities.

Table 1. Summary of Teachers' level of research practices.

INDICATORS		MEAN	DESCRIPTING RATING	QUALITATIVE INTERPRETATION
Types of research methodologies		3.88	Agree	Highly Engaged
Integration of research findings into teaching		3.86	Agree	Highly Engaged
Frequency of research activities		3.80	Agree	Highly Engaged
Overall Mean		3.85	Agree	Highly Engaged
Legend: Rating	Scale	Descriptive Rating		Qualitative Interpretation
5	4.50-5.00	Strongly Agree		Extremely Engaged
4	3.50-4.49	Agree		Highly Engaged
3	2.50-3.49	Neutral		Moderately Engaged
2	1.50-2.49	Disagree		Slightly Engaged
1	1.00-1.49	Strongly Disagree		Not Engaged

The findings imply that teachers are highly engaged in research practices and commit to improving their teaching through evidence-based approaches. Their active use of diverse research methodologies and incorporation of research findings into their instructional strategies reflect a genuine desire to enhance their teaching effectiveness. This level of engagement benefits teachers' professional development and positively impacts student learning by ensuring that instructional strategies are grounded in current educational research. However, the slightly lower frequency of research activities indicates that while teachers are dedicated to applying research in their practice, they may face barriers that limit their ability to engage in research consistently. This could be due to factors such as time constraints, heavy workloads, or a lack of resources, which can hinder the regularity of research involvement.

The strong engagement of teachers in research practices emphasizes the importance of providing professional development opportunities to help them further refine their research skills and integrate these skills into their teaching practices. Institutional support also plays a crucial role in fostering a culture of consistent research engagement by addressing potential barriers such as time constraints and access to resources. Encouraging teachers to document and share their findings can bridge the gap between classroom realities and policy-making, promoting innovation and collaboration. By creating an environment that supports teacher research, schools can enhance instructional quality and contribute to more effective learning outcomes.

The findings of the study align with multiple perspectives on teachers' engagement in research. Tarrayo et al. (2021) underscore that teachers undertake research not only to foster their professional development but also to enhance teaching practices and student outcomes. This dual purpose is often driven by intrinsic motivations, such as a passion for their subject matter and a dedication to continuous improvement. Similarly, Flood and Brown (2020) emphasize that teachers adapt research-informed practices to the specific needs of their classrooms, ensuring these strategies are effective through measurable outcomes. By applying and evaluating research-driven strategies, teachers refine their methods, leading to improved educational outcomes.

In addition, the study highlights the importance of professional development programs in deepening teachers' understanding of research and enabling them to implement these insights effectively. Such programs ensure that the application of research leads to sustained and meaningful improvements in teaching and learning. Ulla et al. (2017) provide complementary insights, noting that teachers generally perceive research as beneficial for improving teaching practices and student learning outcomes. Researchers also pointed out that the prospect of job promotion is a significant motivator for many teachers to engage in research.

However, the study identifies several barriers that hinder teachers from fully engaging in research. These barriers include time constraints in conducting research and limited support from their institutions (Saro & Taray, 2024). Teachers have expressed the need for targeted training in research methodologies, particularly in experimental and case study approaches, as well as incentives for engaging in research and adjustments to their schedules to allow for more time dedicated to research activities. Ulla et al. (2017) and Otid-Vallescas & Oxillo-Oted (2023) emphasize that time constraints and a lack of institutional support are significant obstacles, further underlining the importance of equipping teachers with the necessary skills and resources to engage in research.

Tarrayo et al. (2021) also highlight these concerns, noting that doubts about the relevance of academic research to classroom practices, along with time limitations, hinder research engagement. To address these barriers, the authors suggest that institutions provide professional development opportunities that enhance research skills, foster faculty collaboration, and establish mentorship programs. By implementing supportive policies and recognizing research efforts, institutions can create a culture of research that encourages continuous professional development and strengthens the relationship among research, teaching practices, and institutional policy.

### 3.2 Teachers' Emotional Engagement to Research

Table 2 provides an overview of teachers' emotional engagement levels across three sub-variables: the value of research for growth, resilience in overcoming research challenges, and commitment to research activities. The overall mean score of 4.00 indicates that teachers are highly emotionally invested in research. The highest mean score of 4.10 is in the "Value of research for growth" category, followed by 4.04 in "Resilience in overcoming research challenges." The lowest mean score of 3.87 is in "Commitment to research activities." All sub-variables are descriptively rated as "Agree," indicating that teachers are highly emotionally invested in their research efforts.

Table 2. Summary of Teachers' level of emotional engagement.

INDICATORS		MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Value of research for growth		4.10	Agree	Highly Emotionally Invested
Resilience in overcoming research challenges		4.04	Agree	Highly Emotionally Invested
Commitment of research activities		3.87	Agree	Highly Emotionally Invested
Overall Mean		4.00	Agree	Highly Emotionally Invested
Legend: Rating	Scale	Descriptive Rating	Qualitative Interpretation	
5	4.50-5.00	Strongly Agree	Extremely Emotionally Invested	
4	3.50-4.49	Agree	Highly Emotionally Invested	
3	2.50-3.49	Neutral	Moderately Emotionally Invested	
2	1.50-2.49	Disagree	Slightly Emotionally Invested	
1	1.00-1.49	Strongly Disagree	Not Emotionally Invested	

The findings indicate that teachers are strongly emotionally engaged with research, particularly in terms of its value for their professional growth and their resilience in overcoming challenges. Teachers highly value research as a tool for professional development, recognizing its importance in staying updated with educational trends and improving teaching effectiveness. Their resilience in overcoming research challenges shows their emotional investment and ability to view setbacks as opportunities for growth. However, the lower score in "Commitment to research activities" suggests that, while teachers are engaged, they may find it difficult to consistently prioritize research alongside their other responsibilities. This points to the need for additional support to help teachers integrate research more fully into their practice and balance it with their teaching duties.

These findings support research that consistently highlight the significant emotional engagement of teachers in their professional growth through research activities. For example, studies show that teachers view research not only as a tool for staying updated with educational trends, but also as a means of enhancing their teaching practices and fostering professional resilience. Emotional engagement in research is often linked to teachers' intrinsic motivation to improve their effectiveness in the classroom, which in turn supports their ongoing professional development (Ji, 2021). This sense of professional growth empowers teachers to embrace challenges as opportunities for improvement, demonstrating a high level of resilience in the face of research difficulties. The emotional investment in these processes helps teachers navigate setbacks and continue their pursuit of knowledge, ultimately benefiting both their personal and professional lives.

Despite the strong emotional connection to research, teachers often encounter barriers to sustained engagement, particularly in balancing research with their teaching responsibilities. Studies have shown that time constraints, heavy workloads, and the increasing demands of administrative tasks often make it difficult for teachers to prioritize research activities (Ulla, 2018). While they recognize the value of research, the competing demands on their time can hinder their ability to consistently engage with it, resulting in lower commitment levels. This points to the need for institutional support structures that enable teachers to integrate research into their practice without compromising their other responsibilities, ultimately fostering a more balanced approach to professional growth (Penuel & Gallagher, 2017).

In essence, the findings underscore that while teachers are emotionally invested in research as a key tool for professional growth and resilience, they face challenges in consistently prioritizing research due to time constraints and heavy workloads. These barriers highlight the critical need for institutional support to facilitate the integration of research into teachers' practices, ensuring a balanced and sustainable approach to their professional development.

### 3.3 Institutional Policy Development

The data from Table 3 encapsulates teachers' assessment of the effectiveness of institutional policy development. The mean scores for the relevance of research in shaping policies, at 3.22; effectiveness in addressing needs identified by research, at 3.15; and inclusivity of teacher feedback in policy-making, at 2.96, are all descriptively rated as "Neutral." These scores are qualitatively interpreted as having a moderate influence on policy. The overall mean score of 3.11, also rated as "Neutral," further emphasizes that the factors assessed moderately influence institutional policies.

Table 3. Summary of Teachers' Assessment on the effectiveness of Institutional Policy Development

INDICATORS		MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Relevance of research in shaping policies		3.22	Neutral	Moderately Influences Policy
Effectiveness in addressing needs identified by research		3.15	Neutral	Moderately Influences Policy
Inclusivity of teacher feedback in policy-making		2.96	Neutral	Moderately Influences Policy
Overall Mean		3.11	Neutral	Moderately Influences Policy

Legend: Rating	Scale	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Extremely Influences Policy
4	3.50-4.49	Agree	Strongly Influences Policy
3	2.50-3.49	Neutral	Moderately Influences Policy
2	1.50-2.49	Disagree	Limited Influence on Policy
1	1.00-1.49	Strongly Disagree	Does Not Influence Policy

The findings suggest a moderately positive but still neutral view among teachers regarding the effectiveness of institutional policy development. The relevance of research in shaping policies is seen as influential but not strongly integrated into the policy-making process. Teachers acknowledge that research plays a role in guiding policy, yet there appears to be room for improvement in how effectively research findings are utilized in shaping real-world policies. Similarly, the effectiveness of policies in addressing needs identified by research is perceived as moderately successful. This indicates that while there may be some alignment between research and policy, the implementation often falls short of fully meeting the needs highlighted by research outcomes.

Teachers also express a neutral stance on the inclusivity of their feedback in policy-making. While their input may be considered to some extent, the perception that their feedback is neither fully incorporated nor completely ignored points to a potential gap in the communication and procedural mechanisms of policy development. This suggests that more structured and formalized ways of including teacher feedback could improve both the relevance and effectiveness of institutional policies.

The integration of research into educational policy-making and practice remains a complex and multifaceted challenge, influenced by systemic barriers, stakeholder collaboration, and the inclusion—or exclusion—of teachers' voices. Scholars emphasize that while research is crucial for shaping effective educational policies, its application must be contextualized and inclusive to address the realities of diverse educational settings.

Ion et al. (2018) underscore the importance of collaboration among policymakers, educators, and researchers to bridge the gap between research and practice. They highlight several barriers, including limited awareness and training among educators, which hinder the effective application of research findings in schools. To address these challenges, they recommend improving accessibility to research, fostering professional development for teachers, and cultivating a culture of evidence-based decision-making. Recognizing the unique needs of different educational contexts, they stress that policies must be adaptable and informed by localized realities to be effective.

Similarly, Watkins (2022) highlights the invaluable role teachers play in policy-making due to their direct experience with classroom dynamics and student needs. Despite this, many teachers feel marginalized in policy discussions, perceiving a lack of opportunities for input and insufficient training in policy advocacy. This exclusion diminishes the relevance of policies and creates resistance to their implementation. Watkins advocates for empowering teachers with policy literacy through professional development programs and enhancing their advocacy skills to ensure their meaningful participation in policy-making. Collaborative relationships between educators and policymakers are essential for developing practical, relevant policies that address real classroom challenges and improve educational outcomes.

The exclusion of teachers' voices from policy development perpetuates a cycle of disconnection, as evidenced by Moran et al. (2022) and Hara & Good (2023). These scholars reveal that top-down approaches often disregard the unique needs of local contexts, leading to policies misaligned with classroom realities. When educators are not involved, initiatives tend to lack practicality, creating skepticism and resistance among teachers. This disengagement exacerbates the disconnect between policy and practice, resulting in repeated failures to address root challenges.

Derrington and Anderson (2020) further illustrate that integrating teachers' insights into policy development can significantly enhance the relevance and effectiveness of educational initiatives. Teachers' day-to-day interactions with students provide critical data and firsthand experiences that policymakers can leverage to create sustainable solutions. By actively involving teachers in the policy-making process, institutions can foster greater alignment between top-down initiatives and classroom realities, ensuring policies meet the needs of both educators and students.

Together, these studies emphasize a shared recognition of the need to integrate research, contextual knowledge, and teachers' perspectives into the policy-making process. Collaborative and inclusive approaches not only bridge the gap between research and practice but also ensure that policies are practical, relevant, and sustainable, ultimately improving student learning outcomes and supporting educators' professional growth.

### **3.4 Relationship between teachers' research practices, emotional engagement, and institutional policy development**

The correlation analysis in Table 4 examines the relationship between teachers' research practices and their emotional engagement in institutional policy development. The findings indicate statistically significant positive correlations across all variables, which influence policy development significantly. Specifically, the overall research practices display the strongest relationship with a correlation coefficient of 0.345 ( $p = 0.000$ ), followed closely by the integration of research findings into teaching (coefficient 0.326,  $p = 0.000$ ). Additional significant contributors include the frequency of research activities (coefficient 0.284,  $p = 0.001$ ) and the use of varied research methodologies (coefficient 0.306,  $p = 0.000$ ). Similarly, emotional engagement factors show notable positive correlations, particularly the commitment to research activities (coefficient 0.314,  $p = 0.000$ ) and the perceived value of research for professional growth (coefficient 0.280,  $p = 0.001$ ). Resilience in facing research challenges, although weaker, still demonstrates significance with a coefficient of 0.172 ( $p = 0.048$ ).

Table 4. Correlation analysis of Teachers' research practices and emotional engagement on institutional policy development .

VARIABLES			CORRELATION COEFFICIENT (r)	PROBABILITY (p)
Research Practices	-	IDP	0.345	0.000**
Frequency of research activities	-	IDP	0.284	0.001**
Types of research methodologies	-	IDP	0.306	0.000**
Integration of research findings into teaching	-	IDP	0.326	0.000**
Emotional Engagement	-	IDP	0.300	0.000**
Commitment of research activities	-	IDP	0.314	0.000**
Value of research for growth	-	IDP	0.280	0.001**
Resilience in overcoming research challenges	-	IDP	0.172	0.048*

\*\* correlation is significant at the 0.01 level

The overall research practices show the strongest correlation with institutional policy development. This suggests that as teachers enhance their engagement in research-related activities, their influence on institutional policies grows. Among specific practices, the integration of research findings into teaching emphasizes the practical application of research as a critical driver of policy relevance and effectiveness. The use of diverse research methodologies and frequent engagement in research activities highlight the importance of consistent and methodologically sound research efforts in informing policy frameworks.

Emotional engagement factors also show notable correlations with institutional policy development. Commitment to research activities indicates that teachers who are dedicated to research are more likely to contribute meaningfully to policies. The perceived value of research for growth suggests that teachers who view research as a pathway to professional and personal development are more motivated to align their findings with institutional goals. Although the resilience to overcome research challenges has a weaker but still significant correlation, it nonetheless highlights the importance of perseverance in navigating research-related difficulties to sustain contributions to policy development.

These findings have significant implications for educational institutions. Schools and policymakers should foster a culture that values and supports teachers' research efforts by providing professional development opportunities, funding, and platforms to share their findings. Recognizing and rewarding research contributions can further enhance teachers' motivation and commitment. Institutions should also prioritize the integration of research into teaching practices, ensuring that policies are grounded in practical applications and aligned with classroom realities. Building support systems to help teachers overcome research challenges is equally important, as it sustains their engagement and effectiveness in policy development.

These results resonate with Watkins' (2022) perspective that teachers, due to their firsthand knowledge of classroom dynamics and student needs, possess invaluable insights that are crucial for creating effective and relevant policies. Teachers' direct involvement in policymaking enables them to influence decisions that directly affect educational practices and student outcomes, ensuring that policies are grounded in practical realities. However, several barriers prevent teachers from fully participating in this process. These include limited time due to overwhelming responsibilities, insufficient institutional support for engaging in policymaking activities, and restricted access to key decision-making discussions, as highlighted by Brennan (2024). Brennan emphasizes that teachers' direct experiences with classroom challenges offer unique insights that can inform policymakers. Moreover, teachers are encouraged to collaborate with stakeholders and build relationships to support advocacy, ensuring their voices are heard and their perspectives considered. Additionally, understanding legislative processes empowers teachers to influence policy effectively.

Furthermore, Yoo and Carter (2017) highlight the importance of emotional engagement in teachers' research practices, noting that when teachers are emotionally connected to their work, they are more motivated to pursue research that reflects their insights and experiences. This emotional investment fosters collaboration among educators, creating a culture of inquiry where teachers' voices are valued in policy discussions. As a result, policies become more relevant and effective in addressing the realities of the classroom. Similarly, Doe and Smith (2023) call for stronger collaboration between researchers and policymakers to enhance the impact of research on policies. Erismann et al. (2021) expand on this by identifying three strategies for integrating research into policy: ensuring stakeholders actively use evidence, collaborating during the research process, and adopting interdisciplinary approaches to co-create knowledge. Collectively, these studies underscore the importance of partnerships between educators and policymakers in fostering evidence-based educational reforms.

### 3.5 Indicators Shaping Institutional Policy Development

The regression analysis sought to determine key predictors of institutional policy development. The model has an R-squared value of 0.163 and an adjusted R-squared of 0.123, indicating that the predictors can explain approximately 12.3% of the variation in policy development. The unstandardized coefficients (B) for the variables show the impact of each predictor, with the frequency of research activities having a coefficient of 0.053, the types of research methodologies 0.026, and the integration of research findings into teaching 0.108. The commitment to research activities has a coefficient of 0.097, while the value of research for growth is 0.090, and resilience in overcoming research challenges has a negative coefficient of -0.072. The p-values indicate that none of the variables are statistically significant at the 0.05 level, with the lowest being 0.159 for commitment to research activities. The model's overall significance is indicated by an F-statistic of 4.054 with a p-value of 0.001, suggesting that the model is significant. The Durbin-Watson statistic is 1.403, suggesting no significant autocorrelation in the residuals.

Table 5. Regression Analysis of Variables Predicting Institutional Policy Development

Variables in the Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	VIF	R <sup>2</sup>
	B	Std. Error	Beta				
(Constant)	1.935	.306		6.318	.000		
Frequency of research activities	.053	.077	.081	.690	.492	2.079	
Types of research methodologies	.026	.090	.039	0.285	.776	2.774	
Integration of research findings into teaching	.108	.079	.166	1.375	.172	2.185	0.163
Commitment of research activities	.097	.068	.172	1.415	.159	2.207	
Value of research for growth	.090	.090	.129	1.009	.315	2.423	
Resilience in overcoming research challenges	-.072	.086	-.095	-.839	.403	1.927	
R = 0.404	Adjusted R <sup>2</sup> = .123		F = 4.054	DW = 1.403	Sig. = 0.001		

The regression analysis examines how various factors predict institutional policy development. While the overall relationship is statistically significant, none of the individual factors significantly predict institutional policy development. Among the predictors, the integration of research findings into teaching and commitment to research activities appear to have a relatively stronger influence compared to others, although their effects are not statistically significant. The analysis also indicates no issues with multicollinearity among the variables.

The low significance level across all predictors suggests that other unexamined variables may have a stronger influence on policy development, or that the included factors do not have a direct and consequential effect. This result implies that while the current analysis provides valuable insights, further investigation with additional variables is necessary to draw more definitive conclusions about the drivers of institutional policy development.

Research practices alone do not necessarily predict or drive the development of institutional policies. While research findings can inform policy (Muluk, & Winoto, 2018), policy development is shaped by a complex interplay of other factors which could include political networks, stakeholder interests, economic considerations, institutional culture, government mandates, public opinion, and technological advancements. The findings of this study strengthen Moran et al.'s (2022) research findings, which asserted that many institutions rely on a top-down approach to policy development, excluding teachers' voices and overlooking the unique needs of local contexts. Decisions in policy development are often shaped by powerful stakeholders and external factors, rather than just evidence. Intermediary organizations, such as advocacy groups and government agencies, play a crucial role in translating research into policy but may prioritize their own interests over the research findings (Aryal et al., 2021). Educators' research offers valuable insights, but its impact is often limited due to low teacher involvement in decision-making, as political and economic considerations frequently take precedence (Carvalho et al., 2021). Moran et al. (2022) further explained that this exclusion creates a disconnect between policy-making and classroom realities, reducing teachers' ability to advocate for changes that benefit their students and professional growth.

#### IV: CONCLUSION & RECOMMENDATION

In conclusion, the study reveals that teachers are highly engaged in research practices and are emotionally invested in their research. This is motivated by the desire to enhance their teaching and professional growth, as teachers recognize its value in staying current with educational trends and improving student outcomes. However, teachers face significant barriers that impede consistent involvement in research. Time constraints, heavy workloads, and limited resources present challenges that emphasize the critical need for institutional support and professional development opportunities.

Furthermore, the findings indicate a gap in how teachers' feedback is integrated into policy-making processes, suggesting that collaborative relationships between educators and policymakers are essential to create relevant and effective policies. While there is a notable correlation between teachers' research practices and their influence on institutional policies, the lack of significant predictors for policy change signals that other factors may play a more substantial role in shaping educational policy.

Ultimately, fostering a culture that values research and actively incorporates teachers' insights into policy-making is vital. By doing so, educational institutions can better align policies with the realities of classroom practices, thereby enhancing teachers' engagement and, ultimately, improving educational outcomes for students. Addressing these challenges will not only support teachers in their professional journeys but also contribute to a more effective and responsive educational system.

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