

School Initiatives in Motivating Teachers to Conduct Action Research

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Abstract— Action research is an impetus for the teacher’s professional growth and development and improves the classroom teaching and learning process. Thus, this study determined the school initiatives in motivating teachers to conduct action research in Gubat South District, Division of Sorsogon, and School Year-2022. The respondents of this study were the 130 public elementary school teachers. This study used a mixed method of quantitative and qualitative method using survey and unstructured interview to obtain relevant data. The quantitative data were analyzed using frequency, percentage, and weighted mean. On the other hand, the qualitative data were analyzed using thematic analysis. The findings were the respondents’ profile in terms of age, educational attainment, and position revealed that most of the teacher- respondents were aged 31-60. However, in terms of educational attainment, most of the teachers have Masteral Units (CAR). Finally, in terms of position, most of the teachers were designated as teacher I, II, and III. Meanwhile, the three topmost challenges encountered by the teachers in conducting action research were in terms of funding workload, and time management. It was obtained a weighted mean of 4.04, 3.80 and 3.79 respectively and with a verbal description of much challenging. On the other hand, the challenges in terms of expertise got the lowest weighted mean of 3.57 with a verbal description of much. Furthermore, the school initiatives in motivating teachers in conducting action research were School Head’s Encouragement, limited integration of research in capability building, and lack of school initiatives in motivating teachers to conduct action research. The conclusions were the challenges of the teacher in conducting action research were strongly on the expertise, workload, funding, and time management. However, the school initiatives in motivating teachers to conduct action research are more on school administrators’ support and encouragement in providing quality environment and reinforcement for the teachers to immerse themselves in doing action research. Project: CARE (Capability-building for Action Research Enrichment) for Teachers were developed. The recommendations were the school heads may provide better opportunities to develop teachers’ knowledge and skills in conducting action research. They may give the appropriate workloads and lessen the non-teaching tasks of teachers.

Keywords— school initiatives, action research, challenges, profile.

I. INTRODUCTION

Action research plays a vital role in teaching concepts and ideologies about the teaching-learning process and developing a framework of action in the development of the educational system. Most educational institutions around the world believed that action research can be a great tool to improve the teaching competence of the teacher and improve the performance of the learners. Mostly, it caters to a feasible solution to the problem arising in the classroom setting. Knowing the vital roles of teachers in education, they are the maker of change through empirical research based on problems arising in their schools and classrooms that leads them to be engaged in action research practices.

However, there were many challenges encountered by teachers in conducting research and hindering its implementation. Some teachers believe that doing action research is another burden to them, another workload, lacking funds, and lacking time in doing it. On the

magazine of Corpuz, Llagas and Salandanan (2020) found the article of Dayagbil (2020) claims that doing action research is the “road least traveled”. To some teachers doing research is like a scarecrow. Based on the Philippine status in terms of research in the Asiatic region, it ranks number 14.

Why is conducting action research not so boosting to some teachers? It is because teachers think that research is a highly challenging, complex, and meaningless undertaking. They associate this as only a requirement for completion to Masteral or Doctoral degree. As well as doing complicated statistics is kind of a burden to them. Dayagbil, p. 04

The not-so-favorable environment, negative thoughts, and challenges towards action research led to teachers’ failure of doing such. For them, they believe that it is not so practical because it may require teachers’ time and effort, which they occasionally could use in other ways. Action research entails the same type of work—

observing, gathering data, and reflecting that is required for any effective teaching. That is why DepEd must undertake initiatives to enhance the culture of action research for all teachers. Meanwhile, through the rapid reforms and evolutions in the Philippine educational settings, such as ICT integration, globalization, and other factors that impact teaching, as well as the implementation of the K to 12 programs of the Department of Education, action research has been given emphasis and importance to cope with the demand of the fast-changing world. Inclusion of action research is one of the major functions of the teacher in the 21st century, it is needed to embrace action research in their professional competence to foster the culture of research among public schools, to improve the educational results, and to be globally competitive.

Considering this, the Department of Education (DepEd) issued a DepEd Order No. 39 series of 2016 entitled, "Adoption of the Basic Action Research Agenda" that serves as a guide to the teachers in conducting action research and utilizes research results to inform the department's planning, policy and program development aligned with its vision, mission, goal, and core values. In this mandate, DepEd strived to strengthen research and encouraged teachers to go beyond their limits in providing solutions to the problems in the teaching-learning process.

Knowing the need for action research, DepEd Sorsogon Province also mandates action research and allows teachers to be a frontline of advanced knowledge through conducting action research. In some studies, action research is a tool for teaching development. It gives knowledge for classroom practice. Furthermore, one of the essentials of action research it fills the gap between theory and practice. More importantly, action research tries to solve educational barriers in pedagogy, teaching and learning process, classroom management, assessment, and others. Unfortunately, it's clear that action research can help improve the teaching-learning process but how come public school teachers are not able to create or conduct action research for a certain purpose? That is why that is one of the biggest challenges the division must give importance to encourage and engage all the teachers in conducting

action research. The sole purpose of this study is to find the school initiatives in motivating teachers to conduct action research. This also tackled the different challenges encountered by public school teachers in conducting action research.

The locale of the study is Gubat South District, Division of Sorsogon Province, Region V, which is situated in the 2nd class municipality of Gubat in the province of Sorsogon, Philippines. It is a coastal municipality in the province of Sorsogon.

In this district, the culture of action research may have a low status and may set aside by teachers. Unfortunately, it may not be emphasized in various LAC Sessions and In-Service Training for teachers. As well, it may seldom discuss or talk about.

Therefore, this study focused on the school initiatives to motivate teachers in conducting action research. Moreover, this study determined the challenges in conducting action research among public school teachers. It is justified that this research needed studying since the educational system encouraged educators to look for a solution to the problems inside the classroom and generate an educational outcome.

II. METHODS

This study determined the school initiatives in motivating teachers to conduct action research and the challenges encountered by teachers in conducting action research in Gubat South District, Division of Sorsogon. Thus, this utilizes the mixed method of research quantitative- qualitative that utilize a survey questionnaire using a Likert Scale to gather the needed data.

This study involved one hundred thirty (130) respondents from the local of the study. These one hundred thirty (130) respondents possess the characteristics needed in the study. The main instrument utilized in gathering pertinent data was a survey. The data gathered were analyzed and interpreted using frequency count, percentage, weighted mean as the appropriate statistical tools used in the study.

III. FINDINGS

Table 1. Profile

Variable	Frequency (f) n=130	Percentage (%)
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Age		
30 and below	18	14
31-40	30	23
41-50	45	35
51-60	35	27
60 and above	2	2
Educational Attainment		
-Bachelor's Degree Holder	18	14
- With MA Units	97	74
-Masteral Degree Holder	10	8
-With Doctorate Units	5	4
Position		
Teacher I	41	32
Teacher II	19	15
Teacher III	58	45
Master Teacher I	8	6
Master Teacher II	4	3

In the table above, it presents the profile of the respondents in terms of age, educational attainment, and position. Based from the data above, it may indicate that aged 41-50 has the highest percentage which is composed of 30% meaning 45 out of 130 of the total teacher respondents. It was followed by 51-60 having 35 out of 130 or 27%. Subsequently, was the age of 31-40 which was composed of 30 out of 130 or 23%. Then, the age of 21-30 involved 18 out of 130 or 14% and lastly, was age 60 and above having 2 out 130 or 2%.

Meanwhile, based on the data gathered on the respondents' educational attainment suggests that the highest percentage was bachelor's Degree Holder with MA Units wherein it comprises 74% of the total number of respondents. Succeeding, was 14% of the teacher-respondents who earned Bachelor's Degree Holder. Teachers who graduated in Masteral Degree Holder and Masteral Degree with Doctoral Units garnered a percentage of 8% and 3% respectively. Based from the data gathered above, this may entail that most of the teacher-respondents in this study earned Bachelor's

Degree with Masteral Units (CAR). This may mean that teachers' respondents may have knowledge and experiences in conducting action research. Therefore, they may be able to conduct action research, however, due to voluminous paper works, heavy loads, lack of funds and time constraints hindered them to conduct action research.

Moreover, based from the obtained data, it is found out that the profile of the teachers- respondents in terms of their teaching position, the highest number of teacher's percentage in terms of position were Teacher III where it contains 45% of the total respondents or 58 out of 130. Subsequently, 32% or 41 out of 130 respondents were Teacher I. Then, 19 out of 130 or 15 % of the respondents were Teacher II. And the least number and percentage of teachers were Master Teacher I and Master Teacher II consisting of 6% and 3% of the total teacher-respondents. This may emphasize that the common position of the teachers-respondents were Teacher I, II and III.

Challenges Encountered by Public School Teachers in Conducting Action Research

Table 2. Challenges Encountered by Teachers in Conducting Action Research in terms of Expertise

Indicators	WM	Description
1. Basic concepts and processes of conducting action research.	3.73	Much Challenging
2. Identifying issues or problems to be investigated and search related literature and studies with high proficiency in organizing, paraphrasing, and referencing.	3.55	Much Challenging
3. Analyzing quantitative data and qualitative data.	3.61	Much Challenging

4. Analyzing and interpreting data using statistical analysis, graphs, tabular and etc.	3.48	Moderately Challenging
5. Organizing and writing the findings, conclusions, and recommendations of the study.	3.41	Moderately Challenging
Overall	3.57	Much Challenging

This table revealed that indicator 1 “Basic concepts and processes of conducting action research” got the highest weighted mean of 3.73 with verbal description of Much Challenging. On the other hand, indicator 3 “Organizing and writing the findings and conclusions and recommendations of the study” has the lowest weighted mean of 3.41 with a description of Moderately Challenging. Therefore, the challenges encountered by the teachers in conducting action research in terms of expertise garnered a grand mean of 3.57. This may mean that teachers may have lack of knowledge about action research concepts and processes as well as on determining various problems in school that needs an

impactful solution. Moreover, most of the respondents may uncertain about their skills and proficiencies in writing and organizing the action research manuscript. This implies that teacher’s opportunities in capacitating teachers to be well-adept enough in conducting action research were necessary as well as their positive engagement to action research avenues. The above finding was backed up by the study Caincoy (2020) emphasized that teachers were somewhat unable to conduct action research and having disinterested attitudes toward it, motivation to write research is low and hitches in research undertaking were evident, and moderately skillful of action planning.

Table 3. Challenges Encountered by Teachers in Conducting Action Research in terms of Workload

Indicators	WM	Description
1. Action research is an additional workload to the teacher.	3.64	Much Challenging
2. Action research needs extra and vacant time.	3.72	Much Challenging
3. School and other extracurricular activities are overlapping every year results to having lack of time for teachers to conduct action research.	3.84	Much Challenging
4. It is one of the least priorities of the teacher due to various workloads, and concerns in school.	3.97	Much Challenging
5. There is always a need to meet many requirements in school and personal obligations that hindered the teachers to conduct action research.	3.83	Much Challenging
Overall	3.80	Much Challenging

Table 3 shown the challenges encountered by teachers in conducting action research in terms of workload wherein it revealed that the highest three indicators garnering a highest weighted mean in chronological order was indicator 4 “It is one of the least priorities of the teacher due to various workloads, and concerns in school” having 3.97 weighted mean with a verbal description of Much Challenging. Subsequently, Indicator 3 “School and other extra-curricular activities were overlapping every year resulting to having lack of time for teachers to conduct action research with 3.83 weighted mean and with a verbal description of Much Challenging. Finally, indicator 5 “There is always a

need to meet many requirements in school and personal obligations that hindered the teachers to conduct action research” with a weighted mean of 3.83 and a verbal description of Much Challenging. On the contrary, indicator 1 “Action research is an additional workload to the teacher” receive the lowest weighted mean with 3.64 also having a verbal description of Much Challenging. Consequently, the grand mean of the challenges encountered by the teachers in conducting action research in terms of workload is 3.80. Therefore, the data may emphasize that most of the indicators were considered as a big challenge to all the teachers preventing them to conduct action research. Heavy

workloads and other extra-curricular activities and responsibilities may affect the teacher's initiatives and may not motivate them to undertake any research in school. Moreover, teachers were always expected to perform non-teaching duties and responsibilities reasons for them to may not been unable to conduct action research. Nevertheless, reducing the extra-curricular activities and other irrelevant responsibilities of teachers will give them opportunities and will motivate them to conduct action research that will give impacts to the teaching-learning process and professional development of the teachers.

Based on the findings, the study of Bullo, Labastida, and Manlapas (2021) most of the teachers agreed that action research is an additional workload and burden to teachers. They also mentioned that heavy teaching loads, School and other extracurricular activities challenge the teacher to conduct action research. Thus, from the interview of the school head, it may claim that they may have no initiatives in motivating teachers to conduct action research due to hectic schedules and prioritizing to comply all the various school reports. In addition, teachers' priority may concentrate only on the teaching and learning process.

Table 4. Challenges Encountered by Teachers in Conducting Action Research in terms of Funding

Indicators	WM	Description
1. It lacks personal fund to support the conduct of action research.	4.09	Much Challenging
2. There is an absence of school funding and budget allocation action research.	4.03	Much Challenging
3. It is difficult to tap stakeholders or sponsors or donors for action research undertaking.	4.09	Much Challenging
4. It is difficult to conduct fund raising activities solely for the action research funds.	4.10	Much Challenging
5. I have no knowledge on the process for availing of DepEd Fund/Basic Education research Fund (BERF).	3.83	Much Challenging
Overall	4.03	Much Challenging

Table 4 revealed the challenges encountered by teachers in conducting action research in terms of funding. It presented that the items, such as "It is difficult to conduct fundraising activities solely for the action research funds", "It lacks personal fund to support the conduct of action research", and "It is difficult to tap stakeholders or sponsors or donors for action research undertaking" got the highest weighted means of 4.10 and 4.09 respectively with verbal description of Much

Challenging. On the other hand, it was revealed that the item "I have no knowledge on the process for availing of DepEd Fund/Basic Education Research Fund (BERF)" got the lowest weighted mean of 3.83 with a verbal description of Much Challenging. Thus, the challenges encountered by the teachers in terms of funding got the grand mean of 4.03 with a description of Much Challenging.

Table 4. Challenges Encountered by Teachers in Conducting Action Research in terms of Funding

Indicators	WM	Description
1. It is time-consuming for teachers.	3.71	Much Challenging
2. The time to prepare for the teaching and learning processes is the priority of teachers rather than conducting action research.	4.00	Much Challenging
3. It needs ample time to conduct action research.	4.21	Much Challenging
4. Teachers are unable to conduct action research due to school and personal obligations within the time frame.	3.32	Moderately challenging

5. Teacher's time is limited in school due to teaching and non-teaching tasks.	3.71	Much Challenging
Overall	3.79	Much Challenging

Table 4 presented the data on challenges encountered by the teachers in terms of time management. It revealed that among the indicators provided, the items “It needs ample time to conduct action research” and “The time to prepare for the teaching and learning processes is the priority of teachers rather than conducting action research” got the highest mean of 4.21 and 4.00 respectively with a verbal description of Much Challenging. Meanwhile, it was shown that the item “Teachers are unable to conduct action research due to school and personal obligations within the time frame” got the lowest mean of 3.32 with a verbal description of Moderately Challenging. Nevertheless, the grand mean for the challenges of teachers in conducting action research in terms of time management is 3.79 with a verbal description of Agree.

Thus, this may mean that time constraint is one of the implementing factors why teachers have no opportunities to engage themselves in action research undertaking. They may compromise by time pressures due to various personal and school obligations and responsibilities resulting to less possibility for them to create action research. Moreover, teachers' time may not be enough for the preparations for the teaching-learning process and other extra-curricular activities. The findings of the study of Abrenica and Cascolan (2022) backed up this study, where it may emphasize that teachers' finances were extremely a big challenge in conducting action research. Since, conducting action research is somehow costly and teachers does not have enough budget to utilize in making action research.

School Initiatives in Motivating Teachers to Conduct Action Research.

Based on the result of the unstructured interview, three main themes mirrored from the research interview participated by ten school heads of Gubat South District. The three main themes were a.) School Heads' Encouragement, b.) limited integration of research capability building and, c.) Lack of School Initiatives in motivating teachers to conduct action research. These themes were presented directly using quoted interview excerpts. Codes were employed to observe utmost confidentiality to the research participants.

School Heads' Encouragement

In the interview, most of the school heads revealed that they all encouraged the teachers to conduct action research. They revealed that they often gave reminders and tap their teachers to be involved in doing action research for job promotion and professional growth and development. One of the statements from the School Head 1,

Permi ko inencourage an ako mga maestra na maghimo sin action research. Daghanun an mga data na makukuha nira sa kanira klasrum lalong-lalo na an mga resulta sin mga assessments na inihirimo nira niyan nan iba pa. Aram ko masakiton an proseso san paghimo sin ction research pero kapag makahimo sira, dako-dako man na danun sa kanira growth and development nan performance. Nan sayo pa makadanun ini sa kanira promotion kay sayo sa mga criteria sa pagpapromote. (I always encourage my teachers to make action research. I know that there were various data they can utilize inside their classroom examples were the results of the various learning assessments and others. I know that it is difficult to make action research especially along research processes but this will help them to improve their growth, development and performance. Additionally, this will help them to hit the criteria for promotion.)

This may mean that the school heads' encouragement was evident in the school. It helps the teacher engage themselves to conduct action research based from the classroom data and results of various assessment. Consequently, it may imply that the school head has been always reminding his/her teachers to conduct action research.

I always encourage my teachers to attend seminars/trainings that could enhance their competencies in doing action research.

Meanwhile, the School Head 2 stated that,

Absolutely, this may mean that he/she was able to boost the teachers; motivation to make action research by encouraging them to attend seminars. However, it suggests that school heads were prioritizing to give

teachers opportunities to attend various seminars related to action research.

Thus, School Head 3 opened that,

I encourage my teachers to pursue their graduate studies to be well adept enough in conducting action research.

In relation to this, the school head does not hesitate to give reminders to the teachers to enroll for graduate studies where it was supported by the profile of the teachers in terms of educational attainment where it shows almost of the teachers have been able to get Masteral Units. This may imply that, school heads may support all the teachers to pursue higher level of education, so that they will be able to update themselves with relevant information about conducting research.

Limited Integration of Research Capacity Building

Another theme formed from the interview was the limited integration of Research Capability Building. These involved the inclusion of action research as a topic tackled during staff meeting, focus group discussion in school, LAC Sessions, In-service training for teachers and other capability building. Responses were quoted giving emphasis on the initiatives conducted by the school.

As the school head 4 proclaimed that,

Kapag nagpapagahoy ako sin meeting na may relasyon sa literacy nan numeracy performance san mga pupils. Inpaliwanag ko na dianison an mga topics na may relasyon sa performance san mga bata kay makadanun sa pagresolba sin problema sa low performance san mga bata sa literacy nan numeracy na kung saan “very evident” an “learning poverty” sa panahon niyan. (When I always call for a meeting related to literacy and numeracy performances of the pupils. I explained to them that should conduct action research related to these topics because this will help to resolve the problems on low performance of children on literacy and numeracy where learning poverty is evident, nowadays.)

Nowadays, there were various classroom assessment conducted in both literacy and numeracy. This may be an opportunity for his/her teachers to create a study using this raw data. As the school head justify that,

through a sort of meeting could be a gateway to explain the importance of making research.

Therefore, this may suggest that it was necessary to always remind and update the teachers on the various activities including research making to help them identify the problem and needs of the school for them to be able to produce at least one research.

Aside from staff meeting, focus group discussion and the like was also manifested as a school activity and be a channel of convening and making all targets planned and realized. As stated by the school head 5 that,

Pag kahapon nagkakamay-on kami sin Focus Group Discussion manungod san 8 week Learning Recovery Program san Division batog sa Grade 1 to Grade 3. Dini inhahapot ko permi an resulta san kanira mga assessment sa mga bata nan inmotivante ko sir na himoan action research para makahimo sira sin programa sa eskwelahan in line san 8-week curriculum na in-iimplementar sa buong region. (Every afternoon, we have Focus Group Discussion related to Division 8-Week Learning Recovery Program for Grades 1 to 3. In this FGD, I always ask of the results of the assessment and motivate teachers to make action research about it. Then, make a school program or projects in line of this 8-week curriculum implemented in the whole region.)

This statement from school head 5 may mean that crafting action research based from classroom's data could be a stepping stone for the teachers to be interested to craft research. This may suggest that this initiative of the school head may be effective when it comes to research planning and mentoring.

In line with the excerpts from the interview, it may give emphasis that school administrators have a great impact to motivate teachers to conduct action research. Motivating them during staff meeting and focus group discussion is an avenue to help teachers lessen their worries and anxieties to craft a research paper. School heads play a significant role of encouraging and motivating their teachers to do research so that the worth of teaching-learning could be upgraded. Therefore, the school head and the teacher should work collaboratively to create a better change on the culture of action research in school.

Meanwhile, In- Service Training for Teachers (INSET) could be a site for retooling and capacitating

teachers on their needs. Most of the school heads stated that action research is always discussed during these activities. This is for the teachers to be fully aware of the concepts and processes of doing action research. As stated by the school head 6 that,

Kapag In-service Training for Teachers (INSET) permi kaupod action research sa training. Kaya permi ko inpapaatend 100% an ako mga teachers, para ma-acquire nira an knowledge nan mga tips sa paghimo sin research. (During In-service Training for Teachers (INSET) I action research were one of the concern areas. That is why, I always make my teachers attended the said training to acquire knowledge and tips to do research.)

From this statement, it may mean that INSET may help teachers to broaden their perspectives in research making. There were topics being discussed about action research during this activity. That is why, it was very beneficial for the teachers to attend this activity as research were integrated. Furthermore, through the school head's support along this training may motivate teachers to attend and learned new concepts and ideas related to research. Accordingly, it may imply that INSET was an avenue to alleviate the needs of the teachers and may able to exposed them through research concepts and broaden their understanding as it was always discussed during this endeavor.

Lack of School activities to Motivate Teachers to Conduct Action Research.

On the contrary, there were schools that do not have or lack of school activities or initiatives in motivating teachers to conduct action research. Unfortunately, school head 7 indicated that,

Wara man kmi dini initiatives kay talking about action research, masakiton siya himoon nan it takes time talaga nan money. (We do not have initiatives cause talking about action research, it is very difficult to make and it takes long time and financial constraints.)

Lacking of school initiatives or activities to motivate teachers to conduct action research may mean that it was one of the constraints experienced by the teachers due to various school reports and other tasks that prevent them to create at least one initiative. Therefore, it may imply that if school initiatives were not evident it may affect the motivation of the teacher to conduct action research.

There are no initiatives in our school because there were lots of reports to be accomplished first of the teachers and the most priority is the teaching and learning process.

Meanwhile, school 8 reported that,

Based from the statement above, it may mean that action research is not the priority of the teacher in the school due to various school reports. This may mean that they may create programs or activities that would immerse the teachers in doing action research. The school may have supposed to help one another to meet one's tasks. Therefore, inclusion of action research in the school planning may help teachers to prioritized finding solutions to the school problems through action research.

Honestly speaking, based on the statement of school head 9 revealed that,

Bilang School Head, nag-aayo ako pasensya kay sayo man yoon sa kakulangan ko sa ako mga teachers kay maski ngani ako diri pa nakahimo sin action research kay masakiton. (As a school head, I ask for forgiveness for having insufficiencies to my teachers cause even me I have not been able to conduct action research.)

It was revealed that the school head finds it burden to her part to create a school activities or initiatives because even her does not know how to create research. Furthermore, this may imply that, capacity-building to both teachers and school head may be proposed and realized to improve one's knowledge and skills in research making.

Finally, the school head 10 claimed that,

I have no activities or initiatives implemented in my school about motivating teachers to conduct action research because of hectic schedules and complying with the reports that the SDO need which is the most priority.

From the above claim, it may mean that difficulties in research making was evident. Time and financial were cascaded. This may imply that school may create timetable or schedules of activities to address the difficulty in time management. On the other hand, inclusion of the action research in the SIP is necessary for fund allotments.

Unfortunately, there were schools that does not have any activities or initiatives implemented in their respective schools. Some elaborated from the excerpts of the interview showing that they do not have any initiatives for some reasons.

The implication of this findings is that teaching in public school has been so uneasy to the teachers. Their time and efforts were exerted too much in teaching and learning process. However, most of their time were bounded to various school reports time to time. Reasons why they were not being able to craft or do action research. Some of them doing research is an additional load and burden. Therefore, the school heads may create a capability building programs included in the SIP, quality environment and school initiatives or activities to motivate them to conduct action research.

Project: CARE (Capability-building for Action Research Enrichment) for Teachers

This part presents the proposed project as the result of the study. It was crafted based on the significant results of the study.

Rationale

Action research could be an effective tool to help teachers and other educators to improve the teaching-learning process. They believed that action research embraces a wide range of evaluation, investigation, analysis and identifying problems in the school. It could be a practical solution to the problems arising in an educational setting through enhancement of educational programs and uncover new strategies in teaching. However, challenges along the process of conducting action research were evident and experienced by public school teachers. Through these challenges, they were not motivated to undertake research due to various hindrances and constraints experienced by the public-school teachers. Hence, school initiatives in motivating the teachers to conduct action researches were not enough to guarantee that public school teachers were capable and knowledgeable in doing research.

Meanwhile, the significant results of this study that teachers encountered challenges in conducting action research in terms of expertise, workload, funding and time management. Thus, the unprecedented impacts of these challenges encountered by public school teachers in research-based arena led to uncertainties not to prioritize the crafting of action research for the sake of improving the teaching and learning process as well as

for the teachers' growth and development. Teachers challenges in terms of expertise, workload, funding, and time management hampered the teachers' motivation to conduct action research. Therefore, the proposed action plan below was a proposal of the present study to address the encountered challenges of teachers in conducting action research.

General Objectives:

Implement the proposed Project: CARE (Capability-building for Action Research Enrichment) for Teachers to motivate them to conduct action research.

Specific Objectives:

Specifically, it aims to:

- **EXPERTISE.** Create an effective Teacher's Research Development Programs to give teacher's opportunities to immerse, capacitate, monitor, evaluate and motivate themselves in conducting action research.
- **WORKLOAD.** Create a system and schedule for school to lessen the workloads of teachers.
- **FUNDING.** Strengthen the teachers' awareness on how to avail the grants of Basic Education Research Fund (BESRA) and other fund available such as fund-raising activities, IGP, and inclusion in the SIP with fund allotment.
- **TIME MANAGEMENT.** Develop a timetable for clear schedules of teachers to organize daily, weekly and monthly targets.

IV. DISCUSSION

Based on the analysis and interpretation of the data, the following findings were revealed. The respondents' profile in terms of age, educational attainment, and position revealed that most of the teacher- respondents were aged 41-50. However, in terms of educational attainment, most of the teachers have Masteral Units. Finally, in terms of position, most of the teachers were designated as teacher III.

Moreover, the four topmost challenges encountered by the teachers in conducting action research were in terms of expertise, workload, funding and time management. It was obtained a weighted mean of 4.04, 3.80 and 3.79 respectively and with a verbal description of much challenging. Meanwhile, for assessment, all the teachers agreed as revealed by the weighted mean ranging from 3.71 to 4.21 respectively. On these challenges, the indicator, it needs ample time to conduct action research got the highest weighted mean of 4.21 while, it is time

consuming for teachers and teachers' time is limited in school due to teaching and non-teaching tasks got the weighted mean of 3.71.

On the other hand, the challenges in terms of expertise got the lowest weighted mean of 3.57 with a verbal description of much challenging. Meanwhile, the indicators from the challenges in terms of expertise, I know how to analyze and interpret data using statistical analysis, graphs, tables, etc. and I know how to organize and write the findings, conclusion and recommendations of the study got the weighted mean of 3.48 and 3.41 respectively. As well as the indicator under time management, Teachers were unable to conduct action research due to school and personal obligations within the time frame garnering the lowest weighted mean of 3.32. Under school initiatives in motivating teachers, the respondents' responses formed three themes namely: School Head's Encouragement, Limited Integration of Research Capability Building, and lack of school activities and initiatives to motivate teachers to conduct action research. Therefore, Project: CARE (Capability-building for Action Research Enrichment) for Teachers were developed.

V. CONCLUSION

Based on the findings of the study, the following conclusions were drawn: Majority of the respondents aged 41-50, with masteral units and occupying teacher III position. The challenges of the teacher in conducting action research are strongly on the expertise, workload, funding, and time management.

The school initiatives in motivating teachers to conduct action research themes were school heads' encouragement, limited integration of research capability building and lack of school initiatives to motivate teachers to conduct action research. Therefore, support and encouragement in providing quality environment and reinforcement for the teachers to immerse themselves in doing action research. Consequently, Project: CARE (Capability-building for Action Research Enrichment) for Teachers may be implemented.

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