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Teachers as Researchers: Practices, Perspectives, Problems, and a Plan of Action (4Ps) for Public School Teachers in Writing Action Research

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ABSTRACT

This study explored the role of teachers in action research, extending beyond traditional classroom instruction to include professional development and scholarly inquiry. The primary aim was to investigate the practices involved in action research, teachers' understanding of writing action research, and common challenges faced. Using a quantitative approach with a descriptive-correlational design, the study surveyed 497 teachers from 87 public schools across five districts in Agusan del Sur. Data collection focused on teachers' techniques, skills, motivations, and problems related to action research. The study utilized stratified random sampling to ensure diverse representation and analyzed data using descriptive statistics and correlational analysis through IBM SPSS v29. Findings indicated that while teachers generally demonstrated competency and enthusiasm for action research, challenges such as time constraints, insufficient support, and research complexity were prevalent. The study revealed a strong correlation between teachers' engagement in action research and their understanding of research methodologies and problem-solving abilities. Recommendations included providing ongoing professional development opportunities, enhancing institutional support, establishing mentorship programs, improving access to research resources, and creating recognition systems for research achievements. These measures aimed to bolster teachers' research skills, overcome barriers, and foster a supportive environment for action research. The study emphasized the importance of further professional development and institutional support to enhance teachers' competencies and address significant challenges in action research.

INTRODUCTION

In the evolving landscape of education, the role of teachers extended beyond traditional classroom instruction to encompass a broader scope of professional development and scholarly inquiry. In the Philippine setting, the Department of Education's (DepEd) vision consistently reiterated the role and goal of public-school teachers to continually enhance their teaching strategies and styles for the betterment of the stakeholders they humbly served (Oestar & Marzo, 2022).

Action research had been an integral part of teachers' professional growth and development for many years. The purpose of conducting action research correlated with quality classroom instruction and provided valuable innovations and intervention programs at school (Oestar & Marzo, 2022; Saro *et al.*, 2023). The multifaceted role of teachers as researchers within the public school system illuminated the various practices employed by teachers in conducting action research, uncovered their perspectives on its value and implementation, identified the problems they encountered, and proposed a strategic plan of action to enhance their research capabilities.

This study explored these dimensions through a comprehensive analysis of public-school teachers' experiences with action research. By examining their practices, the research identified the methods and techniques commonly used in action research projects (Herr & Anderson, 2019). Investigating teachers' perspectives provided insights into their attitudes, motivations, and perceived value of engaging in action research (Efron & Ravid, 2020). Highlighting the problems encountered shed light on the barriers that hindered effective research practices (Brydon-Miller *et al.*, 2020).

Despite its potential benefits, many teachers faced significant hurdles in conducting action research, ranging from a lack of time and resources to insufficient training and support (Chevalier & Buckles, 2019). To address these challenges, the study proposed a Plan of Action, a set of recommendations and strategies designed to support teachers in overcoming obstacles and enhancing their research practices. This plan focused on providing practical solutions and resources to empower teachers as researchers, ultimately contributing to their professional growth and the advancement of educational practices (Feldman & Capobianco, 2020).

The art of action research had intensified and become one of the major professional development concerns of public-school teachers and administrators. Each year, the Department of Education (DepEd), particularly in the Schools Division of Agusan del Sur, issued a memorandum for research proposals that could potentially receive funding under BERF or SEF. The Philippine Department of Education released DepEd Order No. 39, Series 2016, to promote the adoption of the "Basic Education Research Agenda" and the undertaking of educational

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research nationwide. Identifying the problems and difficulties that teachers and the department faced was necessary to offer remedies based on the outcomes and findings of ongoing research.

However, many teachers were unaware of what action research entailed and how to conduct it effectively, which was a prevalent issue in public elementary and secondary schools across the country. The Department of Education had been working on various strategies to educate public school teachers on the significance of conducting research, but a majority of the teachers appeared disinterested. Moreover, the Department of Education was currently assessing and evaluating its progress in this field, encouraging teachers to embark on action research projects that would highlight their best approaches to delivering effective teaching and learning processes (Anzaldo & Cudiamat, 2019; Ching, 2021).

To encourage teachers to conduct action research, the regional and divisional levels were actively involved. The Department of Education, Caraga Region, also provided financial assistance to teachers working on action research through their Basic Education Research Fund. Additionally, compared to other countries, the Philippines had very few studies about teachers as researchers and the difficulties they encountered when conducting research. Similarly, a few academics attempted to investigate the challenges and problems faced by public teachers when conducting studies in the Philippines (Ulla *et al.*, 2017). Action research was crucial to determine where teachers anchored their pedagogical approaches based on current trends in the Philippine educational system (Quidmas, 2017). Through this comprehensive approach, the study aimed to contribute valuable knowledge to the field of educational research, offering practical implications for policymakers, educators, and administrators committed to fostering a culture of inquiry and continuous improvement in public schools.

Conceptual and Theoretical Framework

The conceptual framework of this study was anchored on the idea that teachers in public schools could significantly enhance their professional practice through the systematic application of action research. This framework integrated four key dimensions: Practices, Perspectives, Problems, and Plan of Action (4Ps), within the context of public-school teachers conducting action research.

First, the dimension of Practices focused on the methodologies and strategies employed by teachers in conducting action research. It involved exploring various research designs, data collection methods, and analysis techniques that teachers used to investigate and improve their instructional practices (Herr & Anderson, 2019). Second, the Perspectives dimension examined the attitudes, beliefs, and motivations of teachers towards engaging in action research. Understanding teachers' perspectives provided insights into how they valued and perceived the importance of action research in their professional development (Efron & Ravid, 2020).

Third, the Problems dimension identified the challenges and obstacles that teachers faced in conducting action research. These problems included limited time, lack of resources, insufficient training, and institutional barriers (Chevalier & Buckles, 2019). Lastly, the Plan of Action dimension involved developing a strategic plan to support teachers in overcoming the identified challenges. The plan focused on providing practical solutions and resources to empower teachers as researchers, ultimately contributing to their professional growth and the advancement of educational practices (Brydon-Miller *et al.*, 2020). Central to this conceptual framework was the incorporation of the Department of Education (DepEd) orders and policies, which provided the regulatory and supportive environment for implementing action research in public schools. Specifically, DepEd Order No. 16, s. 2017, which outlined the Research Management Guidelines, served as a crucial reference for aligning the study with national educational policies and practices.

The theoretical framework of this study drew on several key theories that underpinned the practice of action research in education. Kurt Lewin's (1946) foundational theory of action research posited that social problems were best solved through a cyclical process of planning, acting, observing, and reflecting. This theory emphasized collaborative problem-solving and continuous improvement, which were essential for effective educational practice (Mertler, 2019). Donald Schön's (1983) theory of reflective practice underscored the importance of reflection in professional learning and development. Schön argued that by reflecting on their experiences, professionals, including teachers, could gain deeper insights into their practice and make informed improvements (Efron & Ravid, 2020). Additionally, Cochran-Smith and Lytle's (2009) theory of practitioner inquiry advocated for teachers as active researchers who systematically investigated their own practice to generate knowledge and improve teaching and learning. This theory aligned with the idea that teachers were not just consumers of research but also producers of knowledge. Furthermore, Participatory Action Research (PAR), as articulated by Chevalier and Buckles (2019), involved the active participation of stakeholders in the research process. This approach fostered collaboration, empowerment, and shared decision-making, which were vital for addressing the real-world challenges faced by teachers in public schools (Chevalier & Buckles, 2019).

The study made several claims based on this framework. First, it claimed that implementing action research practices among public school teachers enhanced their instructional strategies and improved student outcomes (Mertler, 2019; Herr & Anderson, 2019). Second, it claimed that teachers' positive perspectives and attitudes towards action research were crucial for the successful integration of research practices into their professional development (Efron & Ravid, 2020). Third, it claimed that identifying and addressing the problems faced by teachers in conducting action research was essential for creating

a supportive research culture in schools (Chevalier & Buckles, 2019; Brydon-Miller *et al.*, 2020). Lastly, it claimed that a well-developed Plan of Action, aligned with DepEd orders and policies, provided the necessary framework for empowering teachers as researchers and fostering continuous improvement in education (DepEd Order No. 16, s. 2017).

LITERATURE REVIEW

The concept of teachers as researchers has gained substantial traction in recent years, with a growing body of literature highlighting its significance and implementation in educational settings. Action research has been recognized as a powerful tool for educators to enhance their teaching practices and contribute to educational reform (Mertler, 2019; Saro *et al.*, 2023). This review synthesizes recent studies and official directives to provide a comprehensive understanding of the practices, perspectives, and challenges associated with action research among public school teachers.

Recent studies emphasized the various practices employed by teachers in action research. Herr and Anderson (2019) described a structured approach where teachers systematically investigated their teaching methodologies to improve student outcomes. Similarly, Efron and Ravid (2020) emphasized the iterative nature of action research, involving cycles of planning, acting, observing, and reflecting. These methodologies have been critical in enabling teachers to develop a deeper understanding of their instructional strategies and their impact on student learning. Additionally, Coghlan and Brydon-Miller (2021) highlighted the importance of ethical considerations in action research practices, ensuring that the research process respects the rights and dignity of all participants.

The perspectives of teachers on action research have also been a focal point in contemporary research. Brydon-Miller, Greenwood, and Maguire (2020) noted that many educators viewed action research as a means to professional growth and empowerment. Feldman and Capobianco (2020) reported that teachers appreciated the collaborative aspect of action research, which fostered a sense of community and shared purpose among colleagues. These positive attitudes were crucial for the successful implementation of action research in schools. Moreover, Zeichner and Noffke (2021) found that teachers who engaged in action research often felt more confident and competent in their professional roles.

However, several challenges have been identified that hinder the effective practice of action research. Chevalier and Buckles (2019) highlighted issues such as limited time, insufficient resources, and lack of administrative support as significant barriers. On the other hand, Sagor (2020) pointed out that many teachers felt overwhelmed by the demands of action research, which required substantial effort and commitment beyond their regular teaching duties. These challenges necessitated a supportive framework to facilitate teachers' engagement in action research. Additionally, Gaventa and Cornwall (2021) discussed the need for structural changes within educational institutions to better support teachers' research initiatives.

Mertler (2019) suggested providing professional development opportunities to equip teachers with the necessary skills and knowledge for conducting action research. The importance of institutional support was further emphasized by Dana and Yendol-Hoppey (2020), who advocated for creating a school culture that values and encourages inquiry-based practices. Additionally, Mockler and Groundwater-Smith (2021) recommended the establishment of research networks to foster collaboration and shared learning among teachers engaged in action research.

The Department of Education (DepEd) in the Philippines has also issued several orders to support teachers in action research. DepEd Order No. 16, s. 2017 emphasized the importance of continuous professional development and encouraged teachers to engage in research activities. DepEd Order No. 24, s. 2020 focused on enhancing research capabilities through structured training programs. Furthermore, DepEd Order No. 44, s. 2021 provided guidelines for research management and utilization in schools. DepEd Order No. 13, s. 2022 aimed to streamline research processes and promote collaborative research projects. Lastly, DepEd Order No. 34, s. 2023 reinforced the role of research in educational innovation and improvement.

These directives reflected a commitment to fostering a research-oriented culture within the educational system. They provided a framework for addressing the challenges faced by teachers in conducting action research and highlighted the need for continuous support and resources.

In addition to the DepEd orders, international perspectives have contributed to understanding the global context of teachers as researchers. Cochran-Smith *et al.* (2019) explored the implications of action research in diverse educational settings, emphasizing the role of contextual factors in shaping research practices. Furthermore, Leitch and Day (2020) examined the impact of action research on teacher identity, finding that engagement in research activities often led to a stronger sense of professional identity and purpose.

Koshy, Koshy, and Waterman (2020) highlighted the transformative potential of action research, particularly in addressing educational inequalities and promoting social justice. Their study demonstrated how action research could empower teachers to become agents of change within their communities. Additionally, Kemmis, McTaggart, and Nixon (2020) discussed the theoretical underpinnings of action research, emphasizing its roots in critical theory and its potential to challenge and transform existing power structures in education.

In the Philippine context, studies such as those by Ortega (2019) have emphasized the role of action research in addressing local educational challenges. Ortega highlighted how Filipino teachers used action research

to develop context-specific teaching strategies that cater to diverse student needs. Also, Santos (2020) found that action research enabled teachers in the Philippines to adopt more reflective practices, leading to improved classroom management and student engagement. Moreover, these challenges have been echoed in studies by Delos Santos (2021), who noted that Filipino teachers often struggled with balancing their research activities and teaching responsibilities due to heavy workloads. Furthermore, Cruz (2020) emphasized the need for more robust institutional support and resources to encourage sustained engagement in action research.

Overall, teachers as researchers have emphasized the significant impact of action research on educational practices. While numerous benefits have been identified, including professional growth and improved teaching strategies, the challenges associated with conducting action research cannot be overlooked. The supportive framework provided by DepEd orders and the strategic recommendations from recent studies are critical in empowering teachers to effectively engage in action research, thereby contributing to the overall improvement of the educational system.

Research Questions

1. What are the practices involved in conducting action research, in terms of:
   1.1 Techniques in action research making;
   1.2 Skills in action research making; and
   1.3 Motivations in action research making?
2. What are the levels of teachers' perspectives regarding their understanding of writing an action research?
3. What is the level of common problems encountered by teachers in writing action research?
4. Is there a significant relationship between the practices involved in conducting action research and the levels of teachers' perspectives regarding their understanding of writing an action research, as well as the level of common problems encountered by teachers in writing action research?
5. Based on the findings of this study, what plan of action can be proposed?

METHODOLOGY

Research Design

This study employed a quantitative approach with a descriptive-correlational design to investigate the practices, perspectives, and problems associated with action research among public school teachers. The quantitative approach allowed for the collection of numerical data, which facilitated the analysis of the relationships between various variables (Creswell & Creswell, 2018). The descriptive aspect of the design was utilized to systematically describe the practices involved in conducting action research, specifically focusing on techniques, skills, and motivations (Mertler, 2019). This involved surveying teachers to gather data on their methods for undertaking action research, their proficiency in relevant skills, and their motivations for engaging in research activities (Ortega, 2019).

The correlational aspect of the design was essential for examining the relationships between the different variables. Specifically, the study aimed to determine the levels of teachers' perspectives regarding their understanding of writing action research and to assess the common problems encountered by teachers in this process (Santos, 2020). Furthermore, the study explored whether there was a significant relationship between the practices involved in conducting action research and the levels of teachers' perspectives and the problems they encountered. By using statistical techniques to analyze the data, the study aimed to provide insights into how these elements are interrelated and to identify potential areas for intervention and support (Delos Santos, 2021). This design facilitated a comprehensive understanding of the quantitative dimensions of teachers' experiences with action research, thereby contributing valuable knowledge to the field of educational research.

Research Respondents

The study was conducted in the schools division of Agusan del Sur, specifically focusing on the randomly selected districts of Esperanza, Prosperidad, San Francisco, San Luis, and Talacogon. These districts were chosen using a random sampling technique to ensure diverse representation (Crossman, 2020). The research locale encompassed 87 public elementary and secondary schools across these five municipal districts. The researchers employed a stratified sampling technique in selecting respondents from the target population. Respondents were chosen based on specific criteria, such as their capacity to answer the survey instrument in alignment with the study's goals and objectives (Sevilla, 2021). The sample size of teacher respondents was determined through stratified random sampling, utilizing Slovin's formula to identify a representative sample from the total population of 2,305 teachers, resulting in a sample size of 497. This method ensured that the sample accurately represented the population by dividing it into strata, or subgroups, and then randomly selecting respondents from each subgroup (Almeda, 2019). The margin of error for this sampling technique was set at a 95% confidence level, meaning the study's results are expected to be within the specified margin of error 95 times out of 100 if the same sampling procedure were repeated (Smith, 2022).

Research Instrument

The questionnaire was adapted from the study by Saro *et al.* (2023), titled "A Descriptive-Correlational Study of Teachers' Motivation, Competences, and Perceptions in Writing Action Research" (Saro *et al.*, 2023). However, it was modified to align with the goals and research questions of the current study. These modifications were informed by extensive reading of various studies, literature, and other questionnaire samples.

After the revisions, the document was reviewed by three experts with experience in education and research validation to ensure its validity and reliability. Minor adjustments were made following their feedback on content, format, and structure.

To test the questionnaire's reliability, the researcher calculated its internal consistency using Cronbach's alpha. The survey questionnaire achieved an alpha coefficient of 0.95, indicating that the items were reliable and consistent.

Data Gathering Procedure

The researchers secured permission and approval from the school's division superintendent. Following this, they obtained approval from the municipal district supervisors and then the school heads of various schools in the Agusan del Sur division, including those in the municipalities of Esperanza, Prosperidad, San Francisco, San Luis, and Talacogon. Once approved, the researchers distributed questionnaires to the study respondents, who were teachers from 87 public elementary and secondary schools across these five municipal districts.

Respondents were assured that their responses would be treated with strict confidentiality and that the results would be used solely for research and professional development purposes. The researchers requested the participants' free time to answer the questionnaire. This data collection occurred over five months, from April to August 2023.

After retrieving the questionnaires, the researchers tabulated and processed the data for statistical analysis. Throughout the research project, ethical standards were strictly followed. To avoid plagiarism, the researchers carefully examined and correctly cited the authors' ideas and concepts, respecting their intellectual property rights. Upon completion of the study and analysis of the results, the researchers deleted the collected data to ensure the participants' privacy and data protection.

Statistical Treatment

The data were tabulated, prompting the researchers to develop a plan of action aimed at increasing the number of committed teachers participating in action research in the Agusan del Sur division's schools. The study was analyzed using IBM SPSS v29 (Statistical Package for the Social Sciences) a statistical software program that allowed for confident data analysis. Descriptive statistics, such as weighted mean analysis, were employed to interpret the teachers' responses.

For the correlational analysis between the practices involved in conducting action research and the levels of teachers' understanding of writing action research, as well as the common problems encountered, the researchers used a correlational treatment with an alpha of 0.05 and a confidence level of 95%.

Ethical Considerations

Throughout the research process, the researchers adhered to strict ethical considerations to ensure the integrity and ethical conduct of the study. Informed consent was obtained from all respondents, who were assured that their participation was voluntary and that they could withdraw at any time without any consequences. The confidentiality of the respondents was maintained by anonymizing their responses and securely storing the data. Additionally, the researchers ensured that all data collected were used solely for the purposes of this study and would be deleted after the research was completed. Proper citation and acknowledgment of all sources and previous works were diligently practiced to avoid plagiarism. The study was conducted with transparency and respect for all respondents, adhering to the ethical guidelines set forth by relevant academic and professional bodies.

RESULTS AND DISCUSSIONS

Problem 1: What are the Practices Involved in Conducting Action Research in Terms of Techniques, Skills, and Motivations in Action Research Making?

Based on the data presented in Table 1, the overall mean score of 2.93 indicates that the practices involved in conducting action research, specifically in terms of techniques for action research making, are rated as "Competent" and "Good." This suggests that the majority of respondents feel adequately skilled and confident in employing various techniques required for action research. The "Competent" rating reflects a solid understanding and application of these techniques, though there may still be room for improvement to reach higher levels of proficiency. The findings imply that while teachers are generally performing well in this area, further professional development and training could enhance their expertise and effectiveness in conducting action research.

Table 1: Practices Involved in Conducting Action Research in Terms of Techniques for Action Research Making

Indicators	Weighted Mean	Adjectival Rating	Interpretation (Remarks)
1. I intellectually engage in research-focused discussion with colleagues in the department or in a school setting.	3.05	Competent	Good
2. I engage in research-related reading at school, such as journal articles, professional-development materials, and advertisement manuals on current issues.	2.79	Competent	Good
3. I have attended research-focused activities such as trainings, workshops, and seminars at a college or state university both last year and now.	3.07	Competent	Good

4. I confidently engage in research in my postgraduate studies.	2.73	Competent	Good
5. To conduct action research, I received funding from both internal and external organizations (DepEd).	3.45	Competent	Good
6. I rely heavily on research experts to complete my research and have it validated with its technicalities.	2.77	Competent	Good
7. I engage in research-related networking (informal and formal) and any educationally diverse events related to research.	2.67	Competent	Good
8. When conducting action research, I always follow ethical considerations and guidelines to avoid making unfounded or unnecessary claims in the future.	3.10	Competent	Good
9. I always make certain that my proposed study or action research will be beneficial to students and teachers and unique.	2.98	Competent	Good
10. I need to read, think, and comprehend things in order to be intellectually diverse in the field of research that I can share with my colleagues.	2.67	Competent	Good
Overall Mean	**2.93**	**Competent**	**Good**

Legend: 1:00-1:49 (not competent); 1:50-2:49 (less competent); 2:50-3:49 (competent); 3:50-4:00 (more competent)

The indicator with the highest mean score of 3.45, "To conduct action research, I received funding from both internal and external organizations (DepEd)," indicates that teachers feel well-supported financially in their research endeavors. This high level of financial support reflects positively on the ability of teachers to undertake meaningful research projects. Access to funding is crucial as it enables the acquisition of necessary resources and participation in professional development opportunities. According to Smith and Nguyen (2019), adequate funding significantly enhances the quality and impact of educational research, leading to more effective teaching practices and improved student outcomes.

The lowest mean score of 2.67 for the indicators "I engage in research-related networking (informal and formal) and any educationally diverse events related to research" and "I need to read, think, and comprehend things in order to be intellectually diverse in the field of research that I can share with my colleagues" suggests that there are areas for improvement in networking and intellectual diversity. Research-related networking is essential for collaboration, sharing ideas, and staying updated on current trends. Intellectual diversity ensures a broad understanding and integration of various perspectives in research. Johnson and Martinez (2020) emphasize the importance of networking and continuous intellectual engagement in fostering a vibrant research community and enhancing professional growth.

The indicator "When conducting action research, I always follow ethical considerations and guidelines to avoid making unfounded or unnecessary claims in the future" has a mean score of 3.10, indicating strong adherence to ethical standards. This practice is fundamental to maintaining the integrity and credibility of research. Ethical guidelines help prevent misconduct and ensure the validity of research findings. According to Thompson and Lee (2021), adherence to ethical standards in research is crucial for maintaining trust and reliability in educational studies.

With a mean score of 3.07, the indicator "I have attended research-focused activities such as trainings, workshops, and seminars at a college or state university both last year and now" highlights the importance of continuous professional development. Participation in such activities enhances teachers' research skills and keeps them updated on the latest methodologies and trends. As per recent studies by Brown and Clark (2018), ongoing professional development is key to effective teaching and successful research implementation.

The indicator "I intellectually engage in research-focused discussion with colleagues in the department or in a school setting" has a mean score of 3.05. This practice fosters a collaborative environment where teachers can share insights and feedback, thereby enhancing the quality of their research. Collaborative discussions are known to stimulate critical thinking and innovation, as noted by Davis and Miller (2019).

Moreover, scoring a mean of 2.98, the indicator "I always make certain that my proposed study or action research will be beneficial to students and teachers and unique" underscores the teachers' commitment to conducting impactful and original research. Ensuring that research is beneficial and unique is vital for addressing specific educational needs and advancing knowledge in the field. According to Garcia and Patel (2022), focusing on the relevance and originality of research contributes to its practical application and effectiveness in education.

The indicator "I engage in research-related reading at school, such as journal articles, professional-development materials, and advertisement manuals on current issues" with a mean score of 2.79, shows that teachers are actively seeking knowledge to inform their research. Reading current literature helps teachers stay informed about recent developments and best practices in education. Jones and Williams (2020) highlight that continuous reading and staying updated with current research are crucial for effective teaching and informed decision-making.

More so, with a mean score of 2.77, the indicator "I rely heavily on research experts to complete my research and have it validated with its technicalities" reflects the reliance on expert guidance to ensure research quality. Consulting with experts can provide valuable insights and enhance the technical rigor of research projects. According to Anderson and Taylor (2018), collaboration with experts is beneficial for improving research design and methodology.

Lastly, the indicator "I confidently engage in research in my postgraduate studies" has a mean score of 2.73. This suggests that while teachers are somewhat confident in conducting research during their postgraduate studies, there is still room for improvement in building their confidence. According to Thompson and Kim (2023), confidence in research skills is developed through practice and exposure to research activities during postgraduate education.

Table 2 presents, the overall mean score of 2.72, which falls under the "Competent" category with a "Good" interpretation, indicates that teachers possess a satisfactory level of skills necessary for conducting action research. This suggests that while teachers are generally capable of engaging in action research, there is room for improvement to elevate their skill level from competent to proficient or even expert. Developing stronger research skills is crucial for the successful implementation of action research projects, which can significantly impact educational practices and outcomes. Enhanced skills in research methods, data analysis, and interpretation are essential for teachers to generate valuable insights and apply findings effectively to improve teaching strategies and student learning experiences. Recent studies, such as those by Johnson and Martinez (2020), highlight the importance of continuous professional development and training in research skills to ensure teachers are well-equipped to conduct high-quality action research and contribute to the academic community.

Table 2: Practices Involved in Conducting Action Research in Terms of Skills for Action Research Making

Indicators	**Weighted Mean**	**Adjectival Rating**	**Interpretation (Remarks)**
1. Identifying the problems or issues to be addressed.	3.14	Competent	Good
2. Have the knowledge to write an introduction and formulate research questions and great hypotheses.	2.13	Less Competent	Fair
3. I organized my citations of related literature and studies based on their relevance to the study.	2.23	Less Competent	Fair
4. Creating a theoretical framework and only using it for the study's appropriate theory.	1.87	Less Competent	Fair
5. I am drafting a conceptual framework that highlights the independent and dependent variables of the study.	2.00	Less Competent	Fair
6. Making an intervention out of the action research I did.	3.47	Competent	Good
7. Having knowledge of selecting a research design, describing the research location, the research population, and using an appropriate sampling technique for the study.	3.26	Competent	Good
8. Having the expertise to reduce the population to a manageable sample size by following formulas and techniques.	2.01	Less Competent	Fair
9. Selecting an appropriate data gathering instrument, having it prepared, and having it validated by experts.	3.64	More Competent	Outstanding
10. Making ethical considerations in the conduct of action research and keeping in mind the best statistical tool or treatment that suits and is most appropriate.	3.52	More Competent	Outstanding
Overall Mean	**2.72**	**Competent**	**Good**

Legend: 1:00-1:49 (not competent); 1:50-2:49 (less competent); 2:50-3:49 (competent); 3:50-4:00 (more competent)

The highest weighted mean of 3.64 for the indicator "Selecting an appropriate data gathering instrument, having it prepared, and having it validated by experts" signifies that teachers are highly proficient in choosing and validating research tools. This level of competence is crucial for ensuring the reliability and validity of the data collected during action research. The meticulous selection and validation of instruments directly impact the quality of research outcomes. According to Alonzo *et al.* (2022), effective data collection tools are fundamental for gathering accurate and useful information in educational research. Similarly, de Guzman and Dela Cruz (2023) highlight that expert validation of research instruments ensures that the tools used are appropriate and effective for achieving research objectives in the Philippine educational context. Furthermore, research by Roberts and Robinson (2021) emphasizes that well-prepared and validated instruments are crucial for producing credible

and actionable research results.

Following closely, the indicator "Making ethical considerations in the conduct of action research and keeping in mind the best statistical tool or treatment that suits and is most appropriate" achieved a weighted mean of 3.52. This high score reflects a strong commitment to ethical research practices and the effective application of statistical methods. Ensuring that research adheres to ethical standards and employs suitable statistical techniques is essential for the integrity and validity of research findings. According to Salazar *et al.* (2021), adherence to ethical practices and the use of appropriate statistical tools are critical for the success of research endeavors. Additionally, Cruz and Lazo (2022) argue that ethical considerations and proper statistical analysis contribute to the reliability of research outcomes and the protection of participants' rights in the Philippines. Moreover, Anderson and Taylor (2023) emphasize that balancing ethical practices with methodological rigor ensures high-quality research results.

Next, the indicator "Having the knowledge to select a research design, describe the research location, the research population, and use an appropriate sampling technique for the study" scored a mean of 3.26. This reflects that teachers are competent in understanding and applying fundamental research design principles. Mastery of research design is essential for structuring studies that effectively address research questions. Smith and Williams (2020) assert that a well-chosen research design and appropriate sampling techniques are foundational for producing meaningful and valid research outcomes. Similarly, Reyes and Santos (2022) discuss that selecting suitable research methods and describing research settings are crucial skills for conducting successful studies in the Philippine educational context. Additionally, Jones and Brown (2021) emphasize that clear research design and effective sampling are critical for the reliability and validity of research findings.

Following this, the indicator "Identifying the problems or issues to be addressed" received a mean score of 3.14, indicating that teachers are competent in recognizing key research problems. Properly identifying research problems is the first step in addressing educational challenges through action research. According to MacDonald and Jackson (2021), accurately identifying research problems is crucial for developing effective solutions and advancing educational practices. Additionally, Ortega and Castro (2023) highlight that a clear identification of research issues is essential for the success of action research projects in the Philippine context. Furthermore, Lee and Park (2022) argue that a well-defined research problem serves as the foundation for effective research design and intervention strategies.

Conversely, the indicator "Drafting a conceptual framework that highlights the independent and dependent variables of the study" achieved a lower mean score of 2.00, indicating that teachers are less competent in developing effective theoretical frameworks. A strong theoretical framework is crucial for organizing and guiding research efforts. A well-constructed framework outlines the relationships between variables and supports the research process. Clark and Adams (2022) argue that creating a well-defined theoretical framework is essential for guiding research and ensuring that theoretical concepts are appropriately applied. In the Philippine educational setting, Mendoza, and Tan (2023) highlight that creating effective theoretical frameworks remains a significant challenge for researchers. Additionally, Garcia and Lopez (2022) emphasize that theoretical frameworks are crucial for aligning research with relevant theories and achieving valid research outcomes.

The indicator "Having the knowledge to write an introduction and formulate research questions and great hypotheses" scored 2.13, reflecting a fair level of competence. Crafting a well-structured introduction and formulating research questions and hypotheses are fundamental steps in initiating research. These skills are critical for setting the stage for effective research projects. Chen and Zhao (2020) assert that a strong introduction and clear research questions are essential for defining the scope and direction of a study. Santos and Gomez (2021) emphasize that formulating precise research questions and hypotheses is crucial for guiding the research process and achieving valid results. Furthermore, Ramirez and Torres (2022) highlight that effective introductions and well-crafted hypotheses are foundational for successful research design.

Next, the indicator "Organizing my citations of related literature and studies based on their relevance to the study" has a mean score of 2.23, indicating a fair level of competence. Effective organization of literature and studies is important for establishing a solid foundation for research. Proper citation and organization help contextualize the study and support the research framework. Evans and Brown (2021) argue that organizing literature based on relevance is essential for building a strong research base. Additionally, Javier and Hernandez (2022) note that organizing citations effectively is critical for producing coherent and well-structured research. Moreover, Taylor and Smith (2023) emphasize that a well-organized literature review is fundamental for the credibility and depth of research studies.

Finally, the indicator "Creating a theoretical framework and only using it for the study's appropriate theory" achieved the lowest mean score of 1.87, indicating that teachers are less competent in developing effective theoretical frameworks. A strong theoretical framework guides the research process and ensures that theories used are relevant and applicable. Lee and Smith (2021) argue that creating a well-defined theoretical framework is essential for guiding research and ensuring that theoretical concepts are appropriately applied. In the Philippine educational setting, Mendoza, and Tan (2023) highlight that creating effective theoretical frameworks remains a significant challenge for researchers. Additionally, Garcia and Lopez (2022) emphasize that theoretical frameworks

are crucial for aligning research with relevant theories and achieving valid research outcomes.

Table 3 displays the overall mean of 2.80, indicating that the respondents are generally competent and have good practices in terms of motivations for action research making. This suggests that teachers are motivated to engage in action research, driven by factors such as professional growth, improving teaching strategies, and contributing to educational improvement. The competent rating reflects a positive attitude towards continuous learning and self-improvement, which aligns with recent findings that highlight the importance of intrinsic motivation in fostering effective research practices among educators (Gore *et al.*, 2021; Salazar *et al.*, 2022). Additionally, this motivation is crucial for the successful implementation of action research, as it encourages teachers to explore innovative solutions to classroom challenges and enhances their professional development (Mendoza & Tan, 2023). These findings underscore the significance of supporting and nurturing teacher motivation to sustain a culture of research and inquiry within the educational system.

Table 3: Practices Involved in Conducting Action Research in Terms of Motivations for Action Research Making

Indicators	**Weighted Mean**	**Adjectival Rating**	**Interpretation (Remarks)**
1. Have an interest in conducting action research.	2.09	Less Competent	Fair
2. Personal ideas about action research can be expressive and meaningful when written down.	2.15	Less Competent	Fair
3. Participate in or attend online and offline written discussions that relate to academic research.	2.24	Less Competent	Fair
4. Have the excitement of completing the research to determine the relevance of the findings in real-world situations.	2.89	Competent	Good
5. Well-aware of technical matters in writing action research and for future directions.	3.01	Competent	Good
6. Engaging in academic research and studies is often extremely interesting, and I feel motivated to do so.	3.12	Competent	Good
7. I have time to read published research in order to gain technical knowledge and to learn about the findings that I may use later.	2.16	Less Competent	Fair
8. Willingness to conduct action research for effective intervention.	3.72	More Competent	Outstanding
9. Willingness to write an action research for my promotion and increased salary.	3.45	Competent	Good
10. Willingness and motivated to write an action research paper in order to be recognized and appreciated at the school, district, and division levels, as well as to gain awards.	3.17	Competent	Good
Overall Mean	**2.80**	**Competent**	**Good**

Legend: 1:00-1:49 (not competent); 1:50-2:49 (less competent); 2:50-3:49 (competent); 3:50-4:00 (more competent)

The highest mean score of 3.72, indicating a "More Competent" level, was found in the indicator "Willingness to conduct action research for effective intervention." This suggests a strong motivation among teachers to engage in action research as a means to address and solve educational challenges. Action research empowers teachers to implement interventions that can lead to immediate improvements in teaching and learning processes. According to Garcia and Villanueva (2022), such research initiatives are crucial for fostering a culture of continuous improvement in schools. Globally, Borko and Putnam (2021) have highlighted the impact of teacher-led research in enhancing classroom practices and student outcomes.

More so, the indicator "Willingness to write an action research for my promotion and increased salary," with a mean score of 3.45, reveals that personal and professional growth incentives also play a significant role in motivating teachers to engage in research activities. This aligns with the findings of Cruz and Reyes (2021), who noted that recognition and career advancement opportunities are strong motivators for teachers in the Philippines to participate in research. Similarly, Turner and Meyer (2020) discuss how professional development and potential career benefits drive research participation among teachers worldwide.

The indicator "Willingness and motivated to write an action research paper in order to be recognized and appreciated at the school, district, and division levels, as well as to gain awards," scored a mean of 3.17. This reflects teachers' desire for acknowledgment and prestige, which can enhance their professional standing and job

satisfaction. In the Philippines, Bacani, and Santos (2023) found that recognition and awards significantly influence teachers' engagement in research activities. Globally, Evans and Jones (2022) also emphasize the importance of institutional recognition in promoting a research culture among educators.

Engagement in academic research and studies, which scored a mean of 3.12, indicates that teachers find intellectual stimulation in research activities, which fuels their motivation. This aligns with the research of Mendoza and Cruz (2022) in the Philippines, who observed that intellectual curiosity drives teachers to pursue research for personal and professional growth. Globally, Hattie and Marsh (2021) also highlighted that academic research engagement enhances teachers' pedagogical practices and contributes to their professional development.

The indicator "Well-aware of technical matters in writing action research and for future directions," with a mean score of 3.01, indicates that teachers possess a competent level of technical knowledge required for conducting research. This technical competence is essential for ensuring the validity and reliability of research findings. According to Ramos and Fernandez (2020), technical proficiency in research methods is critical for the success of action research projects in the Philippines. Globally, McKinney and Thomson (2021) found that teachers with strong research skills are better equipped to conduct high-quality studies that can inform educational practice.

Scoring a mean of 2.89, the indicator "Have the excitement of completing the research to determine the relevance of the findings in real-world situations" reflects teachers' enthusiasm for applying their research findings to practical contexts. This excitement underscores the importance of action research in bridging the gap between theory and practice. According to Bautista and Salazar (2023), teachers in the Philippines are increasingly interested in research that has practical applications and can lead to tangible improvements in their teaching practices. Globally, Clarke and Hollingsworth (2020) emphasized that teachers' enthusiasm for real-world applications of their research enhances the impact and relevance of their studies.

The indicator "Participate in or attend online and offline written discussions that relate to academic research," with a mean score of 2.24, suggests that while teachers engage in research-related discussions, there is room for improvement. Participation in such discussions is crucial for knowledge sharing and professional development. According to Delos Santos and Bernardo (2021), fostering a collaborative environment for academic discussions can enhance teachers' research capabilities in the Philippines. Globally, Darling-Hammond and Oakes (2020) highlighted the benefits of professional learning communities in promoting research engagement among educators.

The indicator "Personal ideas about action research can be expressive and meaningful when written down," with a mean score of 2.15, indicates that teachers find value in articulating their ideas through writing, although there is potential for growth in this area. Expressive writing in research allows teachers to convey their insights and contribute to the academic community. Cabrera, and Torres (2022) found that training in academic writing can significantly improve teachers' ability to express their research ideas effectively. Globally, Flower and Hayes (2021) discussed the importance of developing writing skills for effective communication of research findings.

The indicator "I have time to read published research in order to gain technical knowledge and to learn about the findings that I may use later," with a mean score of 2.16, suggests that while teachers recognize the importance of staying informed, they may struggle to find sufficient time for reading due to their busy schedules. According to David and Herrera (2023), time constraints are a common barrier for teachers in the Philippines, limiting their engagement with current research. Globally, Cochran-Smith and Lytle (2022) also identified time management as a critical factor influencing teachers' ability to stay updated with educational research.

Lastly, the indicator with the lowest mean score of 2.09, "Have an interest in conducting action research," indicates that while teachers may see the value in action research, their interest levels could be enhanced. This suggests a need for initiatives that can spark greater interest and engagement in research activities. Rivera and Navarro (2024) found that providing targeted support and showcasing the benefits of action research can increase teachers' interest and participation. Globally, Fullan and Langworthy (2023) emphasized the importance of creating a supportive environment that fosters teachers' interest in research and encourages ongoing professional development.

Problem 2: What are the Levels of Teachers' Perspectives Regarding Their Understanding of Writing an Action Research?

The overall mean score of 3.66 in Table 4 indicates that teachers generally agree with the statements regarding their understanding of writing an action research, suggesting that they find this process influential. This level of agreement reflects a solid comprehension and positive attitude towards action research among teachers, which is essential for the successful implementation of such projects. Teachers' understanding of action research can significantly influence their willingness to engage in it, as well as the quality and impact of the research they conduct. According to Garcia and Villanueva (2022), a thorough understanding of research methodologies and processes is crucial for teachers to conduct meaningful and effective action research in the Philippine context. Similarly, Borko and Putnam (2021) emphasize that teachers who are well-versed in research techniques are better equipped to identify and address classroom challenges through systematic inquiry. Therefore, fostering a deep understanding of action research among teachers is a critical component of professional development programs aimed at enhancing educational practices and outcomes.

Table 4: Levels of Teachers' Perspectives Regarding Their Understanding of Writing An Action Research

Indicators	Weighted Mean	Adjectival Rating	Interpretation (Remarks)
1. I understand that the title of my action research is based on the research problems that need a solution.	3.75	Agree	Influential
2. I understand that the respondents to my study were chosen based on the characteristics required to respond to the desire measure.	3.48	Neither agree nor disagree	Neutral or do not know
3. I understand that the type of research design that will be employed will be determined based on the framework of the study and not the other way around.	3.36	Neither agree nor disagree	Neutral or do not know
4. I understand that the research questionnaire I created for my action research must be valid and reliable and adhere to the most relevant methods of data gathering.	4.10	Agree	Influential
5. I understand that the content and flow of my research questionnaire should be properly addressed so that the solution to the issue at hand will benefit from the action plan I develop.	4.19	Agree	Influential
6. I understand that classroom teachers often do individual action research, and this type of research is done to evaluate issues in the classroom setting.	3.98	Agree	Influential
7. I understand that individual action research is typically carried out by the teacher alone for a predetermined period.	3.47	Neither agree nor disagree	Neutral or do not know
8. I understand that the teacher also examines or evaluates the findings or results, implements changes, or discards the program if it is not found to be useful in the context.	3.29	Neither agree nor disagree	Neutral or do not know
9. I understand that conducting action research can provide me with specific professional development, beneficial opportunities, and other development that will help me grow as a teacher.	4.11	Agree	Influential
10. I understand that it helps me address critical issues in the classroom and school-related activities and concerns.	3.77	Agree	Influential
11. I understand that it helps me refresh my information and apprehension about how to improve educational practices.	3.13	Neither agree nor disagree	Neutral or do not know
12. I understand that it can improve my professional demeanor as a teacher, and it pushes me to continue learning in the classroom setting and at school.	3.96	Agree	Influential
13. I understand that writing about action research would benefit my students.	4.01	Agree	Influential
14. I understand that problems in the classroom will be resolved through action research.	3.22	Neither agree nor disagree	Neutral or do not know
15. I understand the flow and process of doing action research.	3.00	Neither agree nor disagree	Neutral or do not know
Overall Mean	**3.66**	**Agree**	**Influential**

Legend:1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Neither agree nor disagree; 3.50-4.49, Agree; 4.50-5.00, Strongly Agree

The highest indicator, with a mean score of 4.19, reveals that teachers understand the critical importance of properly addressing the content and flow of their research questionnaires to ensure the effectiveness of their action plans. This is supported by global research emphasizing the need for high-quality data collection tools (Creswell & Poth, 2020; DepEd, 2021).

With a mean score of 4.11, teachers also recognize that conducting action research offers valuable professional development opportunities, enhancing their instructional skills and reflective practices (Burns, 2021; Caranto & David, 2022). Closely related is the understanding that research questionnaires must be valid and reliable, reflected in a mean score of 4.10, highlighting the importance of methodological rigor (Fraenkel & Wallen, 2020; Ramos, 2021).

The mean score of 4.01 shows that teachers believe writing action research benefits their students, directly impacting educational outcomes (Hattie, 2021; Torres & Magno, 2020). This is followed by a score of 3.98,

indicating that individual action research is commonly practiced to address classroom issues (McNiff, 2020; Valdez & Castillo, 2021).

Additionally, a mean score of 3.96 highlights that action research improves teachers' professional demeanor and encourages continuous learning (Zeichner, 2020; Diaz & Lorenzo, 2022). With a mean score of 3.77, teachers recognize that action research helps address critical classroom and school-related issues, enhancing teaching effectiveness (Sagor, 2020; Dela Cruz & Reyes, 2021).

Teachers also understand that the title of their research should be based on specific problems, reflected in a mean score of 3.75, emphasizing the need for clearly defined research issues (Kemmis & McTaggart, 2020; Santos & Ramos, 2022). Lower scores, such as 3.48 for selecting respondents based on relevant characteristics, highlight the necessity for careful participant selection to enhance research validity (Babbie, 2020; Cruz & Bautista, 2021). Finally, a mean score of 3.36 indicates that teachers understand the importance of aligning research design with the study's framework (Yin, 2020; Hernandez & Garcia, 2022).

Problem 3: What is the Level of Common Problems Encountered by Teachers in Writing Action Research?

Table 5 presents the level of common problems encountered by teachers in writing action research, with an overall mean score of 4.13, indicating that these issues are both prevalent and influential.

This high mean emphasizes significant challenges such as time constraints due to extensive teaching and administrative duties (Zeichner, 2020; Caranto & David, 2022), insufficient support and resources for conducting research (Diaz & Lorenzo, 2022; Valdez & Castillo, 2021), and the complexity of the research process itself (McNiff, 2020; Ramos, 2021). Addressing these barriers through enhanced professional development, institutional support, and streamlined research processes is crucial to empower teachers and improve their engagement in action research.

Table 5: Level of Common Problems Encountered by Teachers in Writing Action Research

Indicators	Weighted Mean	Adjectival Rating	Interpretation (Remarks)
1. I do not have time to conduct and write action research.	4.25	Agree	Influential
2. I do not have enough resources, such as a laptop, an internet connection, and academic materials, to use in writing action research.	4.50	Strongly Agree	Very Influential
3. I cannot conduct action research due to a lack of research skills.	4.63	Strongly Agree	Very Influential
4. I do not get any support from the principal, administrators, district, or even the division education office.	3.96	Agree	Influential
5. I do not have enough knowledge to do action research due to a lack of intellectual resources such as trainings, workshops, and research-related activities.	4.00	Agree	Influential
6. I receive no assistance from my colleagues, such as my co-teachers, in the sense that they can impart knowledge on me.	4.47	Agree	Influential
7. I do not get feedback from trainers and colleagues on my action research report.	4.12	Agree	Influential
8. I have doubts about starting to conduct action research since I do not have knowledge of interpreting or running statistical analysis reports.	4.72	Strongly Agree	Very Influential
9. Nobody wants to help me discuss the findings of my action research.	3.70	Agree	Influential
10. My job is teaching, and I believe it is necessary to conduct action research.	3.42	Neither agree nor disagree	Neutral or do not know
11. I cannot see the relevance of conducting action research to my classroom management context and practices.	3.23	Neither agree nor disagree	Neutral or do not know
12. I do not have adequate exposure to research, even in my academic preparations.	4.79	Strongly Agree	Very Influential
13. Making action research does not provide solutions to several cultural language difficulties of students in teaching contexts.	3.08	Neither agree nor disagree	Neutral or do not know
14. Too many teaching loads and academic-related tasks prevent me from having the motivation and interest to conduct action research.	4.69	Strongly Agree	Very Influential
15. Because of my age, I have doubts about my ability to conduct action research and may not be able to complete the research project.	4.36	Agree	Influential

Overall Mean	**4.13**	**Agree**	**Influential**

Legend:1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Neither agree nor disagree; 3.50-4.49, Agree; 4.50-5.00, Strongly Agree

The highest weighted mean score of 4.79 for the statement "I do not have adequate exposure to research, even in my academic preparations" highlights a significant barrier faced by teachers in conducting action research. This issue points to the need for more comprehensive research training during teacher education programs. According to a study by Abulon (2021), many Filipino teachers report insufficient exposure to research methodologies during their pre-service training, which hinders their confidence and competence in conducting research. More so, a global perspective by Smith *et al.* (2023) indicates that inadequate research training is a common issue among educators, impacting their ability to engage in evidence-based practices.

In addition, the indicator "I have doubts about starting to conduct action research since I do not have knowledge of interpreting or running statistical analysis reports" has a weighted mean of 4.72. This suggests that statistical analysis remains a daunting aspect for many teachers. A study by Dizon and Dizon (2022) emphasizes that Filipino teachers often lack the necessary statistical skills, which creates a significant hurdle in the research process. More so, global research by Johnson *et al.* (2020) supports this, noting that educators frequently cite a lack of training in statistical methods as a barrier to conducting effective action research.

The next highest score, 4.69, for the statement "Too many teaching loads and academic-related tasks prevent me from having the motivation and interest to conduct action research" underscores the issue of workload. Teachers often find it challenging to balance their teaching responsibilities with research activities. In the Philippines, a study by David and Mercado (2020) reveals that heavy teaching loads significantly reduce the time and energy teachers can dedicate to research. On the other hand, this finding is echoed internationally by Brown and Jones (2021), who argue that excessive workloads are a major factor in teachers' reluctance to engage in research.

The indicator "I cannot conduct action research due to a lack of research skills" with a weighted mean of 4.63 further illustrates the skills gap. Research by Cruz and Tan (2021) indicates that Filipino teachers often feel inadequately prepared to conduct research due to a lack of skill development opportunities. Moreover, a global study by Thomas and Adams (2020) found that insufficient research skills are a widespread issue, preventing teachers from effectively conducting and utilizing research in their practice.

With a weighted mean of 4.50, the statement "I do not have enough resources, such as a laptop, an internet connection, and academic materials, to use in writing action research" highlights the resource constraints faced by teachers. This is particularly pertinent in developing countries like the Philippines, where access to technology and academic resources can be limited. Santos and Ramos (2020) discuss how the lack of resources significantly impedes Filipino teachers' ability to conduct research. Moreover, this is consistent with findings by Martin *et al.* (2021), who note that resource constraints are a common challenge globally, affecting teachers' research productivity.

The score of 4.47 for "I receive no assistance from my colleagues, such as my co-teachers, in the sense that they can impart knowledge on me" points to the need for collaborative support in research. Peer support is essential for sharing knowledge and fostering a collaborative research culture. According to research by Castillo and Hernandez (2021), Filipino teachers often lack a supportive professional community that encourages collaborative research efforts. Moreover, Jones and Smith (2022) highlight the importance of collegial support in overcoming research challenges and enhancing teachers' research capacities.

Following closely, the statement "I do not get feedback from trainers and colleagues on my action research report" with a weighted mean of 4.12 indicates a significant need for constructive feedback. Feedback is crucial for improving the quality and effectiveness of research. A study by Reyes and Cruz (2022) found that teachers often lack access to critical feedback, which impedes their ability to refine and improve their research. On the other hand, international research by Miller and Parker (2021) emphasizes the role of feedback in fostering a reflective practice and enhancing research skills.

The indicator "I do not have enough knowledge to do action research due to a lack of intellectual resources such as trainings, workshops, and research-related activities" scored 4.00. This highlights the importance of professional development opportunities. According to a study by Villanueva and Garcia (2021), Filipino teachers often lack access to high-quality professional development that focuses on research skills. Moreover, global research by Anderson and Taylor (2020) indicates that continuous professional development is essential for building teachers' research capacities.

With a mean score of 3.96, the statement "I do not get any support from the principal, administrators, district, or even the division education office" reflects the lack of institutional support. Administrative support is crucial for enabling teachers to undertake research activities. Research by Mendoza and Perez (2020) in the Philippines reveals that administrative support is often insufficient, hindering teachers' research efforts. Moreover, this is supported by findings from Johnson and Lee (2021), who highlight the critical role of administrative support in facilitating educational research globally.

The score of 3.70 for "Nobody wants to help me discuss the findings of my action research" indicates a need for more collaborative discussion of research outcomes. Discussing research findings is essential for peer review and validation. According to Diaz and Santos (2021), Filipino teachers often lack opportunities to discuss their research findings with colleagues, which limits the potential for collaborative learning and improvement. Moreover, global research by Brown and Clark (2020) stresses the importance of collaborative discussions in refining and validating research findings.

With a mean score of 3.42, the statement "My job is teaching, and I believe it is necessary to conduct action research" reflects a neutral stance among teachers regarding the necessity of action research in their roles. This suggests that while some teachers see the value of research, others may not fully recognize its importance. Research by Bautista and Lising (2022) in the Philippines highlights that many teachers view action research as an additional burden rather than an integral part of their professional responsibilities. Moreover, international research by Smith and Wilson (2021) found that integrating research into teaching roles is often seen as challenging due to competing demands.

The score of 3.23 for "I cannot see the relevance of conducting action research to my classroom management context and practices" indicates that some teachers struggle to connect research with their day-to-day teaching practices. According to Cruz and Reyes (2020), many Filipino teachers do not perceive action research as directly applicable to their classroom management strategies. On the other hand, this is echoed by global findings from Taylor and Anderson (2021), who argue that demonstrating the practical relevance of research is crucial for teacher engagement.

More so, the lowest mean score of 3.08 for "Making action research does not provide solutions to several cultural language difficulties of students in teaching contexts" suggests a lack of belief in the efficacy of action research for addressing specific classroom challenges. This indicates a need for research to be more closely aligned with practical classroom issues. Research by Perez and Villanueva (2021) in the Philippines points out that teachers often find action research too theoretical and not sufficiently focused on practical classroom problems. Moreover, Jones and Brown (2022) highlight the need for research to be directly relevant to classroom challenges to gain teacher buy-in.

Problem 4: Is There a Significant Relationship between the Practices Involved in Conducting Action Research and the Levels of Teachers' Perspectives Regarding Their Understanding of Writing an Action Research, as Well as the Level of Common Problems Encountered by Teachers in Writing Action Research?

Table 6 highlights a significant relationship between the practices involved in conducting action research and the levels of teachers' perspectives regarding their understanding of writing action research, as well as the common problems they encounter in this process. The data suggest that teachers who actively engage in research practices, such as attending seminars and workshops, tend to have a better understanding of how to write action research and are more adept at navigating common challenges. Teachers who participate in professional development activities that focus on research methodologies are better equipped to handle issues like interpreting statistical data and obtaining feedback on their work. Conversely, teachers who lack these opportunities often struggle with research-related tasks, reflecting a clear link between practical engagement in research activities and both the comprehension and challenges of writing action research. This emphasizes the importance of providing teachers with adequate training and resources to enhance their research capabilities and reduce obstacles.

Table 6: Significant Relationship Between the Practices Involved in Conducting Action Research and the Levels of Teachers' Perspectives Regarding their Understanding of Writing an Action Research, as well as the Level of Common Problems Encountered by Teachers in Writing Action Research

Parameter	Correlation Coefficient	P-Value	Remark
Practices Involved in Conducting Action Research	0.65	0.001	There is a significant relationship
Levels of Teachers' Perspectives Regarding their Understanding of Writing an Action Research	0.58	0.007	There is a significant relationship
Level of Common Problems Encountered by Teachers in Writing Action Research	0.78	0.001	There is a significant relationship

*Note: * indicates a significant correlation at the 0.05 significance level*

Table 6 reveals a significant relationship between the practices involved in conducting action research and the levels of teachers' perspectives regarding their understanding of writing action research, as well as the common problems they encounter. The correlation coefficient of 0.65 with a p-value of 0.001 indicates a strong and significant relationship between teachers' engagement in action research practices and their overall understanding of writing action research. This finding aligns with recent studies, such as those by Johnson and

Christensen (2021), who highlighted that continuous involvement in research activities significantly improves teachers' research skills and comprehension.

More so, the correlation coefficient of 0.58 and a p-value of 0.007 suggest a notable positive relationship between teachers' perspectives on writing action research and their engagement in research practices. This relationship emphasizes the importance of professional development in enhancing teachers' confidence and ability to conduct research, as supported by the findings of Smith *et al.* (2022), who demonstrated that targeted training programs significantly boost teachers' research capabilities and perspectives.

Furthermore, the correlation coefficient of 0.78 with a p-value of 0.001 underscores a very strong relationship between the practices involved in action research and the common problems encountered by teachers. This suggests that teachers who are more actively involved in research practices are better equipped to handle common challenges, a conclusion that echoes the findings of Brown and Green (2023), who found that active participation in research activities helps mitigate common research-related obstacles, such as data analysis and methodological issues. Overall, these significant relationships highlight the critical role of practical engagement in research in fostering teachers' understanding and ability to overcome challenges in action research.

Problem 5: Based on the Findings of This Study, What Plan of Action Can be Proposed?

Table 7:

Parameter	Remark
Professional Development and Training	• To conduct workshops and seminars focused on research methodologies, data analysis, and report writing regularly. • To offer training sessions on the use of statistical software like IBM SPSS to enhance technical skills.
Resource Allocation	• To equip teachers with necessary resources, including laptops, internet access, and academic materials. • To provide grants and funding opportunities for teachers to conduct action research.
Administrative and Peer Support	• To encourage principals and administrators to support teachers' research efforts and provide time for research activities. • To foster a collaborative environment and create research committees or groups within schools.
Feedback and Evaluation	• To develop a system for teachers to receive constructive feedback on their research from peers and experts. • To implement regular evaluations of ongoing research projects to provide timely support and guidance.
Addressing Common Challenges	• To provide targeted training to address specific skill gaps, including workshops on research design and statistical analysis. • To conduct sessions on ethical considerations in research to ensure integrity and avoid plagiarism.
Incentives and Recognition	• To recognize and reward active research participants through awards and career advancement opportunities. • To share successful research projects within the school community to motivate other teachers.

CONCLUSION

The study concluded that teachers generally demonstrated competency and good practices in conducting action research. Teachers felt skilled and confident in employing the necessary techniques, though there was recognition of room for improvement. This competence extended to their motivation for engaging in action research, driven by desires for professional growth, better teaching strategies, and educational improvement. Teachers' understanding and positive attitudes towards writing action research were crucial for its successful implementation. However, significant challenges such as time constraints, insufficient support and resources, and the complexity of the research process were prevalent and influential barriers. The study found a strong link between teachers' engagement in action research practices and their understanding of writing action research, as well as their ability to navigate common problems. Teachers who actively participated in professional development activities related to research methodologies showed better comprehension and were more adept at overcoming challenges. This emphasized the need for adequate training and resources to enhance teachers' research capabilities and reduce obstacles. In conclusion, while teachers generally performed well in conducting action research, there was a clear need for further professional development and institutional support to improve their expertise and address significant challenges.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made to enhance teachers' competencies and practices in conducting action research:

1. Provide ongoing professional development

opportunities focused on advanced research methodologies, data analysis, and interpretation to help teachers move from competent to proficient levels. Workshops, seminars, and training sessions should be regularly organized to deepen teachers' research skills.

2. Schools and educational institutions should offer more robust support systems for teachers conducting action research. This can include reducing teaching loads to allow more time for research, providing access to necessary resources and tools, and creating a supportive environment that encourages research activities.

3. Establish mentorship programs where experienced researchers can guide and support teachers in their action research projects. Promoting collaboration among teachers can also help them share best practices, provide peer support, and collectively solve common research challenges.

4. Ensure that teachers have easy access to research materials, databases, and other educational resources. Schools should invest in libraries, online journals, and subscriptions to research publications to facilitate teachers' research efforts.

5. Implement a system of recognition and incentives for teachers who engage in action research. Acknowledging their efforts through awards, career advancement opportunities, or financial incentives can motivate more teachers to participate in research activities and strive for excellence.

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