

# Development and Implementation of Action Research Initiatives: The Case of Rural Elementary Schools

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**Abstract**— This study aimed to develop and implement action research initiatives for rural elementary schools in the DepEd Division of Sorsogon during the School Year 2023-2024, focusing on Oras Elementary School and its 12 teachers. The findings identified three significant challenges: the demanding nature of teachers' schedules, lack of financial support, and misalignment between institutional priorities and teachers' research interests. To address these issues, a two-day seminar-workshop on action research was conducted, enhancing teachers' understanding of action research principles and methodologies. This initiative, proposed by the researcher and approved by the school head and school division Superintendent, had a profound impact on the teachers' comprehension and skills in conducting action research. The study concludes that key challenges hinder teachers at Oras Elementary School from conducting research, emphasizing the demanding schedules, financial constraints, and need for alignment between institutional priorities and teachers' research interests. The seminar-workshop was crucial in improving teachers' understanding and expertise in action research. To foster a conducive research environment, it is essential to adopt comprehensive techniques such as collaboration, continuous monitoring, reflection, and transparent documentation. Future workshops should incorporate practical guidance, ongoing support mechanisms, and interactive elements to bridge the gap between theoretical knowledge and classroom implementation. Further studies on various contexts of action research among teachers, including involvement, attitude, challenges, and institutional support, are recommended.

**Keywords**— Action Research Development and Implementation, Need Assessment, Qualitative

## I. INTRODUCTION

Today, teachers are taking on expanded roles that surpass traditional teaching methods. They are increasingly expected to serve not only as facilitators of learning but also as catalysts for innovation and development within their classrooms. In this evolving educational landscape, the ability to conduct research is becoming crucial for teachers. This skill empowers them with the knowledge and competencies necessary to make well-informed decisions about their instructional strategies, implement effective teaching techniques, and effect positive changes in student learning outcomes. By developing and enhancing their research capabilities, teachers can cultivate a culture of continuous improvement and innovation in their educational settings. This proactive approach not only elevates the quality of education provided but also fosters a dynamic and responsive learning environment. Ultimately, these efforts significantly enhance educational standards and better prepare students for future challenges.

Research is a cornerstone of educational progress. It informs decision-making, drives innovation, and ensures that education systems are responsive to the evolving needs of learners and society. Research provides the foundation for evidence-based education

practice. It helps teachers and administrators make informed decisions by relying on empirical evidence rather than intuition or tradition. Educational research facilitates a culture of continuous improvement. Through systematic investigation, schools and educational institutions can identify areas for enhancement, refine teaching methods, and optimize learning outcomes. Research informs the development and revision of curricula, ensuring that educational content is relevant, effective, and aligned with the evolving needs of students and society (Brown & Ventista, 2023).

During the eleven years of implementation of the old curriculum, the Basic Education Curriculum of the DepEd teachers were trained to strengthen the integrative and interactive teaching-learning approaches. As learners are rapidly changing as well as the increasingly globalized environment, they are entitled to a quality education that is globally competitive as directed by a functional and sound curriculum. This is on the same level with international standards which equals globally competitive trained teachers that practice pedagogical approaches according to the principles of constructivist, inquiry-based, reflective, collaborative, and integrative; responsive,

research-based, and learner-centered. The Department of Education emphasizes the significance of professional standards in teachers to continue professional growth and improvement based on the lifelong learning premise (DepEd, 2017). The adaptation of R.A 10533 urged the department for further improvements on the National Competency-Based Teacher Standards (NCBTS) catering to the changing 21st-century learners. The purpose of the Results-Based Performance Management System - Philippine Professional Standards for Teachers (RPMS-PPST) is to assist teachers in their delivery of quality basic education (DepEd, 2022). (Vibal & Janer, 2023)

Moreover, educational research helps identify factors that contribute to student success. Teachers can implement strategies to enhance student achievement and well-being by understanding the various elements affecting learning outcomes. Research fosters the exploration and adoption of innovative teaching methods. It encourages teachers to experiment with new approaches, technologies, and pedagogical strategies that can engage students and enhance the learning experience.

The three studies provide critical insights into the development and implementation of action research initiatives, particularly in the context of rural elementary schools. Digo, Agravante, and Janer (2023) highlighted the necessity of upskilling leadership competencies among school heads, emphasizing mentoring, curriculum development, and project management as key areas for professional growth. Likewise, Digo (2023) and Fajardo, and Digo (2023) demonstrated the impact and effect of face-to-face and online capacity-building activities on action research, showcasing the effectiveness of digital platforms and collaborative efforts in enhancing research capabilities. This is particularly relevant for rural schools where access to traditional professional development resources may be limited. Another study by Digo and Caballera (2023) focused on empowering science teachers through reflective practice and action research, identifying the challenges they face, such as poor student performance and classroom management issues. Rural elementary schools can address these challenges more effectively, promoting continuous improvement and innovation in teaching practices through developing teachers' skills as action researchers. Collectively, these studies underscore the importance of comprehensive professional development, leveraging technology for capacity-building, and empowering educators through

action research to drive educational improvement in rural settings.

Indeed, the ability of teachers to navigate the field of research is crucial in promoting creativity, making decisions based on evidence, and boosting general educational progress. However, there is an acknowledged need to evaluate and tackle the difficulties that instructors in the Castilla East District experience in enhancing their research skills. By equipping instructors with comprehensive research capabilities, educational institutions can foster a culture of investigation and ongoing enhancement, resulting in improved teaching methodologies, superior student achievements, and overall school progress.

Section 7 (5) of RA 9155 states that the DepEd is mandated to conduct national educational research and studies. These research initiatives serve as a crucial foundation for implementing necessary reforms and informing policy decisions. The current administration recognizes the significance of evidence-based policy formulation and has introduced reforms to enhance transparency and accountability within government agencies.

Therefore, it can be inferred that RA 9155 necessitates DepEd to require the participation of all school divisions in research endeavors. This implies that all staff members, including teachers and non-teaching workers, must actively engage in research activities. The objective of such research is to prioritize important projects that will contribute to future improvements and bring about meaningful changes.

In addition, DepEd Order No. 16, s. 2017, titled "Research Management Guidelines," was issued by the Department of Education (DepEd) in the Philippines. This order outlines guidelines for the management of research activities and initiatives within the DepEd system. It provides a framework for conducting research, setting research priorities, and ensuring that research efforts align with the goals and objectives of DepEd. School heads, or educational leaders, often face a range of challenges when it comes to engaging in research. They are typically involved in numerous administrative tasks, leaving them with limited time to dedicate to research activities. Balancing managerial responsibilities with research pursuits can be a significant challenge.

With the shift towards research-oriented educational paradigms, teachers are now facing complex issues.

These barriers may include a lack of experience with research procedures and limitations in time and finances, which hinder their ability to participate in meaningful research projects. Likewise, many teachers may not have received formal training in research methodologies. This lack of training can make it challenging for them to design and conduct research studies effectively. Similarly, the priorities of school heads may not always align with the time frames and expectations of the research process. Urgent operational issues may take precedence over the longer-term nature of research projects (Aquino & Cherry, 2021).

Addressing these challenges involves creating a supportive institutional culture that values research, providing targeted training and resources, and recognizing the importance of research in driving educational excellence. The researcher conducted unstructured interviews with colleagues in the academe, including 7 co-teachers, three teachers from different elementary schools within the district, and three school heads.

These interviews aimed to gather insights on various aspects of research, such as the process of crafting research proposals and the associated guidelines. Most teachers and school heads are enthusiastic about conducting research, not only to fulfill promotion requirements but also because they have numerous ideas and a desire to learn how to craft a research proposal. Most of the teachers interviewed, the researcher of this study, and the school heads encountered various challenges when it came to conducting research.

These challenges include a lack of research initiatives from school heads, a lack of proper guidance on crafting research proposals, limited access to resources and funding for research materials, time constraints due to heavy workloads, a lack of collaboration among teachers, and insufficient research skills and training. These issues can hinder teachers' ability to conduct research effectively. In addition, school heads face challenges related to their research competencies, which can hinder their ability to lead effectively and make data-driven decisions.

To address these challenges, school heads must play an active role. One way to tackle these issues is by implementing research initiatives within the educational system. By doing so, teachers can be empowered to conduct research more effectively, ultimately contributing to improving teaching and learning

outcomes. Indeed, school heads play a pivotal role in addressing the challenges teachers face in conducting research. One effective approach to tackle these challenges is by implementing research initiatives. With this, teachers are empowered to conduct research more effectively, improving teaching and learning outcomes.

Education research is widely recognized for its far-reaching benefits to individuals and communities at local, regional, national, and international levels. It plays a crucial role in enhancing the educational system as a whole. Basu (2020) emphasizes the significance of education research, highlighting that research, as a scientific and systematic investigation, is vital for discovering new facts and advancing knowledge in various disciplines. Likewise, education itself encompasses developing practical skills, attitudes, and behaviors that hold value in society. Also, this delves into key aspects, shedding light on the characteristics and purposes of research in education, the sequential steps involved in conducting research, the immense importance of education research, and the challenges within the current context.

Similarly, this bears relevance to the present study since it highlights the importance of research in educational institutions. Research initiatives are vital in driving educational improvement, fostering innovation, and enhancing school teaching and learning experiences. Thus, promoting a research-oriented culture can lead the way in advancing the field of education and creating positive impacts on student achievement and overall school success.

According to Batao and Cenas (2020), the competence and aptitude of employees in a managing role are necessary to carry out specified management activities or tasks. Managerial abilities are crucial because they significantly impact various aspects of an organization's functioning. A manager in an educational context entail assuming the role of an efficient leader and adept problem-solver in various straightforward and intricate scenarios. However, it was noted in Thailand that certain managerial skills require enhancement. School administrators must enhance and cultivate their skills to manage effectively and efficiently.

Research endeavors encompass various advancements, including developing novel technologies and products. These innovations aim to address and resolve many political, socio-economic, cultural, technological, and social challenges a nation faces (Blackburn et al., 2000).

This literature is particularly relevant to the present study because it emphasizes the crucial significance of research projects in tackling a wide range of difficulties that involve political, socio-economic, cultural, technological, and social dimensions within a nation. It provides valuable perspectives on the wider influence of research in addressing societal issues. Furthermore, it reveals a direct correlation between research skills and their ability to effectively address intricate problems, thus emphasizing the need to improve research capabilities. This connection is essential as it guides the creation and execution of research programs that tackle significant difficulties within our educational environment.

Furthermore, according to Thomas (2004) conducting research is a multifaceted endeavor that necessitates a variety of talents. This includes expertise in certain fields, familiarity with related fields, understanding of philosophical matters, research abilities, knowledge of research and design methods, and the ability to apply them.

Similarly, this bears significance to the present study, for it emphasizes the complex and varied character of research efforts and the vast range of skills needed. The text emphasizes the significance of expertise, proficiency in several domains, philosophical comprehension, and research capabilities. Furthermore, it highlights that developing research abilities requires a combination of skills and knowledge, which is crucial for teachers, particularly school administrators, to navigate the educational environment effectively.

As education advanced, acquiring research skills became imperative, and assessing competencies gained greater significance. Only a limited body of literature elucidates research skills and their role in providing significance and elucidation. While there are resources available for conducting research within a particular field (Grag et al., 2017).

This is relevant to the present study since it addresses the significance of research skills and their role in providing understanding within specific fields. Also, it recognizes the importance of resources for conducting research within a particular field and highlights the broader context of research skills within specific fields, providing a backdrop for understanding the challenges school heads may face in developing these competencies.

Every Student Succeeds Act has sparked a fresh interest in the United States for prioritizing evidence-based educational decision-making. Nevertheless, the most effective approach to promoting the utilization of evidence in educational decision-making is still uncertain. The impact of Research Practice Partnerships (RPPs) on teachers' utilization of research evidence in decision-making is poorly understood despite RPPs being a widely adopted approach to promote evidence-based decision-making among teachers (Wentworth et al., 2017).

This literature is relevant to the current study as it specifically examines the influence of Research Practice Partnerships (RPPs) on how teachers use research findings. The text examines the significance of evidence-based decision-making in education, with a specific focus on Research-Practice Partnerships (RPPs). Significantly, it offers valuable perspectives on tactics and procedures, such as Research Practice Partnerships (RPPs), that have the potential to improve the utilization of research findings. This is particularly pertinent to the difficulties encountered by school leaders in developing their research skills.

Action research facilitates the participatory adaptation of professional development to the learners' needs in communities of reflective learning in the work environment. Research on professional development through action research provides strong evidence of teachers' and students' conceptual and actual shifts from distance to collaboration, participation, and responsiveness, and a movement from teaching as content covering to teaching as reciprocal action and justified alternative decisions. The RELEASE project is presented as a good practice for teachers' empowerment, responsive teaching, and learning initiatives through action research. The project indicated that students and teachers enhanced their learning, which resulted in new skills, strategies, and communicative attitudes. Moreover, teachers enhanced their awareness of the student's needs, and students were encouraged to ask questions and reflect on teaching and their learning (Koutselini, 2017).

Teacher inquiry is the process of applying action research to educational problems of practice, carried out by educational practitioners. The value of teacher inquiry--and all applications of action research---is that the research is being conducted by insiders, those who work directly with the problem being studied. This paper presents a discussion of teacher inquiry as a viable

approach to resolving practitioner-based problems of practice in a process that also affords teachers the operation to generate their knowledge about classroom practices. The process of conducting action research, along with its applications and benefits, are reviewed and contextualized within the work of classroom teachers. The paper closes with a discussion of ways in which teacher inquiry can be highly beneficial as a means of professional growth during and following the COVID-19 global pandemic and includes a concrete example of teacher inquiry during the pandemic (Mertler, 2021).

Moreover, engaging teachers in action research (AR) in their classrooms has long been established as a means to support their professional development and the quality of their practice. Yet it also presents distinct challenges. Teachers have to find ways to align the requirements of teaching practice and AR, within the demands of their education systems. This paper explores whether teachers could be supported in this by using a Theory of Change (ToC) approach within their AR projects (Taylor & Francis, 2020).

Action research is crucial for teaching many concepts and beliefs about teaching and learning, and establishing a framework for educational system improvement. Educational institutions worldwide consider action research a valuable technique for enhancing teacher competency and student achievement. This approach focuses on practical solutions for classroom issues. Teachers play a crucial role in education, developing change through empirical study on school and classroom issues, leading to action research methods. Implementation of the study was hindered by numerous problems faced by teachers. Teacher perceptions of action research include additional effort, lack of finances, and time constraints (Corpuz et al., 2020).

Dayagbil (2020) argues that action research is the path less traveled. Teachers may view research as a hindrance. Why does undertaking action research not benefit some teachers? Teachers view research as a tough, complex, and aimless endeavor. Individuals view this as a prerequisite for obtaining a Master's or Doctoral degree. Complicated numbers can be a hardship for them. The teacher's failure to conduct action research was due to a bad atmosphere, ideas, and problems. Teachers may find it impractical as it may need their time and effort, which they may better utilize elsewhere.

The role of a research coordinator in the academe is of utmost importance, encompassing various tasks such as facilitating research, coordinating and overseeing projects, and assisting teachers in their research endeavors. Additionally, they provide guidance and support throughout the research process, contributing to advancing initiatives and fostering a culture of inquiry within the school. However, in the case of the researcher, who also serves as the research coordinator at Oras Elementary School, she faces challenges due to her limitations in effectively fulfilling her roles and responsibilities. This realization has motivated her to embark on this study. The purpose of this research is not only to benefit oneself but also to bring and provide support for her fellow teachers.

This study described the research initiatives at Oras Elementary School, DepEd Division of Sorsogon, School Year 2023-2024. Specifically, this study sought to answer the following.

- What are the needs of the teachers in conducting action research?
- What research initiatives may be developed and implemented?
- What is the post-assessment of teachers on the research initiative?

## II. METHODOLOGY

This study described the research initiative of Oras Elementary School. This study employed a qualitative action research design. Action research prioritizes the resolution of practical issues and the facilitation of constructive transformation within a particular setting. It emphasizes the active involvement of informants in the research process (Brudbury et al., 2019)

### *The Informants*

The main source of data for this research was the results of the interview. The informants of this study were purposively chosen. An informed consent was given to the informants before the conduct of the interview. This was to ensure that they had agreed to the purpose provided by the researcher.

The informants were the 12 teachers in Oras Elementary School. There are three males and nine females. Most of them are Teacher I with a total of seven, one Teacher II, one Head Teacher III, and four Teacher III. In addition, most teachers did not undergo training in crafting action research.

## **Research Instrument**

The main instrument used in gathering was the interview guide which was prepared by the researcher with the guidance of her adviser and approval of the members of the thesis committee. The interview guide was composed of questions on the need assessment and post-assessment. For SOP 1, the pre-assessment focused on the need assessment where the informants were asked about the challenges in conducting action research. For SOP 2, the Development and Implementation of Research Initiatives conducted in Oras Elementary School was assessed by the informants. The questions focused on how the initiative contributed to solving the challenges met as well as how it improved the skills of the teachers in action research.

The drafts of the interview guide were submitted to the following: the Dean of the Graduate School, the thesis adviser, and panel members for the suggestions. Some of the items were modified to elicit responses suited to the problems. The comments and suggestions were used to revise the instruments of this study. Changes were made until the formulation of the final copy of the survey questionnaire and interview guide.

## **Data Collection Procedures**

The research began by sending a formal communication letter to the school division Superintendent, requesting permission to carry out the study. After obtaining approval, a corresponding letter was sent to the principal's office to obtain endorsement for the activity and data collection process. Following that, a training session of two days took place on January 9-10, 2024. During this session, the participating teachers were provided with an overview of the research objectives and the techniques for collecting data. Data collection occurred for three consecutive days immediately following the training session.

The data collection instrument consisted of questions on need assessment and post-assessment. Individual interviews were done to obtain feedback from teachers regarding the obstacles that hinder their involvement in research activities. Each interview session was roughly 5 minutes per participant, and additional questions were asked to clarify responses when needed.

After the data gathering was finished, the responses were carefully examined and analyzed. Thematic analysis was performed to categorize and group the responses obtained from the interviews. This comprehensive method ensured a thorough analysis of

the collected data, enabling a more profound comprehension of the difficulties encountered by teachers in conducting research.

## **Data Analysis Procedure**

The study employed Thematic Analysis to examine the interview data methodically. Following the interviews, the researcher gathered and transcribed the recorded audio. The transcribing process entailed the conversion of spoken material into written form to enable thorough examination. After being transcribed, the material was subjected to systematic coding. In this step, the text was categorized by assigning codes that symbolize crucial concepts and ideas related to the study inquiries.

Following the coding process, the researcher conducted data categorization to discern patterns and themes. Themes encompass fundamental concepts and repetitive structures in the data, offering a valuable understanding of the study inquiries. By reviewing the codes developed, we could guarantee a precise depiction of the data. The researcher distilled and amalgamated the codes into overarching themes, encapsulating the fundamental nature of the individual's responses.

The themes were further examined and interpreted to derive significant conclusions. This approach entailed comprehending the importance of the topics within the framework of the research inquiries and the wider study goals. The last stage entailed presenting the discoveries in a methodical layout. This encompassed a discourse and interpretation of the themes, their implications, and how they tackle obstacles and enhance the execution of action research efforts.

## **III. RESULTS AND DISCUSSION**

### ***Needs assessment among the teachers in conducting Research.***

This section covered the participants' experiences in conducting Research. The participants were interviewed using structured interview guide questions. They were also interviewed individually, and their responses were consolidated. Then, the following themes were crafted: A) Workload management to help teachers balance their research and teaching duties, B) Equipping teachers with research methodologies and techniques through skills training, and C) Access to research opportunities for greater involvement of teachers in research initiatives.

## A. Workload management to help teachers balance their research and teaching duties.

Teachers bear the weight of managing multiple classes, involving lesson planning, engaging with students, and delivering content, with their extensive teaching hours leaving little room for other professional pursuits. Moreover, they dedicate significant time to grading assignments and exams, providing valuable feedback to enhance student learning, which further eats into their schedule. Additionally, administrative duties, such as attending meetings, participating in professional development, and completing paperwork, add to their workload, ultimately impeding their research endeavors.

In conclusion, the multifaceted nature of the challenges teachers face encompasses not only the time spent inside the classroom but also the diverse responsibilities of effective teaching. This reality makes it challenging for teachers seeking to engage in research activities. Therefore, there is a need for supportive policies, institutional recognition, and systemic changes to promote a more balanced professional environment for teachers.

The research conducted by Scholz and Boehm (2017) lends credence to the notion that teachers are often constrained by time when it comes to professional development, limiting their ability to engage in research and other scholarly pursuits that are crucial to their growth as teachers. Fimian and Santoro's (2009) paper highlights teachers' diverse responsibilities, often leading to conflicts between instructional duties and research commitments. These challenges emphasize the need to create supportive environments that prioritize and facilitate teacher engagement in research activities.

Furthermore, Kyriacou's (2001) study discusses how teachers are susceptible to burnout due to high job demands and workload, leading to reduced motivation and energy for research. Therefore, it is pivotal to address these issues and create an enabling and supportive environment for teachers that ensures their professional growth and well-being.

This theme was supported by these responses:

*“Ang mga guro madalas ay maroong demanding na mga oras para sa mga klase, pagawa ng grade, at iba pang mga responsibilidad, na nag-iwan ng limitadong oras para sa mga Gawain sa pananaliksik.” (Informant 1) [Teachers often have demanding schedules for classes, grading, and other responsibilities, leaving limited time for research activities. (Informant 1)]*

*“Ang mga tungkulin sa administrasyon, tulad ng pagdalo sa mga pulong at pagtupad sa mga kinakailangang papel, ay nangangailangan ng mahabang oras.” (Informant 2) [Administrative duties, such as attending meetings and fulfilling paperwork requirements, can significantly drain our time.” (Informant 2)]*

*“Didi sa research napaglan kita ta pawno wara man kita time, limitado lang sa pag saway pa sana sading mga akos kina pag pabasa, kina wara pa kwarta, wara kita nin knowledge masyado sa kung pawno ang pagibo sadi. ta pawno nung mga panahon wra man nin mga arog arog sadi.” (Informant 5) [In terms of research, we struggled because we had no time, our time was limited just disciplining the kids and making them read, plus we didn't have money. So, we didn't know how to do research, and back then, we didn't have access to it. (Informant 5)]*

*“Dapat may reward man gaya ang mahigos magtrabaho sadi para ganahan man an mga maistra mag gibo nin research, dahil sa totoo lang mapagal nan kadakol na oras ang kaipuhan sa pag gibo sadi na research. Dapat may oras ka talaga nan aka laan para sa pag gibo sadi n research proposal gaya halimbawa.” (Informant 6) [There should be a reward for those who diligently work on research because it is difficult and it requires a lot of time to do research. (Informant 6)]*

*“Sandamak-mak ang mga gibuhon ta, anjan and RLA, CRLA, 8 WEEK, RAM, Remedial Reading, Nutritional status, ma pa feeding pa, may ALNAT pa, maryusep wra na ki oras kaya pano ta pa man iyan maisipan. maray na sana ta natawanan kita chance nag ka igwa kitang knowledge on how to craft an action research. Piro dapat more dapat yearly mag pa training didi sa school ta. Pag district base kaya malibungon mas maray itong kita kit asana ta naka focus. maka ukod nanggad ki maray. Kaya sana yearly igwa ki pa training ki arog kaini para kaming mga gurang na man sa serbisyo madagdagan pa lamang ang mga kaaraman.” (Informant 7) [Teachers have countless tasks such as RLS, CRLA, 8-week curriculum, RAM, remedial reading, ALNAT, nutritional status, feeding, and many more. There's hardly any time left for research. Fortunately, we recently had a seminar-workshop like this, which provided us with the knowledge on conducting action research. It would be great to have such training yearly, either within the school or district. It would be even better if it's school-based to enhance*

learning. Especially for those who have been in the teaching service for a long time. (Informant 7)]

These highlight the pressing need for effective workload management strategies to help teachers balance their teaching and research duties. Implications include allocating dedicated time for research, creating supportive environments that prioritize scholarly activities, assessing workload to identify conflicts, fostering collaboration among teachers, and providing targeted professional development opportunities. Thus, by implementing these measures, educational institutions can support teachers in managing their workload, enabling them to engage in research pursuits alongside their teaching responsibilities.

### **B. Equipping teachers with research methodologies and techniques through skills training.**

Equipping teachers with research methodologies and techniques through skills training is crucial as it empowers them to engage in continuous professional development and make informed and evidence-based decisions. With the ability to conduct studies within their educational contexts, teachers can tailor instruction to student needs and refine their teaching practices.

Additionally, providing research skills training fosters collaboration enhances the status of the teaching profession, and promotes a culture of lifelong learning and growth. Overall, it has significant implications for improving teaching practices, advancing the field of education, and positively impacting student learning outcomes.

This implies that by equipping teachers with research skills, they can actively participate in ongoing professional growth. This results in a more profound comprehension of educational ideas and practices, allowing individuals to improve their teaching techniques and adjust to changing student requirements.

*“Didi sa research napaglan kita ta pawno wara man kita time, limitado lang sa pag saway pa sana sading mga akos kina pag pabasa, kina wara pa kwarta, wara kita nin knowledge masyado sa kung pawno ang pagibo sadi. ta pawno nung mga panahon wra man nin mga arog arog sadi.” (Informant 5) [In terms of research, we struggled because we had no time, our time was limited just disciplining the kids and making them read, plus we didn't have money. So, we didn't know how to do research, and back then, we didn't have access to it. (Informant 5)]*

*“Sandamak-mak ang mga gibuhon ta, anjan ang RLA, CRLA, 8 WEEK, RAM, Remedial Reading, Nutritional status, ma pa feeding pa, may ALNAT pa, maryusep wra na ki oras kaya pano ta pa man iyan maisipan. maray na sana ta natawanan kita chance nag ka igwa kitang knowledge on how to craft an action research. Piro dapat more dapat yearly mag pa training didi sa school ta. Pag district base kaya malibungon mas maray itong kita kit asana ta naka focus. maka ukod nanggad ki maray. Kaya sana yearly igwa ki pa training ki arog kaini para kaming mga gurang na man sa serbisyo madagdagan pa lamang ang mga kaaraman.” (Informant 7) [Teachers have countless tasks such as RLS, CRLA, 8-week curriculum, RAM, remedial reading, ALNAT, nutritional status, feeding, and many more. There's hardly any time left for research. Fortunately, we recently had a seminar-workshop like this, which provided us with knowledge on conducting action research. It would be great to have such training yearly, either within the school or district. It would be even better if it's in school-based to enhance learning. Especially for those who have been in the teaching service for a long time. (Informant 7)]*

*“Sana magkaroon ng seminar o training about sa research para madagdagan ang ating kaalaman. Yung mga skills natin madelap ng husto para makagawa tayo ng mahusay na research study.” (Informant 8) [Hopefully, we can have a seminar or training workshop about research to enhance our knowledge. We can develop skills thoroughly to conduct excellent research studies. (Informant 8)]*

Numerous studies emphasize the significance of equipping teachers with research methodologies and techniques through skills training. Yin (2018) advocates for case study research as a valuable approach that empowers teachers to conduct in-depth investigations. Case study research allows teachers to explore real-world contexts and apply qualitative and quantitative methods to generate rich insights. This approach enhances teachers' understanding of complex educational issues and equips them with critical thinking and analytical skills.

Creswell (2014) highlights the importance of research design training for teachers. By familiarizing teachers with qualitative, quantitative, and mixed methods approaches, teachers are better equipped to design and execute research studies within their educational settings. This training builds their capacity to collect, analyze, and interpret data, enabling them to generate



evidence-based insights to inform their teaching practices.

Cohen et al. (2018) focus on empowering teachers with research methods specific to the field of education. Teachers gain the skills necessary to investigate topics such as student learning, instructional strategies, and curriculum development by providing comprehensive guidance on various research techniques and methodologies. This training fosters a culture of evidence-based decision-making in education, leading to improved teaching outcomes.

### ***C. Access to research opportunities for greater involvement of teachers in research initiatives.***

Access to research opportunities for teachers has significant implications for their professional development, evidence-based decision-making, contextualized teaching practices, collaboration, enhanced professional status, continuous improvement, and improved student learning outcomes. Engaging in research initiatives equips teachers with research skills, allows them to make informed instructional decisions, tailor strategies to their specific classroom contexts, collaborate with peers and researchers, contribute to the advancement of education, and ultimately enhance student achievement.

When teachers' research interests diverge from institutional priorities, accessing necessary resources can become challenging. Institutions tend to allocate resources, including funding, time, and support personnel, to research projects that align with their broader organizational goals. As a result, teachers engaged in action research may find themselves competing for limited resources, which can hamper the implementation and sustainability of their projects. Educational institutions often prioritize research that aligns with specific trends, policies, or strategic objectives, leaving teachers whose research interests do not align feeling unrecognized and undervalued. This lack of acknowledgment can demotivate teachers and diminish their enthusiasm for engaging in action research, even though it often involves implementing changes in teaching practices based on research findings.

However, institutional resistance to change can pose a significant barrier to the implementation of action research findings. In some cases, educational institutions prioritize stability over innovation, which can lead to reluctance or opposition when teachers try to

scale and implement the changes identified through their action research. Collaborative research initiatives that align with institutional goals may be emphasized, leaving teachers conducting action research in isolation with limited opportunities for collaboration and support from colleagues or institutional networks. The absence of collaborative engagement can impede the sharing of insights and hinder the collective impact of action research efforts.

Furthermore, institutions often provide professional development opportunities that are aligned with their priorities, which may not fully cater to the needs of teachers engaged in action research. These teachers may require specialized training or support that deviates from the established professional development programs. The lack of tailored support can hinder teachers from refining their research skills and implementing practical action research projects effectively. Additionally, institutional evaluation criteria may prioritize outcomes that differ from the goals of action research, creating challenges for teachers to align their research outcomes with institutional expectations. This misalignment can potentially impact their performance evaluations and limit their career advancement prospects.

An implication is that teachers can achieve continual professional progress by having access to research possibilities. Participating in research improves their abilities, broadens their knowledge foundation, and keeps them up to date with current educational trends and optimal methods.

This theme was supported by their responses:

*“Maaaring hindi laging tumutugma ang mga prayoridad ng institusyon sa mga interes sa pananaliksik ng mga guro, na nagiging mahirap para sa amin na makakuha ng suporta para sa aming napiling mga paksa.” (Informant 3) [Institutional priorities may not always align with teachers' research interests, making it difficult for us to receive support for our chosen topics. (Informant 3)]*

*| “Didi sa research napaglan kita ta pawno wara man kita time, limitado lang sa pag saway pa sana sading mga akos kina pag pabasa, kina wara pa kwarta, wara kita nin knowledge masyado sa kung pawno ang pagibo sadi. ta pawno nung mga panahon wra man nin mga arog arog sadi.” (Informant 5) [In terms of research, we struggled because we had no time, our time was limited just disciplining the kids and making them read, plus we didn't have money. So, we didn't know how to do*

research, and back then, we didn't have access to it. (Informant 5)]

"Dapat may reward man ngaya ang mahigos magtrabaho sadi para ganahan man an mga maistra mag gibo nin research, dahil sa totoo lang mapagal nan kadakol na oras ang kaipuhan sa pag gibo sadi na research. Dapat may oras ka talaga nan aka laan para sa pag gibo sadi n research proposal ngaya halimbawa" (Informant 6) [There should be a reward for those who diligently work on research because it is difficult and it requires a lot of time to do research. (Informant 6)]

"Ang kakulangan ng pagkilala o sistema ng gantimpala para sa mga tagumpay sa pananaliksik ay maaaring makapagpanghina sa mga guro na maglaan ng oras sa mga gawaing pananaliksik" (Informant 6) [A lack of recognition or reward systems for research achievements may discourage teachers from investing time in research activities. (Informant 6)]

"Sana magkaayo man kita nin oportunidad ma nasuportahan barang san satun na administrasyon sa pag gibo nin research, mga seminar o trainings about sa research tanganing ma enhance barang ang mga abilidad ta ta ning maka ambag man barang kita sa edukasyon." (Informant 7) [I hope we have the opportunity to be supported by the administration in seminars and workshops to enhance our skills, especially in conducting research, so that we can contribute to quality education. (Informant 7)]

"Kung ang mga guro ay bibigyan ng kinakailangang mga mapagkukunan tulad ng pondo at suporta mula sa administrasyon, maaaring bigya ng kapangyarihan an gaming paaralan upang makilahok kami sa makabuluhang pananaliksik. (Informant 8) [If teachers were provided with the necessary resources such as funds and support from the administration, our school could empower us to engage in meaningful research. (Informant 8)]

### **C. Development and Implementation of Research Initiative**

During the structured interview, the researcher actively sought suggestions from the participants, who played a pivotal role in shaping the potential interventions to address their research challenges. The participants, who currently lack any interventions for conducting research, provided insightful suggestions for possible interventions, which are as follows:

"Para sa-kon ang maisa-suggest ko magka ayo kinta na kita nin seminar about how to craft a research proposal or action research na para magamit natun sa promotion, ako aminado ako na indi man ako tataw talaga san kung pawno ang pag gibo san mga yan." (Informant 3) [My suggestion is that we have a seminar-workshop on how to craft a research proposal or action research so that we can use it for promotion, I admit that I don't know how to do research. (Informant 3)]

"Kailangan natin ng isang seminar workshop tungkol sa paggawa ng action research proposal. Ito ay magbibigay-daan sa atin na makapagsagawa ng pananaliksik at mapalago an gating propesyonal na pag-unlad." (Informants 1, 2 & 4) [We need a Seminar Workshop on Crafting Action Research Proposal. This will enable us to conduct research and foster our professional growth. (Informants 1, 2 & 4)]

"Kung intiro kita maaram mag himo sana na Action Research intiro kita promoted tulos as MT. Kya kaipuhan ta talaga maaraman or magkaigwa nin mga seminars, trainings arog sadi na Seminar Workshop on Action Research" (Informants 5, 6 & 8) [If all of us know how to do action research, we will all be promoted quickly to Master Teacher. We need to learn or have seminars, workshops or training like this Action Research. (Informants 5, 6 & 8)]

"The best naman talaga kung may mga seminar workshop na arog kaini. Ma-e enhance ang mga skill ta para maka gibo ki magayon na research study about sa mga aki ta na non-reader" (Informants 7 & 9) [It would be best if we have seminars and workshops like this to enhance our skills in conducting research studies about our non-readers. (Informants 7 & 9)]

"Knowing how to conduct action research can be beneficial for us to know how to solve problems properly, for example, sa classroom setting sa GMRC ng mga bata. By that makakagawa tayo ng tamang pagdedisyon, maybe di na din tayo laging galit sa mga bata pag subrang makukulit sila. And also, it will help us enhance our professional skills, such as critical thinking, problem-solving, and research skills." (Informants 10, 11 & 12) [Knowing how to conduct action research can be beneficial for us in solving problems properly. For example, in the classroom setting regarding children GMRC (Good Manner and Right Conduct). By doing this, we can make proper decisions. Maybe we won't always be angry with the children when they are very unruly. Additionally, it will

*help us enhance our professional skills such as critical thinking, problem-solving, and research skills. (Informants 10, 11 & 12)]*

After conducting interviews with the participants, a consensus was reached among the majority to organize a two-day seminar-workshop focused on Action Research to address the challenges they face in conducting research. In a true spirit of collaboration, the researcher and the school head crafted a proposal for their school's Two-Day Seminar Workshop on Action Research. The two-day workshop enables the teachers to create a research title and proposal for approval of the school head and division research committee. The proponent invited speakers who are experts in crafting action research.

A two-day seminar-workshop was conducted at Oras Elementary School, Oras, Castilla, Sorsogon, on January 11 and 12, 2024. The seminar, which was in line with the action research, began at 8:00 AM and was participated by a total of 12 teachers composed of 1 school head, 3 Teacher III, 1 Teacher II, 7 Teacher I, and the researcher of this study and at the same time a research coordinator as well. This activity aimed to provide teachers with the necessary information and abilities to effectively carry out action research projects.

Three notable resource speakers, renowned for their expertise in Action research, were invited to share their knowledge and insights during the seminar-workshop. The activity began formally with a concise prayer, followed by the performance of the national anthem. The School Head's opening remarks emphasized the importance of action research in promoting educational enhancement. Throughout the two-day event, attendees actively participated in various interactive sessions and workshops facilitated by the speakers. These seminars gave them practical techniques and resources to begin their action research endeavor, promoting cooperation and creativity within the school community. At the end of the session, attendees left with fresh ideas and a stronger sense of purpose, ready to bring about significant change in their educational environment.

Seminar workshops on education facilitate professional development, knowledge sharing, and skill enhancement among teachers. These events provide teachers, administrators, and other stakeholders a platform to gather, collaborate, and discuss innovative practices, research findings, and effective teaching strategies (Kennedy, 2016). Thus, the seminar-

workshop on action research facilitated by the researcher in this study provided participants with guidelines, techniques, methods, and valuable resources to embark on their action research journey. At the end of the session, participants were equipped with fresh ideas and a sharp sense of purpose, empowering them to bring about significant positive changes in their educational environment.

### **Post Assessment of teachers on research initiative.**

Evaluation after conducting a seminar-workshop is paramount as it allows organizers and participants to assess the effectiveness, impact, and areas for improvement. Evaluation helps determine whether the seminar-workshop's learning objectives have been met. It provides insights into the knowledge gained, skills developed, and changes in attitudes or behaviors among the participants. Likewise, evaluation feedback from participants allows organizers to understand what worked well and identify areas that need improvement (Joughin, 2018).

Thus, after the two-day seminar-workshop on action research, a post-assessment was conducted to evaluate the effectiveness of the research initiative. The responses of the teachers were the following:

*“Sana magkaroon din ng online or face to face seminar workshop na katulad nito mam Janet. medyo bitin pa din kami although madami din namam kaming natutunan.*

*Sana makagawa namam ng proposal to conduct seminar workshop ulit na kagaya nito.” (Informant 1) [I hope there will be another online or face-to-face seminar workshop like this, Ms. Janet. We're still a bit unsatisfied, although we did learn a lot. I hope we can propose to conduct another seminar workshop like this one. (Informant 1)]*

*“Nabigyan ako ng kaalaman at kakayahan na makagawa ng aksyon na pananaliksik. Ang epekto ng pananaliksik sa akin ay napakahalaga dahil ito ay tumutulong sa akin na makalikha ng aksyon na pananaliksik. Napakahalaga na maunawaan ang mga bahagi ng aksyon na pananaliksik at ang layunin nito upang maging matagumpay ang proyekto. It equipped us with knowledge and skills that enables us to make action research.” (Informants 1 & 2) [I was given the knowledge and skills to conduct action research. The impact of action research on me is very significant because it helps me create action research. It is very important to understand the parts of action research and its purpose to make a project successful. It equipped us*

with the knowledge and skills that enable us to conduct action research. (Informants 1 & 2)]

“Nakatulong ang pananaliksik sa akin sa paggawa ng aksyon na pananaliksik. Dahil dito, mas nauunawaan ko ang mga bahagi ng ARP. Sa tulong nito, ako ay nakapagbuo ng epektibong ARP.” (Informants 3 & 9) [The impact of research on me was so effective because it helped me to create or craft action research. It helps a lot to know the parts of an action research and identify its purpose. (Informants 3 & 9)]

“Sa akon naman kadako na bulig sa akon san mga arog sadi na seminar, lalo pa na hali baga kita sa pandemic bagan na re refresh an mga utak naton hahaha. Nan kaipuhan talaga naton ini. Mayad ngani kay nag klase si mam kaya naka isip sin arog sadi na school based seminar workshop. Kadako na bulig ini para sa akon bilang maestra. Nga lang baga an kagastos mam ha? Wara kita sin budget pa.” (Informant 2) [This seminar has been a great help to me. After the pandemic, it refreshed our minds. We needed this kind of seminar. It’s a good thing ma’am held a class, which led to the idea for this seminar workshop. This is very helpful for us as teachers, although it is quite costly and we don’t have a budget for it. (Informant 2)]

“Maogma ako na nagkaigwa kita nin seminar workshop na ganito. Dakulaon na pakinabang sadi sato. Makatabng ini sato kung paano malutas ang mga problema ta sa pagtuturo lalo na sa pagbasa. makagibo na kita ki action research kung nata ta maluluyahon ang mga aki sa pagbasa.” (Informants 3 & 4) [I’m happy that we had this seminar-workshop. It is very useful it will help us solve our teaching problems especially in reading. We can now research because learners are poor in reading comprehension. (Informant 3 & 4)]

“Pagkatapos ng pagpapatupad ng pananaliksik, napagtanto ko na ang paggawa ng aksyon na pananaliksik ay madali kung handa ka at bukas ang isipan. Bagaman may ilang hamon, ang inspirasyon ang magiging susi upang matapos ang proyekto. Importante na piliin ang isang paksa na magbibigay-saya o magpapakita ng determinasyon upang maging matagumpay ang proyekto.” (Informants 4 & 10) [After the implementation of the research initiative, I have realized that if you are willing and ready to start making your action research, you will not find it hard because despite being a bit challenging, it will arouse your interest, a fortiori, you have chosen a certain issue/topic

that inspired or driven you to undertake a thorough study. (Informants 4 & 10)]

“Sa pamamagitan ng inisyatibong pananaliksik, natutunan ko ang mga kasanayan na kailangan sa paggawa ng aksyon na pananaliksik. Ito ay nagbibigay sa akin ng kaalaman sa pag-unawa sa mga bahagi ng ARP. Sa tulong nito, ako ay nakapagbuo ng isang epektibong ARP.” (Informant 5) [Through the initiative research, I learned the skills needed to conduct action research. It provides me with the knowledge to understand the parts of action research. With its help, I was able to develop an effective action research project. (Informant 5)]

“Ang isinagawang inisyatibong pananaliksik ay naging kapaki-pakinabang. Binigyan ako nito ng mga kasanayang kinakailangan sa paggawa ng action research, nakatulong ito upang maunawaan ang mga bahagi ng action research, at upang makagawa ng isang action research project.” (Informants 5 & 8) [The research initiative conducted was beneficial. It equipped me with the skills needed to conduct action research, helped me understand the parts of AR, and enabled me to craft an ARP. (Informants 5 & 8)]

“Pagkatapos ng inisyatibong pananaliksik, napagtanto ko na maraming problema sa silid-aralan, pamamahala, at pagtuturo ang maaaring malutas sa pamamagitan ng Aksyon na Pananaliksik. Bagaman may mga kahirapan, ang pangunahing layunin ay malutas ang problema sa pamamagitan ng AP. (Informants 6 & 7) [After implementing the research initiative/training seminar workshop, I realized that many problems in classroom settings, management, and teaching children can be solved through action research. That means that AR can help solve a specific issue and have a lifelong effect. Although there are many factors, we need to consider in doing this, our main GOAL is to solve the problem we encountered through AR (Informants 6 & 7)]

Napakahalaga na magkaroon tayo ng sapat na kaalaman kung papaano ang tamang paggawa ng action research. Kailangan talaga magkaroon ng seminar workshop yearly para ma refresh ang ating mga utak (Informants 11 & 12) [We need to have sufficient knowledge on how to properly conduct action research. It’s really necessary to have a seminar-workshop yearly to refresh our minds. (Informants 11 & 12)]

The informants' statements emphasize the significant impact of research initiatives on their understanding and

abilities in carrying out action research. Through a Two-Day seminar-workshop on action research, participants acquired a more comprehensive comprehension of Action Research Preparation (ARP) and its objectives, which assisted them in making informed decisions and formulating impactful programs. Research has a beneficial influence, enabling teachers to comprehend and tackle the difficulties they encounter in their classrooms.

A comprehensive understanding of the abilities necessary for action research motivates teachers to address and overcome obstacles in their surroundings confidently. ARP facilitates the exploration of novel prospects for growth and transformation in education. Effective implementation of research enables teachers to play a crucial role in fostering high-quality teaching and management in their schools.

Collectively, the statements made by the informants emphasize the significance of research initiatives in enhancing the caliber of education. Effective action research enhances teachers' preparedness and ability to confront and resolve classroom difficulties. This presents prospects for growth and transformation, not just within educational institutions but also in the broader society.

This further implies that providing teachers with the required skills and knowledge for action research enables them to effectively tackle and overcome challenges in their educational settings. This self-assurance leads to more efficient teaching methods and improved handling of classroom difficulties.

#### IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the researcher arrived at several important conclusions. First, teachers at Oras Elementary School face significant challenges in conducting research. These challenges stem from their demanding schedules, which involve managing multiple classes, extensive lesson planning, student engagement, grading, and administrative duties. This workload leaves little room for professional pursuits such as research. Additionally, teachers need more training in research methodologies and techniques, which is crucial for their professional development and the ability to make evidence-based decisions. Access to research opportunities is also limited, affecting their ability to engage in continuous improvement and collaboration, ultimately impacting student learning outcomes.

The two-day seminar-workshop on action research proved to be a crucial initiative. It significantly enhanced teachers' understanding and skills in action research principles and methodologies. This workshop, approved by the school head and Schools Division Superintendent, enabled teachers to make informed decisions and design impactful projects tailored to address specific challenges in their educational settings. The statements from the informants highlighted the substantial influence of this workshop on their comprehension and expertise in conducting action research, allowing them to gain a deeper understanding of its elements and broader goals.

To create a supportive research environment at Oras Elementary School, it is essential to adopt comprehensive strategies. These strategies should include optimizing research procedures, enhancing resource accessibility, providing targeted professional development, securing financial backing, and aligning institutional goals with teachers' research efforts. Addressing these areas thoroughly can establish an environment conducive to sustained research initiatives among teachers, fostering a culture of continuous improvement and innovation.

Implementing action research initiatives should emphasize collaboration, continuous monitoring, reflection, and transparent documentation. This structured approach will enable both practitioners and researchers to effectively address real-world challenges, resulting in meaningful and practical outcomes in their educational contexts. Enhancing future workshops by incorporating practical guidance, ongoing support mechanisms, and interactive elements is also recommended. Bridging the gap between theoretical knowledge and classroom implementation will provide a more holistic and impactful learning experience for teachers, ensuring the overall effectiveness of these workshops.

Furthermore, it is recommended to conduct additional studies on various aspects of action research among teachers, such as research involvement, attitudes towards research, challenges faced, and institutional research support. These studies will provide a deeper understanding of the different contexts and help develop more tailored strategies to support teachers in their research endeavors. By addressing these recommendations, Oras Elementary School can create a more favorable environment for research, ultimately

enhancing the professional development of teachers and improving student learning outcomes.

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