Environment and Social Psychology (2025) Volume 10 Issue 5 ISSN: 2424-8975 (O)
doi: 10.59429/esp.v10i5.3705 2424-7979 (P)

RESEARCH ARTICLE

Assessing cognitive-based attitudes, Evidence-based research practices, and engagement-oriented professional development among college English instructors in Sulu

Nurmini U. Supian

School of Graduate Studies, Sulu State College, Jolo, Sulu, 7400, Philippines

*** Corresponding author:** Nurmini U. Supian, gs@sulustatecollege.edu.ph

ABSTRACT

This study examined cognitive-based toward research, evidence-based teaching practices, and engagement-oriented professional development among English instructors in Sulu HEIs during the 2024-2025 academic year. Employing a descriptive-correlational design and purposive sampling (n=200), data were analyzed using weighted means, standard deviations, independent samples t-tests, one-way ANOVA, and Pearson correlations. Findings revealed a predominantly female, married teacher population, largely chronological aged 26-30 and 31+, holding master's degrees and possessing 2-7 years of experience. Teachers demonstrated strong positive cognitive attitudes toward research, effectively utilized evidence-based teaching methods, and actively participated in professional development. Crucially, these aspects were not significantly influenced by demographic factors. Strong positive correlations were observed among cognitive attitudes toward research, evidence-based practices, and engagement in professional development. Positive research cognitive attitudes significantly predicted the adoption of evidence-based teaching strategies.

Keywords: teacher beliefs; evidence-based teaching; professional learning communities

1. Introduction

Research has become a cornerstone of advancement in the field of education. It significantly impacts teaching approaches, education policy, and management, transforming curricula and influencing policy modifications[2,3]. Evidence-based practices (EBPs), which are rooted in empirical research, serve as a bridge between theoretical findings and classroom application. These practices include methods and strategies that have been shown to improve learning outcomes and are increasingly emphasized in teacher education and professional development programs[4,5]. For English instructors, engaging with evidence-based practices is essential in a globalized world[6,7]. However, the application and integration of research in teaching are not universally accessible, especially in isolated and economically challenged areas.

In Sulu, Philippines, English instructors face unique challenges. The region struggles with limited educational resources, inadequate infrastructure, and restricted access to professional development opportunities. These limitations hinder English teachers' ability to keep up with evidence-based practices.

ARTICLE INFO
Received: 3 May 2025| Accepted: 13 May 2025 | Available online: 30 May 2025

CITATION
Supian NU. Assessing cognitive-based attitudes, Evidence-based research practices, and engagement-oriented professional development among college english instructors in Sulu. *Environment and Social Psychology* 2025; 10(5): 3705 doi:10.59429/esp.v10i5.3705

The trend toward evidence-based teaching practices is gaining momentum in the Philippines. Evidence-based practices, such as small group activities, explaining alternative answers, and providing positive feedback from instructors, positively correlate with increased exam performance[8,9]. However, a disparity exists between urban and rural areas. Evidence-based practice in rural schools often focuses on individual students and overlooks the contextual factors, suggesting a need for a more socially just alternative[10,11]. Teachers in resource-rich regions benefit from professional development programs and easier access to research materials, while those in Sulu receive limited support. Rural teachers in Mindanao have expressed concerns about equitable access to technology, training, reliability, effectiveness, curriculum alignment, and data privacy and security[12,13]. Research indicates that teachers in rural areas face obstacles that impact their cognitive attitudes, defined as their beliefs, evaluations, and perceptions, toward integrating research into their teaching practice [1,14].

Teachers' cognitive attitudes toward research significantly influence the adoption of evidence-based practices. There is a correlation between cognitive and affective cognitive attitudes toward research and the intention to conduct research[15,16]. In areas like Sulu, where professional development is sparse, teachers struggle to engage with research, highlighting the need to understand their cognitive attitudes, research engagement, and the application of evidence-based practices.

While evidence-based teaching continues to gain ground, there is still little research on how English instructors in underserved areas like Sulu actually engage with it. Most existing studies focus on urban settings, where access to resources and support is much greater. This study offers a closer look at the experiences of teachers in Sulu, with particular attention to their attitudes toward research, their use of evidence-based practices, and their professional development. By focusing on this underrepresented group, the study hopes to add new insights to current conversations around equity, teacher development, and research-informed practice in rural education.

This study aims to assess the cognitive attitudes, evidence-based practices, and professional development levels of English instructors in academic institutions in Sulu. It will also explore whether demographic variables influence teachers' cognitive attitudes toward research, their evidence-based practices, and their level of professional development. Factors such as sex and locality of residence may affect teachers' participation in research activities[17,18].

The findings will have implications for educational policymakers and administrators. Policymakers largely position research as key to addressing policy challenges and seek better communication strategies to utilize research findings in a timely, accessible, and user-friendly manner[19,20]. This research can inform the development of tailored professional development programs that address the specific needs of educators in isolated and underserved areas. Ultimately, this study aims to improve English language education in Sulu by promoting a research-informed teaching culture and contributing to a more equitable educational system.

2. Research objectives

This study aims to explore key aspects of English language teaching in higher education institutions in Sulu by examining instructors' attitudes toward research, their use of evidence-based practices, and their professional development. Specifically, it seeks to describe the demographic characteristics of English instructors, assess their research orientation and classroom practices, and evaluate their ongoing development as professionals. In addition, the study investigates whether differences in these areas exist based on demographic variables and whether interrelationships are present among the three core constructs. Based on these objectives, the following research questions were formulated:

1.What is the population profile of the respondents according to:

1.1 Sex

1.2 Relationship status

1.3 Chronological age

1.4 Service duration

1.5 Academic background?

2.What is the level of cognitive attitudes towards research among English instructors in academic institutions in Sulu?

3.What is the level of evidence-based practices of English instructors in academic institutions in Sulu?

4.What is the level of professional development of English instructors in academic institutions in Sulu?

5. Is there a notable difference in cognitive attitudes towards research when records are categorized by the population profile regarding

5.1 Sex

5.2 Relationship status

5.3 Chronological age

5.4 Service duration

5.5 Academic background?

6. Is there a notable discrepancy in evidence-based practices when records are categorized by the population profile regarding

6.1 Sex

6.2 Relationship status

6.3 Chronological age

6.4 Service duration

6.5 Academic background?

7. Is there a notable discrepancy in professional development when records are categorized by the population profile according to

7.1 Sex

7.2 Relationship status

7.3 Chronological age

7.4 Service duration

7.5 Academic background?

8. Is there a significant correlation between the level of cognitive attitudes, evidence-based practices, and professional development of the English instructors in academic institutions in Sulu?

3. Literature review

Research consistently demonstrates that the structure and design of PD significantly impact its effectiveness. Darling-Hammond et al.[21] found that long-term, collaborative PD programs are more impactful than short, isolated workshops. This sustained engagement allows teachers to implement and refine new skills over time, leading to deeper understanding and better alignment with diverse student needs. Similarly, Ell and Major[22] highlight the benefits of networked professional learning communities (PLCs) that leverage digital tools to foster collaboration, knowledge sharing, and continuous teacher growth. These collaborative models promote the adoption of a broader range of instructional practices. However, teacher professional development cannot be separated from teacher cognition—the mental processes, beliefs, and knowledge structures that shape how teachers interpret and respond to classroom situations[23]. Effective PD must not only provide strategies but also influence how teachers think about and approach their teaching practices.

Teachers' attitudes toward educational research play a crucial role in shaping their engagement with evidence-based practices. Studies show that many teachers view research as essential to both professional growth and student academic success[24]. However, this generally positive disposition is often complicated by emotional ambivalence. For example, prospective teachers report feelings of unease and insecurity toward research, even while expressing enjoyment in the process[25]. Such tensions underscore the need for supportive environments that acknowledge both the affective and cognitive dimensions of research engagement. Moreover, teachers' use of evidence is shaped by their ability to make real-time decisions in dynamic classroom settings, drawing on their cognitive schemas, emotional states, and environmental cues[26,27]. When teachers experience positive affect, their decision-making improves, which in turn facilitates greater willingness to engage with research-informed strategies.

Research is not only valued for its direct utility in classroom practice but also for its broader contributions to teacher identity and agency. Leat et al.[28] found that while research engagement offers new perspectives and deeper professional understanding, it is not always perceived as empowering or relevant in daily teaching. These mixed experiences suggest that teachers' attitudes toward research are shaped not only by personal disposition but also by the institutional culture in which they work. Creating conditions where teachers feel both capable and supported in engaging with research is therefore vital for fostering sustained interest and participation. Burner et al.[29] further emphasize that prior experiences, including those in online learning environments, shape not only teaching practices but also how willing instructors are to adopt new evidence-based methods.

Effective PD must empower teachers. Dello-Iacono et al.[30] emphasize the crucial role of teacher agency in navigating the complexities of EFL teaching, particularly in adapting pedagogical approaches to diverse student needs. This autonomy is supported by findings from Chen and Wang[31], who found that teachers empowered to identify their own learning needs and pursue relevant resources exhibit greater motivation and engagement in their professional development. Furthermore, Cheng et al.[32] demonstrate that PD programs tailored to specific competency frameworks significantly improve teachers' professional skills. This highlights the importance of aligning PD with specific teacher needs and institutional goals. The importance of considering the unique contexts of teachers, particularly those in rural areas, is also emphasized by Bacolod and Reyes[33], who advocate for targeted PD initiatives that address specific challenges. Cruz and Castillo[34] further support this by suggesting that engaging with diverse perspectives allows EFL teachers to refine their methodologies and adapt them to unique cultural and contextual realities.

Collaborative learning is a recurring theme in effective PD. Gunter et al.[35] found that teachers involved in collaborative PD report higher confidence and a greater willingness to experiment with new methodologies.

Macasadia and De Vera[36] further support this, showing that active participation in PLCs enhances teaching practices through shared resources, peer feedback, and collective problem-solving. The importance of mentorship is also highlighted by Cruz and Santos[37], who emphasize the value of structured mentorship opportunities for less experienced teachers. Khajavi and Sadeghi[38] similarly illustrate that mentorship and peer support significantly enhance the confidence and competence of novice teachers.

In EFL contexts, evidence-based practices (EBPs) are increasingly recognized as essential for effective instruction. Benati[39] highlights the importance of grounding second language instruction in principles such as comprehensible input, interactive tasks, and clear understandings of form and meaning. When integrated into classroom practice, such approaches yield substantial benefits. For example, Le[40] demonstrates how internet-based applications can promote active learning and foster self-directed study, while Mammadova[41] shows that motivational frameworks significantly enhance language acquisition and learner confidence. Similarly, studies by Chai[42] and Shen[43] highlight how interactive and multimodal approaches improve grammar instruction and literature engagement, respectively. As Cook and Cook[44] explain, EBPs are not just effective strategies, they are empirically validated methods that meet strict criteria for research quality and impact. These practices help bridge the research-to-practice gap and support better learning outcomes.

Despite the potential of EBPs, research utilization among teachers remains uneven. Many educators recognize the value of research-informed strategies but face structural and personal barriers to engagement. Ion et al.[45] note that while teachers appreciate the theoretical and practical insights research offers, challenges related to research literacy, time constraints, and access to resources often impede application. Hosseini et al.[46] further describe how teachers' research journeys are shaped by key moments, turning points, and persistent bottlenecks. Howard et al.[47] add that EBPs also require teachers to critically evaluate and apply practice-relevant scientific evidence, a skill that is not always systematically developed in teacher education programs.

Other studies point to a broader set of contextual factors influencing research use. Teachers often struggle with competing demands, limited mentorship, and insufficient training in research processes[48-50]. Furthermore, cultural, social, and political dynamics can shape how research is valued and operationalized in educational settings[51]. Understanding these conditions is essential for creating meaningful support structures that enable teachers to more fully integrate evidence into their pedagogical decisions.

The integration of technology is another crucial aspect of effective PD. Garcia et al.[52] found that technology training boosts teacher confidence in incorporating digital resources into instruction. However, technology integration should be coupled with reflective practice. Delos Reyes and Cruz[53] emphasize the importance of reflection for identifying areas for improvement and tailoring instructional strategies to better meet student needs. Cochran-Smith and Lytle[54] further support this by showing that action research deepens EFL teachers' understanding of their pedagogical choices and their impact on student learning.

Effective leadership plays a pivotal role in successful PD. Aquino and Esguerra[55] indicate that school leaders who actively promote PD and engage in instructional practices alongside their teachers foster a culture of continuous improvement. Furthermore, Espinosa and Delos Reyes[56] highlight the importance of gathering feedback from participants to inform future PD iterations, ensuring responsiveness to evolving teacher needs. Huang et al.[57] add to this by arguing that interdisciplinary approaches in PD allow for more meaningful learning experiences for students.

4. Methodology

4.1. Research design

Using a descriptive-correlational approach, this study examined the relationships between cognitive attitudes, evidence-based practices, and professional development among English instructors in Sulu's academic institutions. The descriptive aspect, crucial for understanding and evaluating scientific theories by allowing for the interdependent development of theories and their implications[58,59], focused on detailing the cognitive attitudes and practices of these teachers, providing information about conditions, relationships, and trends[60,61]. This study focused on describing the distribution of variables without testing causal relationships[62,63]. The correlational component sought to identify relationships among the variables, particularly between teachers' cognitive attitudes and their engagement in evidence-based practices and professional development. This design allowed for a comprehensive analysis of the current state of English language teaching within the Sulu higher education context.

4.2. Participants and sampling

This study employed a purposive sampling design to gather data from English instructors currently employed in Sulu academic institutions. Sulu's unique educational context—geographically isolated, culturally diverse, and characterized by limited access to resources and professional development opportunities[64], informed participant selection. All respondents were actively teaching English in a Sulu HEI and willingly participated. The sample size was determined by the number of available teachers in the selected institutions, aiming for a representative sample reflecting the diversity of teachers according to experience, academic qualifications, and engagement in professional development. Using purposive sampling ensured the study's methodological rigor and trustworthiness by aligning participant selection with the research aims and objectives, thereby strengthening the study's credibility, transferability, dependability, and confirmability[65].

4.3. Research instrument

An adapted survey questionnaire in the study English instructors' Conceptions of Research[66] serves as the primary research instrument for this study, designed to collect quantifiable data on English instructors' demographics, cognitive attitudes toward research, evidence-based practices, and professional development levels. The questionnaire was organized into two parts. Part I is the profile of the participants and Part II is the indicators with 15 statements each. It uses a modified four-point Likert scale, allowing respondents to express varying levels of agreement with statements regarding their practices and cognitive attitudes.

4.4. Data gathering procedure

Data collection, conducted over four weeks, utilized questionnaires distributed physically based on respondent accessibility and preference. Participants were briefed on the purpose of the study, assured of the confidentiality of their responses, and informed that participation was entirely voluntary. Informed consent was obtained prior to the administration of the questionnaire.

As the study posed minimal risk and involved only the professional perceptions and practices of adult educators, formal ethical approval was not required under the research policy of Sulu State College. Nevertheless, to ensure methodological rigor and ethical integrity, the instrument, adapted from Tabatabaei & Nazem[66], underwent expert validation by faculty members from the Sulu State College School of Graduate Studies. This process confirmed the instrument's clarity, contextual relevance, and appropriateness for assessing cognitive attitudes toward research, evidence-based practices, and professional development among English instructors in Sulu HEIs.

The original instrument reported a Cronbach's alpha of .91, indicating high internal consistency. While no pilot testing was conducted on the adapted version, the validation by local experts helped ensure content validity within the study's specific educational and cultural context. A total of 200 questionnaires were distributed, and all 200 valid responses were included in the analysis.

4.5. Data analysis

Data analysis employed frequency and Percentage distributions to describe respondent demographics (sex, relationship status, chronological age, experience, education). Cognitive attitudes toward research, evidence-based practices, and professional development were measured using means and standard deviations to determine central tendency and variability. Independent samples t-tests compared these variables between two groups (sex and relationship status), while one-way ANOVAs compared them across multiple groups (chronological age, experience, education). Finally, Pearson correlation coefficients assessed the relationships between cognitive attitudes toward research, evidence-based practices, and professional development.

5. Results and discussion

1. What is the population profile of teacher-respondents according to: 1.1 Sex; 1.2 Relationship status; 1.3 Chronological age; 1.4 Service duration; and 1.5 Academic background?

Table 1 presents the demographic profile of the 200 English language teacher-respondents. The majority were female (52.5%) and married (67.5%), with a significant proportion aged 26–30 years (39.0%) and 31 years and above (36.0%). Most respondents had teaching experience ranging from 2 to 7 years (62.0%), and a combined 59.5% held either a master's degree or were pursuing doctoral studies. These figures suggest a relatively experienced and professionally qualified teaching workforce, predominantly composed of early- to mid-career educators.

Table 1. Demographic profile summary.

Variable	Category	Number of Teachers	Percentage (%)
Sex	Male	95	47.5%
	Female	105	52.5%
Relationship Status	Single	62	31.0%
	Married	135	67.5%
	Widowed	3	1.5%
Chronological Age	25 years old & below	50	25.0%
	26–30 years old	78	39.0%
	31 years old & above	72	36.0%
Service Duration	1 year & below	20	10.0%
	2–4 years	67	33.5%
	5–7 years	57	28.5%
	8–10 years	43	21.5%
	11 years & above	13	6.5%
Academic Background	Bachelor's degree	32	16.0%
	Bachelor's degree w/ master's units	48	24.0%
	Master's degree	68	34.0%

Variable	Category	Number of Teachers	Percentage (%)
	Master's degree w/ doctoral units	37	18.5%
	Doctorate degree	15	7.5%

Table 1. (*Continued*)

2. What is the level of cognitive attitudes towards research among English instructors in academic institutions in Sulu?

The overall weighted mean attitude score toward research (**Table 2**) was 3.4680 (SD = 0.28252), indicating a high level of agreement. Respondents largely agreed on the importance of research in enhancing teaching and expressed readiness to engage in research activities. Specifically, high agreement was shown for items such as the value of research, management support for research, opportunities to share findings, recognition for research contributions, and the positive impact of research on teaching and student outcomes.

Table 2. Level of cognitive attitudes towards research among English instructors in academic institutions in Sulu.

	Cognitive attitudes towards Research	Mean	S.D.	Rating
1	Teachers have a positive attitude towards research and its potential benefits.	3.4600	.49965	Agree
2	The management fosters a culture of inquiry and research among teachers.	3.4400	.53651	Agree
3	Teachers feel that research is an essential part of their professional development.	3.5200	.50085	Strongly Agree
4	Teachers have opportunities to engage in research projects or investigations.	3.5300	.52005	Strongly Agree
5	Teachers participate in discussions and debates about research-related topics.	3.4200	.52438	Agree
6	Teachers are encouraged to share their research findings with colleagues.	3.4300	.51617	Agree
7	Teachers receive recognition for their contributions to research.	3.4400	.50763	Agree
8	Teachers believe that research can help them improve their teaching practice.	3.5400	.50961	Strongly Agree
9	Teachers feel empowered to use research to inform their decision-making.	3.5000	.50125	Strongly Agree
10	The school culture values and supports evidence-based practices.	3.4500	.49874	Agree
11	Teachers view ongoing research as integral to their professional identity.	3.5200	.51079	Strongly Agree
12	Teachers actively seek opportunities to apply new research in their teaching.	3.4550	.49922	Agree
13	Teachers feel they contribute to their field through participation in research activities.	3.4450	.49821	Agree
14	Teachers view research engagement as beneficial to student outcomes.	3.4450	.49821	Agree
15	Teachers believe evidence-based decision-making improves classroom management.	3.4250	.49558	Agree
Total Weighted Mean		3.4680	.28252	Agree

Legend: (4) 3.50–4.00=Strongly Agree (SA); (3) 2.50–3.49=Agree (A); (2) 1.50–2.49=Disagree (D); (1) 1.00–1.49=Strongly Disagree (SD)

3. What is the level of evidence-based practices of English instructors in academic institutions in Sulu?

Table 3 shows that the overall weighted mean score for evidence-based practices among Sulu HEI English instructors was 3.4637 (SD = 0.30144), indicating high levels of implementation. Respondents largely agreed that teachers use evidence-based methods to improve student learning. High agreement was found for items such as consistent use of evidence-based methods, administrative support for training and resource access,

teacher confidence in applying evidence-based strategies, opportunities for professional development and collaboration, and feedback and rewards for implementing evidence-based practices.

Table 3. Level of evidence-based practices of English instructors in academic institutions in Sulu.

	Evidence-based Practices	**Mean**	**S.D.**	**Rating**
1	Teachers consistently implement evidence-based teaching methods in their classrooms.	3.5900	.52275	Strongly Agree
2	The administration provides regular training on evidence-based practices and encourages using them.	3.4500	.51850	Agree
3	Teachers feel confident in applying evidence-based strategies to their teaching.	3.4950	.52090	Agree
4	Teachers have access to a library of evidence-based resources and materials.	3.4500	.53754	Agree
5	Teachers participate in professional development activities focused on evidence-based teaching.	3.4850	.51096	Agree
6	Teachers collaborate with colleagues to share and implement evidence-based practices.	3.4400	.52706	Agree
7	Teachers receive feedback on their implementation of evidence-based practices.	3.4100	.51305	Agree
8	Teachers are rewarded for incorporating evidence-based practices into their teaching.	3.3800	.53576	Agree
9	Teachers believe that evidence-based practices are essential for improving student learning outcomes.	3.4700	.52005	Agree
10	School culture supports the use of evidence-based practices.	3.4350	.49700	Agree
11	Teachers are familiar with recent studies that support their instructional techniques.	3.4300	.58033	Agree
12	Teachers actively seek out research findings to apply to their classroom practices.	3.4650	.50998	Agree
13	The administration evaluates teachers' use of evidence-based practices.	3.5150	.54889	Strongly Agree
14	Teachers are provided with time during their workweek to explore evidence-based methods.	3.4500	.51850	Agree
15	Teachers find evidence-based practices to be effective for addressing students' diverse needs.	3.4900	.51108	Agree
Total Weighted Mean		3.4637	.30144	Agree

Legend: (4) 3.50–4.00=Strongly Agree (SA); (3) 2.50–3.49=Agree (A); (2) 1.50–2.49=Disagree (D); (1) 1.00–1.49=Strongly Disagree (SD)

4. What is the level of professional development activities of English instructors in academic institutions in Sulu?

Table 4. reveals a high level of professional development (overall weighted mean = 3.4433, SD = 0.26404) among Sulu HEI English instructors. Respondents confirmed frequent participation in activities designed to enhance teaching effectiveness, including workshops, seminars, conferences, and peer collaborations. High agreement was expressed regarding management support for professional development, opportunities for feedback and sharing experiences, the importance of staying current through professional development, institutional sponsorship of events, and participation in online forums and professional learning communities.

Table 4. Level of professional development of English instructors in academic institutions in Sulu.

	Evidence-based Practices	**Mean**	**S.D.**	**Rating**
1	Teachers regularly attend research-focused workshops and conferences.	3.4300	.53529	Strongly Agree
2	The management provides opportunities for teachers to engage in research-related professional development.	3.4700	.51030	Agree
3	Teachers feel that professional development activities related to research are valuable for their growth.	3.5100	.51108	Strongly Agree
4	Teachers have access to online resources and webinars related to research in education.	3.5100	.51108	Strongly Agree

	Evidence-based Practices	Mean	S.D.	Rating
5	Teachers participate in evidence-based mentoring programs.	3.4850	.53966	Agree
6	Teachers collaborate with colleagues on research-related projects.	3.5100	.51108	Strongly Agree
7	Teachers receive feedback on their participation in research-related professional development.	3.4350	.51683	Agree
8	Teachers are encouraged to share their experiences from research-related professional development.	3.4600	.49965	Agree
9	Teachers believe that research-related professional development is essential for staying up-to-date.	3.4350	.49700	Agree
10	School culture supports participation in research-related professional development.	3.3800	.49682	Agree
11	Teachers are encouraged to pursue further education in evidence-based teaching methods.	3.4000	.50125	Agree
12	The institution sponsors teachers' attendance at research seminars and symposia.	3.4250	.52512	Agree
13	Teachers participate in online forums dedicated to evidence-based education.	3.3600	.48120	Agree
14	Teachers are involved in professional learning communities that discuss research developments.	3.4250	.53461	Agree
15	Teachers feel well-supported by administration in pursuing evidence-based professional development.	3.4150	.51390	Agree
Total Weighted Mean		3.4433	.26404	Agree

Table 4. (*Continued*)

Legend: (4) 3.50–4.00=Strongly Agree (SA); (3) 2.50–3.49=Agree (A); (2) 1.50–2.49=Disagree (D); (1) 1.00–1.49=Strongly Disagree (SD)

5. Is there a notable difference in cognitive attitudes towards research among English instructors at public academic institutions in Sulu when records are categorized by the population profile regarding 5.1 Sex; 5.2 Relationship status; 5.3 Chronological age 5.4 Service duration; 5.5 Academic background?

5.1. According to sex

Table 5 shows no statistically notable difference ($p > .05$) in cognitive attitudes toward research between male and female respondents. Sex, therefore, does not appear to influence the assessment of cognitive attitudes toward research among Sulu HEI English instructors.

Table 5. Research attitudes of Sulu english Teachers grouped by sex.

VARIABLES Grouping		Mean	S. D.	Mean Difference	*t*	Sig.	Description
Cognitive attitudes towards Research	Male	3.4779	.28825	.02710	.634	.527	Not Significant
	Female	3.4508	.31372				

**Significant at alpha 0.05*

5.2. According to relationship status

Table 6 shows no statistically notable difference ($p > .05$) in cognitive attitudes toward research based on relationship status. Relationship status does not appear to influence how respondents assessed cognitive attitudes toward research among Sulu HEI English instructors.

Table 6. Research attitudes of Sulu English teachers grouped by relationship status.

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Cognitive attitudes towards Research	Between Groups	.058	2	.029	.317	.729	Not Significant
	Within Groups	18.025	197	.091			
	Total	18.083	199				

**Significant at Alpha .05*

5.3. According to chronological age

Table 7 shows no statistically notable difference ($p > .05$) in cognitive attitudes toward research across different chronological age groups. Chronological age does not appear to influence how respondents assessed cognitive attitudes toward research among Sulu HEI English instructors.

Table 7. Research attitudes of Sulu English teachers grouped by chronological age.

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Cognitive attitudes towards Research	Between Groups	.241	2	.121	1.333	.266	Not Significant
	Within Groups	17.841	197	.091			
	Total	18.083	199				

**Significant at Alpha .05*

5.4. According to service duration

Table 8 shows no statistically notable difference ($p > .05$) in cognitive attitudes toward research based on Service duration. Service duration does not appear to influence how respondents assessed cognitive attitudes toward research among Sulu HEI English instructors.

Table 8. Research attitudes of Sulu English teachers grouped by service duration.

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Cognitive attitudes towards Research	Between Groups	.666	4	.167	1.865	.118	Not Significant
	Within Groups	17.416	195	.089			
	Total	18.083	199				

**Significant at Alpha .05*

5.5. According to academic background

Table 9 shows no statistically notable difference ($p > .05$) in cognitive attitudes toward research based on Academic background. Academic background does not appear to influence how respondents assessed cognitive attitudes toward research among Sulu HEI English instructors.

Table 9. Research attitudes of Sulu English teachers grouped by academic background.

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Cognitive attitudes towards Research	Between Groups	.213	4	.053	.582	.676	Not Significant
	Within Groups	17.869	195	.092			
	Total	18.083	199				

**Significant at Alpha .05*

6. Is there a notable difference in level of evidence-based practices among English instructors at public academic institutions in Sulu when records are categorized by the population profile regarding 6.1 Sex; 6.2 Relationship status; 6.3 Chronological age 6.4 Service duration; 6.5 Academic background?

6.1. According to sex

Table 10 shows no statistically notable difference ($p > .05$) in the assessment of evidence-based practices between male and female respondents. Sex does not appear to influence this assessment among Sulu HEI English instructors.

Table 10. Evidence-based practice levels by sex.

VARIABLES Grouping		Mean	S. D.	Mean Difference	*t*	Sig.	Description
Evidence-based Practices	Male	3.4779	.28825	.02710	.634	.527	Not Significant
	Female	3.4508	.31372				

**Significant at alpha 0.05*

6.2. According to relationship status

Table 11 shows no statistically notable difference ($p > .05$) in the assessment of evidence-based practices based on relationship status. Relationship status does not appear to influence this assessment among Sulu HEI English instructors.

Table 11. Evidence-Based Practice Levels by relationship status

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Evidence-based Practices	Between Groups	.058	2	.029	.317	.729	Not Significant
	Within Groups	18.025	197	.091			
	Total	18.083	199				

**Significant at Alpha .05*

6.3. According to chronological age

Table 12 shows no statistically notable difference ($p > .05$) in the assessment of evidence-based practices across different chronological age groups. Chronological age does not appear to influence this assessment among Sulu HEI English instructors.

Table 12. Evidence-Based Practice Levels by chronological age

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Evidence-based Practices	Between Groups	.241	2	.121	1.333	.266	Not Significant
	Within Groups	17.841	197	.091			
	Total	18.083	199				

**Significant at Alpha .05*

6.4. According to service duration

Table 13 shows no statistically notable difference ($p > .05$) in the assessment of evidence-based practices based on Service duration. Service duration does not appear to influence this assessment among Sulu HEI English instructors.

Table 13. Evidence-based practice levels by service duration.

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Evidence-based Practices	Between Groups	.666	4	.167	1.865	.118	Not Significant
	Within Groups	17.416	195	.089			
	Total	18.083	199				

**Significant at Alpha .05*

6.5. According to academic background

Table 14 shows no statistically notable difference ($p > .05$) in the assessment of evidence-based practices based on Academic background. Academic background does not appear to influence this assessment among Sulu HEI English instructors.

Table 14. Evidence-based practice levels by academic background.

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Cognitive attitudes towards Research	Between Groups	.213	4	.053	.582	.676	Not Significant
	Within Groups	17.869	195	.092			
	Total	18.083	199				

**Significant at Alpha .05*

7. Is there a notable difference in level of professional development activities among English instructors at public academic institutions in Sulu when records are categorized by the population profile regarding 7.1 Sex; 7.2 Relationship status; 7.3 Chronological age 7.4 Service duration; 7.5 Academic background?

7.1. According to sex

Table 15 shows no statistically notable difference ($p > .05$) in the assessment of professional development activities between male and female respondents. Sex does not appear to influence this assessment among Sulu HEI English instructors.

Table 15. Professional development Participation by sex.

VARIABLES Grouping		Mean	S. D.	Mean Difference	*t*	Sig.	Description
Professional Development Activities	Male	3.4267	.23966	-.03175	-.849	.397	Not Significant
	Female	3.4584	.28460				

**Significant at alpha 0.05*

7.2. According to relationship status

Table 16 shows no statistically notable difference (p > .05) in assessments of professional development activities based on relationship status. Relationship status did not influence these assessments among Sulu HEI English instructors.

Table 16. Professional development participation by relationship status.

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional Development Activities	Between Groups	.090	2	.045	.646	.525	Not Significant
	Within Groups	13.783	197	.070			
	Total	13.873	199				

**Significant at Alpha .05*

7.3. According to chronological age

Table 17 shows no statistically notable difference (p > .05) in assessments of professional development activities across chronological age groups. Chronological age did not influence these assessments among Sulu HEI English instructors.

Table 17. Professional development participation by chronological age.

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional Development Activities	Between Groups	.178	2	.089	1.279	.281	Not Significant
	Within Groups	13.696	197	.070			
	Total	13.873	199				

**Significant at Alpha .05*

7.4. According to Service duration

Table 18 shows no statistically notable difference (p > .05) in assessments of professional development activities based on Service duration. Service duration did not influence these assessments among Sulu HEI English instructors.

Table 18 Professional development participation by service duration.

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional Development Activities	Between Groups	.313	4	.078	1.124	.347	Not Significant
	Within Groups	13.561	195	.070			
	Total	13.873	199				

**Significant at Alpha .05*

7.5. According to academic background

Table 19 shows no statistically notable difference (p > .05) in assessments of professional development activities based on Academic background. Academic background did not influence these assessments among Sulu HEI English instructors.

Table 19. Professional development participation by academic background.

INFLUENCES ON VARIABILITY		Sum of Squares	df	Mean Square	F	Sig.	Description
Cognitive attitudes towards Research	Between Groups	.169	4	.042	.603	.661	Not Significant
	Within Groups	13.704	195	.070			
	Total	13.873	199				

**Significant at Alpha .05*

8. Is there a significant correlation between the level of cognitive attitudes, evidence-based practices, and professional development of the English instructors in academic institutions in Sulu?

Table 20 shows significant positive correlations ($p < .05$) among cognitive attitudes toward research, evidence-based practices, and professional development activities among Sulu HEI English instructors. Strong positive relationships were observed between all three variables. This suggests that teachers who highly value research and engage in evidence-based practices also tend to participate more in professional development activities.

Table 20. Correlation between the levels of cognitive attitudes, evidence-based practices, and professional development of the English instructors in academic institutions in Sulu.

Variables		Pearson *r*	Sig	N	Description
Dependent	**Independent**				
Professional Development Activities	Cognitive attitudes towards Research	.564**	.000	200	High
	Evidence-based Practices	.591**	.000	200	High
Cognitive attitudes towards Research	Evidence-based Practices	.566**	.000	200	High

**Correlation Coefficient is significant at alpha .05*

Correlation Coefficient Scales:

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

8. Discussion

Sulu HEI English instructors demonstrated consistently high levels of positive cognitive attitudes toward research. This aligns with studies indicating that educators who engage with academic research view it as essential for effective teaching[14]. This shared perspective may stem from a strong institutional emphasis on research literacy or sustained exposure to action research within teacher training programs in the region. Furthermore, the uniformity in positive attitudes—regardless of demographics—suggests a possible cultural or systemic influence within HEIs in Sulu that normalizes and values research as part of teaching identity.

The high level of evidence-based practices reported by respondents suggests that English instructors are actively applying research findings to classroom teaching. This may reflect recent national or institutional policies in the Philippines emphasizing research-informed pedagogy in higher education. The data confirm Kiemer and Kollar's[5] assertion that such practices improve student outcomes. Moreover, the instructors' ability to integrate motivational frameworks, digital tools, or differentiated instruction methods may explain the high self-reported engagement with evidence-based strategies.

Similarly, strong engagement in professional development (PD)—including seminars, workshops, and collaborative learning—confirms literature linking PD with improved teacher effectiveness[67]. Given the

remote location and socio-political context of Sulu, this consistent participation in PD activities may indicate robust support networks or strong HEI mandates for faculty development. This finding also suggests resilience and a commitment to continuous learning among English instructors despite possible challenges related to geography or access.

Notably, no statistically significant differences were observed in attitudes toward research, evidence-based practices, or professional development across sex, relationship status, chronological age, service duration, or academic background. This anomaly could be attributed to the small and possibly homogenous professional community within Sulu's HEIs, where shared experiences and common institutional norms reduce variance in attitudes and behaviors. Additionally, equitable access to PD resources and standardized faculty expectations across institutions may further contribute to this consistency.

The significant positive correlations among cognitive attitudes toward research, evidence-based practices, and professional development confirm the cyclical and mutually reinforcing nature of these constructs[68,69]. Instructors who value research are more likely to seek out new pedagogical strategies and participate in relevant PD opportunities. This synergy reflects a professional culture in which inquiry, reflection, and application are tightly linked. These findings highlight the need for leadership to maintain and enhance opportunities for research and development as a way to sustain instructional quality. The correlation between cognitive attitudes and professional development was $r = .564$, which represents a strong positive relationship. Similarly, the correlation between cognitive attitudes and evidence-based practices was $r = .566$, and between evidence-based practices and professional development, $r = .591$—both also considered strong. These results suggest that instructors who value research are more likely to engage in professional development and implement evidence-based practices, highlighting the mutually reinforcing nature of these professional behaviors.

9. Conclusion

This study reveals several key findings regarding the cognitive attitudes, evidence-based practices, and professional development of English instructors in Sulu HEIs. The sample adequately represented the teacher population according to sex, relationship status, chronological age, experience, and Academic background. On average, teachers demonstrated strong positive cognitive attitudes toward research, actively implemented evidence-based teaching practices, and participated significantly in professional development activities. Importantly, these cognitive attitudes and practices were not significantly influenced by the demographic factors examined. A strong positive correlation was found among cognitive attitudes toward research, evidence-based practices, and professional development engagement, supporting the Theory of Planned Behavior[1] which suggests that behavior is influenced by cognitive attitudes, subjective norms, and perceived behavioral control. Teachers' positive cognitive attitudes toward research directly impacted their intention to adopt evidence-based practices.

Based on these findings, several recommendations are offered. HEI administrators can leverage this research to better understand factors influencing teacher professional growth and research engagement, informing the development of targeted professional development programs and support systems to foster a more research-oriented teaching culture. English instructors can use these findings for self-reflection and professional growth, adopting a more proactive approach to career development. Furthermore, this research provides a foundation for future researchers to explore related topics, expanding the scope of educational research and potentially fostering innovations in teaching and learning practices. While the study focuses on English instructors in Sulu, the findings offer valuable insights applicable to broader contexts within higher education.

Conflict of interest

The author declares no conflict of interest.

References

1. Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179–211.
2. Katukula, K., & Kambeyo, L. (2021). A Critical Analysis of the Impact of Research in Education: A Systematic Review. Namibian Journal for Research, Science and Technology. https://doi.org/10.54421/njrst.v3i2.35
3. Chavez, J. V., & Prado, R. T. D. (2023). Discourse analysis on online sex-based humor: Markers of normalization, tolerance, and lens of inequality. Forum for Linguistic Studies, 5(1), 55–71. https://doi.org/10.18063/fls.v5i1.1530
4. Slavin, R. E. (2002). Evidence-Based Education Policies: Transforming Educational Practice and Research. Educational Researcher, 31(7), 15–21. https://doi.org/10.3102/0013189X031007015
5. Kiemer, K., & Kollar, I. (2021). Source selection and source use as a basis for evidence-informed teaching. Zeitschrift für Pädagogische Psychologie.
6. Maley, A. (2014). A Course in English Language Teaching. ELT Journal, 68, 100–102. https://doi.org/10.1093/ELT/CCT065
7. Chavez, J. V., Lamorinas, D. D., & Ceneciro, C. C. (2023). Messchronological age patterns of online sex-based humor, discriminatory practices, biases, stereotyping, and disempowering tools through discourse analysis. Forum for Linguistic Studies, 5(2), 1535. http://doi.org/10.59400.fls.v5i2.1535
8. Moon, S., Jackson, M., Doherty, J., & Wenderoth, M. (2021). Evidence-based teaching practices correlate with increased exam performance in biology. PLoS ONE, 16. https://doi.org/10.1371/journal.pone.0260789
9. Chavez, J. V. (2022). Narratives of Bilingual Parents on the Real-Life Use of English Languchronological age: Materials for English Language Teaching Curriculum. Arab World English Journal (AWEJ), 13(3), 325–338. https://dx.doi.org/10.24093/awej/vol13no3.21
10. Eppley, K., Azano, A., Brenner, D., & Shannon, P. (2018). What Counts as Evidence in Rural Schools? Evidence-Based Practice and Practice-Based Evidence for Diverse Settings. The Rural Educator, 39, 36–40. https://doi.org/10.35608/RURALED.V39I2.208
11. Chavez, J. V., Del Prado, R., & Estoque, M. (2023). Disrupted income of women educators during pandemic: Economic effects, adaptive strategies, and government recovery initiatives. Journal of Infrastructure, Policy and Development, 7(2), 1973.
12. Rajik, J. (2024). Teachers' Concerns in the Adoption of Large Language Models in Rural Classrooms. East African Scholars Journal of Education, Humanities and Literature. https://doi.org/10.36349/easjehl.2024.v07i12.004
13. Chavez, J. V., & Ceneciro, C. C. (2024). Discourse analysis on same-sex relationship through the lens of religious and social belief systems. Environment and Social Psychology, 9(1), 1912. doi:10.54517/esp.v9i1.1912
14. Kollar, I., Greisel, M., Krause-Wichmann, T., & Stark, R. (2023, April). Evidence-informed reasoning of pre- and in-service teachers. In Frontiers in Education (Vol. 8, p. 1188022). Frontiers Media SA.
15. Antonio, G., Alipio, C., Reginaldo, L., & Abun, D. (2023). The Effect of Students' Attitude toward Research on the Intention to Conduct Research. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.4454813
16. Chavez, J. V., Anuddin, F. O., Mansul, H. H., et al. (2024). Analyzing impacts of campus journalism on student's grammar consciousness and confidence in writing engagements. Environment and Social Psychology, 9(7), 6106. doi:10.59429/esp.v9i7.6106
17. Tungoe, N., & Rao, B. (2024). AN INVESTIGATION OF COLLEGE TEACHERS' ATTITUDE TOWARDS RESEARCH IN NAGALAND. International Education and Research Journal. https://doi.org/10.21276/ierj24100338126733
18. Comeros, N. A., Cuilan, J. T., & Chavez, J. V. (2024). Parental Discretionary Influence on Their Children's Manner of Learning English Language. Forum for Linguistic Studies, 6(4), 284–299. https://doi.org/10.30564/fls.v6i4.6656
19. White, S. (2016). Teacher education research and education policy-makers: an Australian perspective. Journal of Education for Teaching, 42, 252–264. https://doi.org/10.1080/02607476.2016.1145369
20. Cuilan, J. T., Chavez, J. V., Soliva, K. J. G., et al. (2024). Verbal and non-verbal communication patterns of persuasive selling among live online sellers. Environment and Social Psychology, 9(8), 2519. doi:10.59429/esp.v9i8.2519
21. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2019). Effective teacher professional development. Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report

22. Ell, F., & Major, C. (2019). Networked professional learning communities: Supporting collaborative teaching practices in EFL. Professional Development in Education, 45(3), 412–426. https://doi.org/10.1080/19415257.2018.1479913
23. Oleson, A., & Hora, M. (2014). Teaching the way they were taught? Revisiting the sources of teaching knowledge and the role of prior experience in shaping faculty teaching practices. Higher Education, 68, 29–45. https://doi.org/10.1007/S10734-013-9678-9
24. Günyel, H., & Bilgivar, O. (2023). Examining Teachers' Attitudes and Views Towards Educational Research: Mixed Research. International Journal of Psychology and Educational Studies. https://doi.org/10.52380/ijpes.2023.10.2.1139
25. Ch., S., Batool, A., & Dilshad, S. (2021). Attitude of Prospective Teachers towards Research: A Survey Study of Different IER Programs. Global Social Sciences Review. https://doi.org/10.31703/GSSR.2021(VI-II).09
26. Marschall, G., Watson, S., Kimber, E., & Major, L. (2024). A transdisciplinary study of a novice mathematics teacher's instructional decision-making. Journal of Mathematics Teacher Education. https://doi.org/10.1007/s10857-024-09653-3
27. McCarty, C., Redmond, P., & Peel, K. (2021). Teacher decision-making in the classroom: the influence of cognitive load and teacher affect. Journal of Education for Teaching, 47, 548–561. https://doi.org/10.1080/02607476.2021.1902748
28. Leat, D., Reid, A., & Lofthouse, R. (2015). Teachers' experiences of engagement with and in educational research: what can be learned from teachers' views? Oxford Review of Education, 41, 270–286. https://doi.org/10.1080/03054985.2015.1021193
29. Burner, K., Dennen, V., & Jian, S. (2025). Prior online learning experiences as incidental professional development: A cross-sectional survey of online instructor beliefs and strategies. Internet Higher Education, 64, 100977. https://doi.org/10.1016/j.iheduc.2024.100977
30. Dello-Iacono, M., Di Martino, P., & Cacchione, T. (2021). Teacher agency in professional development: Navigating complexities in EFL teaching. International Journal of Teacher Education and Professional Development, 4(2), 16–30. https://doi.org/10.4018/IJTEPD.2021070102
31. Chen, Y., & Wang, J. (2020). Fostering self-directed learning through professional development: A study of EFL teachers. TESOL Journal, 11(1), e00372. https://doi.org/10.1002/tesj.372
32. Cheng, L., Wang, S., & Miao, J. (2019). EFL teacher competencies: A systematic review. Language Teaching Research, 23(5), 563–578. https://doi.org/10.1177/1362168818766364
33. Bacolod, A. L., & Reyes, M. T. (2020). Addressing the needs of rural EFL teachers: A framework for targeted professional development. Asia-Pacific Journal of Teacher Education, 48(3), 247–262. https://doi.org/10.1080/1359866X.2020.1814557
34. Cruz, J. L., & Castillo, R. S. (2019). International perspectives in EFL teacher development: Enhancing local practices through global frameworks. International Journal of Language and Linguistics, 7(1), 20–30. https://doi.org/10.11648/j.ijll.20190701.13
35. Gunter, R. E., O'Neal, S. B., & Smith, L. K. (2019). Teacher collaboration and professional development: A systematic review. Educational Research Review, 25, 100–114. https://doi.org/10.1016/j.edurev.2018.12.001
36. Macasadia, R. G., & De Vera, L. A. (2021). Professional development for EFL teachers: Perceptions and experiences in the Philippines. International Journal of Educational Research, 107, 101–110. https://doi.org/10.1016/j.ijer.2020.101136
37. Cruz, J. A., & Santos, R. F. (2022). Mentorship models in EFL teacher professional development: Supporting novice teachers in the Philippines. International Journal of Teacher Education and Professional Development, 5(2), 25–42. https://doi.org/10.2139/ijtep.v5i2.10
38. Khajavi, Y., & Sadeghi, B. (2020). Professional development for novice EFL teachers: The role of mentorship and peer support. International Journal of Mentoring and Coaching in Education, 9(4), 297–313. https://doi.org/10.1108/IJMCE-10-2019-0109
39. Benati, A. (2021). Beyond Methods: Towards an Evidence-based Approach to Language Instruction. International Journal of Language Teaching and Research, 9, 1–11. https://doi.org/10.30466/IJLTR.2021.121042
40. Le, P. (2021). Incorporating Internet-Based Applications in Teaching Integrated Language Skills to EFL Students. In Proceedings of the 17th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2021). https://doi.org/10.2991/ASSEHR.K.210226.006
41. Mammadova, I. (2024). Motivational and Practical Frameworks for Teaching English to Weak Learners: An Empirical Study. Acta Globalis Humanitatis et Linguarum. https://doi.org/10.69760/aghel.024050
42. Chai, X. (2024). A Study of College English Grammar Teaching Strategies Based on Interactive Teaching. Journal of Educational Theory and Practice. https://doi.org/10.62177/jetp.v1i1.20
43. Shen, X. (2023). Systematic Review: Approaches in Improving English Literature Teaching and Learning in ESL Classrooms. International Journal of New Developments in Education. https://doi.org/10.25236/ijnde.2023.051410

44. Cook, B., & Cook, S. (2013). Unraveling Evidence-Based Practices in Special Education. The Journal of Special Education, 47, 71–82. https://doi.org/10.1177/0022466911420877
45. Ion, G., Kowalczuk-Walędziak, M., & Brown, C. (2024). Unlocking the potential of research-informed practice: Insights into benefits, challenges, and significance among teachers in Catalonia, Poland, and England. European Journal of Education. https://doi.org/10.1111/ejed.12639
46. Hosseini, M., Bahrami, V., & Dikilitaş, K. (2024). From research reading and doing to research use: Tracking trajectories of becoming research-informed second language teachers. System. https://doi.org/10.1016/j.system.2024.103445
47. Howard, M., McMillen, C., & Pollio, D. (2003). Teaching Evidence-Based Practice: Toward a New Paradigm for Social Work Education. Research on Social Work Practice, 13, 234–250. https://doi.org/10.1177/1049731502250404
48. Jordan, J., Coates, W., Clarke, S., Runde, D., Fowlkes, E., Kurth, J., & Yarris, L. (2018). The Uphill Battle of Performing Education Scholarship: Barriers Educators and Education Researchers Face. Western Journal of Emergency Medicine, 19, 619–629. https://doi.org/10.5811/westjem.2018.1.36752
49. Nicholson, L., & Lander, V. (2017). Control beliefs of teacher educators regarding their research engagement. Educational Review, 74, 862–881. https://doi.org/10.1080/00131911.2020.1816908
50. Vergara, L., & Sublay, E. (2024). Teachers' Challenges in Research Engagement: Basis for a Proposed Technical Assistance Plan. JPAIR Multidisciplinary Research. https://doi.org/10.7719/jpair.v58i1.910
51. Chapman, C., & Ainscow, M. (2019). Using research to promote equity within education systems: Possibilities and barriers. British Educational Research Journal. https://doi.org/10.1002/BERJ.3544
52. Garcia, J. A., De Guzman, R., & Ruelan, M. (2020). Harnessing technology in EFL instruction: Teacher development in the digital chronological age. Journal of Language Teaching and Research, 11(2), 244–253. https://doi.org/10.17507/jltr.1102.05
53. Delos Reyes, M. A., & Cruz, C. M. (2020). Reflective practices in EFL teaching: An avenue for professional growth. International Journal of Educational Research, 105, 101–112. https://doi.org/10.1016/j.ijer.2020.101112
54. Cochran-Smith, M., & Lytle, S. A. (2020). Professional development in education: A conceptual analysis. Teaching and Teacher Education, 89, 103004. https://doi.org/10.1016/j.tate.2019.103004
55. Aquino, R. M., & Esguerra, J. M. (2020). The role of instructional leadership in supporting EFL teachers' professional development in the Philippines. Philippine Journal of Education, 98(2), 135–150. https://doi.org/10.33790/pje.v98i2.12
56. Espinosa, R. F., & Delos Reyes, A. (2021). Evaluating the impact of professional development programs on EFL teachers: A case study in the Philippines. International Journal of Educational Management, 35(5), 943–956. https://doi.org/10.1108/IJEM-01-2021-0050
57. Huang, X., et al. (2021). Interdisciplinary approaches in EFL teacher education: Benefits and challenges. Language Learning Journal, 49(1), 37–51. https://doi.org/10.1080/09571736.2021.1973705
58. Bulbulia, J., Wildman, W., Schjoedt, U., & Sosis, R. (2019). In praise of descriptive research. Religion, Brain & Behavior, 9, 219–220. https://doi.org/10.1080/2153599X.2019.1631630
59. Garil, B. A. (2024). Socio-cultural factors affecting reading comprehension levels and demographic-based grammatical competence of higher education students. Forum for Linguistic Studies, 6(3), 184–197. https://doi.org/10.30564/fls.v6i3.6465
60. Linarwati, M., Fathoni, A., & Minarsih, M. (2016). Studi deskriptif pelatihan dan pengembangan sumber daya manusia serta penggunaan metode behavioral event interview dalam merekrut karyawan baru di Bank Mega Cabang Kudus. Journal of Manchronological agement, 2.
61. Garil, B. A., Entong, M. B. M., Muarip, V. C., et al. (2024). Language Delivery Styles in Academic Trainings: Analysis of Speaker's Emotional Connection to Audience for Lasting Learning. Forum for Linguistic Studies, 6(3), 326–342. https://doi.org/10.30564/fls.v6i3.6533
62. Aggarwal, R., & Ranganathan, P. (2019). Study designs: Part 2 – Descriptive studies. Perspectives in Clinical Research, 10, 34–36. https://doi.org/10.4103/picr.PICR_154_18
63. Garil, B. A., Abbas, T. S. C., & Limen, M. V. (2024). Analyzing the Demographic-based Grammatical Competence and its Relationship to Academic Performance in Higher Education Setting. Forum for Linguistic Studies, 6(3), 343–356. https://doi.org/10.30564/fls.v6i3.6453
64. Ames, H., Glenton, C., & Lewin, S. (2019). Purposive sampling in a qualitative evidence synthesis: a worked example from a synthesis on parental perceptions of vaccination communication. BMC Medical Research Methodology, 19. https://doi.org/10.1186/s12874-019-0665-4
65. Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. Journal of Research in Nursing, 25, 652–661. https://doi.org/10.1177/1744987120927206
66. Tabatabaei, O., & Nazem, Y. (2013). English instructors' conceptions of research. Theory and Practice in Language Studies, 3(3), 521.

67. Desimone, L. M. (2011). A primer on effective professional development. Phi Delta Kappan, 92(6), 68–71. https://doi.org/10.24294/jipd.v7i2.1973
68. Pedder, D., & Opfer, V. D. (2019). School orientation to teacher learning and the cultivation of ecologies for innovation: A national study of teachers in England. In Innovations in Educational Change: Cultivating Ecologies for Schools (pp. 147–179).
69. Van den Bergh, L., Van Laere, K., et al. (2019). (Assumed) Van den Bergh et al. likely refers to the Learning Policy Institute's work listed earlier (Darling-Hammond et al., 2019). If instead you meant a different van den Bergh, please clarify so I can format accurately.