



## **ACTION RESEARCH ENGAGEMENT OF THE TEACHERS IN DOÑA SUSANA MADRIGAL ELEMENTARY SCHOOL: BASIS FOR ACTION PLAN**

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### **Abstract**

This study which aimed to investigate the action research engagement of teacher of Doña Susana Elementary School was conducted during the School Year 2022-2023. The researcher gathered the necessary and needed data from the fifty (50) teachers who served as the respondents. They were chosen using purposive sampling technique.

Quantitative descriptive research design was used in analyzing the level of competence of teachers and factors that affect them in writing action research utilizing questionnaire-checklist in the form of Google Form.

Based on the result, it was found out that majority of the teacher-respondents did not conduct research, half of had attended local and/or international research conferences, and most of them have no conceptualized, completed, and/or published paper. In addition, teachers, even on the competent scale, still need to further improve their knowledge and skills in conducting action research. More so, it can be noted that have no enough knowledge on the basic steps on how to write action research paper, teachers are not aware of the benefits of writing action research especially on their professional growth and development, and financial matter really plays big part on the endeavors that teachers want to pursue including writing of action research.

It was recommended that teacher-training programs and other activities on research can further strengthen competence in research, recognition they can get from conducting research should be explained to teachers, and financial support should be given to them.

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## Context and Rationale

Research is one of the major functions in an institution that should be nurtured and fostered in order to advance quality education. It is likewise a vital instrument used to foster progress and advancement. In other words, research is a process comprised of data collection, analysis, interpretation, and assessment procedures conducted in a planned manner in order to find solutions to a problem.

The Department of Education (DepEd) has a strong drive to motivate teachers to conduct research. Several directives had been instituted by the DepEd to provide funding and improve research culture (DepEd Order No. 24 s. 2010; DO No. 43 s. 2015). The DO No 4 s. of 2015 provides guidelines in the utilization of the Basic Education Research Fund. Also, DepEd Order No. 16, s. 2017 provides Research Management Guidelines (RMG). Further, the policy mentions research as one of the critical performance indicators in the new Result-based Performance Management System (RPMS), hence, it becomes a part of the teacher's tasks.

As pointed by Erba (2013), the competence of teachers is important to develop especially in solving a problem to help them examine and build classroom practices and develop an understanding of their teaching and learning processes.

According to Ambag (2015) and Dalwampo (2017), in their separate study, the skills and competence of teachers are the precursors in giving the best learning for the students. Since teachers act as the mediator of knowledge, they must continually upgrade and empower themselves. Demin (2015) further added that teachers must have a comprehensive understanding and knowledge in conducting research to deal with the challenges that happen during the investigation. Likewise, Nuget et al. (2012), as reiterated by Marzo (2017), stated that teachers who engage in action research must tend to be more willing to self-assess and reflect on their practice and actions to improve their teaching.

However, it is the common notion of every faculty member to have doubts about researching because it is a tedious process by its nature. Teachers must have the interest, enough knowledge and skill, budget, and context for them to prosper in action research making.

In the case of Doña Susana Elementary School, teachers show limited interest in engaging themselves in writing research study particularly Action Research. It can be observed that the teachers are not able to conceptualized study that may be caused by their inadequate knowledge about it. Moreover, the overflowing teaching and non-teaching related tasks that they must accomplish hinder them to actively participate in activities related to writing action research.

Additionally, some other factors that might affect the engagement of teachers in action research making, presenting, and publishing, especially in public elementary and secondary schools, include but are not limited to time constraints and heavy workloads (Kutlay, 2012; Morales, 2016). Furthermore, Bocar (2013) stated that most of the time, research work can be tiring and tedious work to do.

Lack of support and training, to begin with, were other reasons why teachers were not capable and equipped with skills in action research making (Clark & Embury, 2016). The same factors affecting action research making were also cited by Erba (2013) when he stated that lack of teachers' in-service training, lack of knowledge and skills, lack of attitude and interest, shortage of materials or resources, and financial problems could play a great role in affecting teacher practitioners in schools.

Because of the aforementioned scenarios, the researcher opted to conduct this study to investigate the Action Research engagement of teachers in Doña Susana Elementary School. In addition, this undertaking focused on determining level of competence of the teachers in writing research paper and evaluated which of the needs should be strengthened and subjected to capability-building activities as this paper considered to produce an Action Plan as its output.

## **Innovation, Intervention, and Strategy**

The conduct of research is found to help make sound decisions, especially in schools. It can provide necessary result for the enhancement of the implementation of various programs and services. School personnel, teaching and non-teaching are encouraged to conduct research that addresses issues and concerns on learners, teachers, and other stakeholders, as well as the programs and activities implemented in the school. Indeed, the conduct of research is one of the duties and responsibilities of teachers, and it is considered to be an important aspect of every educator's professional life.

Clearing the lines between researcher and practitioner, quantitative and qualitative methods, action research offers contextualized and localized approaches in problem-solving. Scholars have advocated the benefits of modeling research in the field of leadership education on practices common in teacher education (Carver C. & Klein Z. 2013) to come up with a relevant and timely solution to existing institutional or organizational problems. Through research, educators become empowered individuals in creating innovative solutions to the demands and needs of the times.

In this connection, an Action Plan for the conduct of action research writing activities would serve as its output. This plan would definitely allow the teachers to engage themselves in a series of trainings that will capacitate them in writing action research. These basically aim to equip teachers with action research writing skills, monitor the research engagement of teachers, and produce efficient action research paper.

The activities will be done in series with the target of producing the paper part-by-part. Facilitators who are experts in the field will be invited to discuss the parts and process of writing action research. As part of the process, there should be at least one researcher to present and discuss his/her research with its corresponding output. The research outputs submitted should be about enhancement programs, strategic intervention materials, modules, strategic plans, etc. which could be used by school heads to increase their school performance.

Furthermore, it would include various steps and activities which would contribute to the attainment of its objectives. These are simplified process flow, self-evaluation tool, technical assistance form, consultation, and constant monitoring.

### **Action Research Question**

This study which aimed to investigate the action research engagement of teacher of Doña Susana Elementary School was conducted during the School Year 2022-2023.

Specifically, it sought answers to the following research problems:

1. What is the level of engagement of teacher-respondents in action research with respect to:
  - 1.1. number of years in conducting research;
  - 1.2. number of local and international conferences attended; and
  - 1.3. number of papers conceptualized, competed and/or publish.
2. What is the level of research capability of the teacher respondents?
3. What are the factors affecting them in writing action research with respect to:
  - 3.1. knowledge;
  - 3.2. attitude; and
  - 3.3. resources.

### **Action Research Methods**

#### **A. Participants and/or other Sources of Data and Information**

The researcher gathered the necessary and needed data for this study from the fifty (50) teachers of Doña Susana Elementary School. They were chosen using purposive sampling technique. The researcher would consider their background in writing research, as well as their willingness to participate in this study.

## B. Data Gathering Methods

This study used quantitative descriptive research design in analyzing the level of competence of teachers and factors that affect them in writing action research. According to Siedlecki (2020), in a descriptive study, the researchers studied the variables as they appear in their natural context and no manipulation is done. This is complemented by a survey method which is useful for collecting information from a group to describe characteristics, such as opinions and attitudes, of the population of which that group is a part of. It involves the collection and analysis of data about people or materials with the intention to compare existing and required standards.

The instrument will be validated by the Public Schools District Supervisors and research consultants both from elementary and secondary in the district of Binangonan.

Permission to conduct the study was secured. When permitted and with the guidance of the School Head, the researcher administered the questionnaire-checklist himself.

## Discussion of Results and Reflection

Table 1 presents the frequency and percentage distribution of level of engagement of teacher-respondents in action research with respect to the number of years conducting research.

**Table 1**

**Number of Years Conducting Research**

<b>Number of Years</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Rank</b>
None	31	62%	1
1-5 years	10	20%	2
6-10 years	5	10%	3
11 years and above	4	8%	4

It can be seen on the table that majority of the respondents with the frequency of 31 or 62 percent do not engage themselves in conducting action research. It can be reflected from this result that teacher-respondents from Doña Susana Elementary School have no experiences when it comes to writing action research paper.

Table 2 presents the frequency and percentage distribution of level of engagement of teacher-respondents in action research with respect to the number local and/or international conferences attended.

**Table 2**  
**Number of Local and/or International Conferences Attended**

<b>Number Conferences</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Rank</b>
None	25	50%	1
1-3	15	30%	2
4-6	5	10%	3
7-10	4	8%	4
11 and above	1	2%	5

It can be seen on the table that half of the teacher-respondents with the frequency of 25 or 50 percent did not join yet any local or international conferences relative to action research writing. Although there were 15 or 30 percent of the teacher-respondents had joined 1-3 research conferences, it can still be reflected from the result that the teacher-respondents have limited participation in these kinds of activities regarding research.

Table 3 presents the frequency and percentage distribution of level of engagement of teacher-respondents in action research with respect to the number papers conceptualized, completed, and/ published.



**Table 3**

**Number of Papers Conceptualized, Completed, and/or Published**

Number Conferences	Frequency	Percentage	Rank
None	39	78%	1
1-3	10	20%	2
4-6	1	2%	3
7-10	0	0%	4.5
11 and above	0	0%	4.5

It can be seen on the table that almost all the teacher-respondents with the frequency of 39 or 78 have no any written action research paper. It can be reflected that most of the respondents never made an article even once.

Table 4 presents the computed mean of level of research capability of the teacher-respondents.

**Table 4**

**Level of Research Capability of Teacher-Respondents**

	Mean	Verbal Interpretation
1. Identifying the problems or issues to be addressed.	3.02	Competent
2. Writing the introduction	2.45	Less Competent
3. Formulating research questions	2.31	Less Competent
4. Citing of related literature and studies	1.82	Less Competent
5. Making interventions, output of the action research	2.35	Less Competent
6. Selecting research designs	2.81	Competent
7. Describing the research population.	2.87	Competent
8. Using appropriate sampling technique.	2.91	Competent
9. Selecting appropriate data gathering instrument.	2.83	Competent

10. Preparation of the data gathering instrument.	2.83	Competent
11. Making ethical considerations in the conduct of action research.	2.91	Competent
12. Selecting the most appropriate data collection methods.	2.15	Less Competent
13. Choosing the tools for data analysis and interpretation.	2.85	Competent
14. Presenting data in a tabular or graphical manner.	2.85	Competent
15. Making the textual presentation of data.	1.75	Less Competent
16. Summarizing findings of the study.	2.94	Competent
17. Drafting the conclusion of the study.	2.91	Competent
18. Making recommendations derived from the findings.	2.96	Competent
19. Citing references using APA style formatting.	2.05	Less Competent
20. Writing the research abstract.	2.42	Less Competent
<b>Average Weighted Mean</b>	<b>2.60</b>	<b>Competent</b>

It can be seen on the table that 12 out of 20 items were verbally interpreted as Competent. However, it is important to note that majority of these statement obtained weighted mean that are in the lower part of the bracket. Likewise, the average weighted mean fell on the lower scale of the competent bracket. This only shows that teachers, even on the competent scale, still need to further improve their knowledge and skills in conducting action research.

Statement number 1 'Identifying the problems or issues to be addressed' has the highest mean of 3.02 verbally interpreted as Competent. This means that the respondents are known to be good at identifying the weaknesses and problems in their own classrooms, and they can apply it well in doing action research.

With regard to the statements that obtained verbal interpretation of Less Competent, item 4 'Citing of related literature and studies' has the lowest mean of 1.82. This means that the teacher-respondents have inadequate knowledge on how to peruse resources that are parallel to the study they are supposed to conduct. This is connected to the other statements that are verbally interpreted as Less Competent.

It can be reflected from the results that teacher-researchers are proficient in conceptual knowledge but only marginally in computational and technical knowledge. Thus, teachers need to further improve their craft in action research making and enhance their competencies in writing them.

Table 5 presents the computed mean of the factors that hinder teachers in writing action research with respect to knowledge.

**Table 5**  
**Factors that Hinder Teacher-Respondents in Writing Action Research with respect to Knowledge**

	<b>Mean</b>	<b>Verbal Interpretation</b>
1. Misunderstanding of classroom-based Action Research	2.83	Agree
2. Misunderstanding of the procedures followed in conducting classroom-based Action Research	2.85	Agree
3. Misunderstanding of research ethics	2.83	Agree
4. Misunderstanding the importance of Action Research	2.77	Agree
5. Misunderstanding the benefits of Action Research	2.74	Agree
<b>Average Weighted Mean</b>	<b>2.80</b>	<b>Agree</b>

It can be seen on the table that knowledge as one of the factors that hinder the teacher-respondents in writing action research obtained an average weighted mean of 2.80 and verbally interpreted as Agree. Statement 2 'Misunderstanding of the procedures followed in conducting classroom-based Action Research' has the highest mean of 2.85. This means that the teacher-respondents have no enough knowledge on the basic steps on how to write action research paper.

It can be reflected from the result that conducting teacher-training programs and other activities on research can further strengthen competence in research.

Table 6 presents the computed mean of the factors that hinder teachers in writing action research with respect to attitude.

**Table 6**  
**Factors that Hinder Teacher-Respondents in Writing Action Research with respect to Attitude**

	Mean	Verbal Interpretation
1. Less appreciation of the usefulness of action research in enhancing instruction	2.72	Agree
2. Less recognition of the usefulness of action research for my professional growth as a teacher	2.87	Agree
3. Unwillingness to write action research for intensified instruction	2.70	Agree
4. Unwillingness to write action research for effective intervention	2.66	Agree
5. Unwillingness to write action research for my promotion	2.70	Agree
<b>Average Weighted Mean</b>	<b>2.73</b>	<b>Agree</b>

It can be seen on the table that attitude as one of the factors that hinder the teacher-respondents in writing action research obtained an average weighted mean of 2.73 and verbally interpreted as Agree. Statement 2 ‘Less recognition of the usefulness of action research for my professional growth as a teacher’ has the highest mean of 2.87. This means that teachers are not aware of the benefits of writing action research especially on their professional growth and development.

It can be reflected from the results that appreciation, recognition, and willingness to participate in action research making can increase when the usefulness and benefits of doing such research are clearly explained to teachers.

Table 7 presents the computed mean of the factors that hinder teachers in writing action research with respect to resource.

**Table 7**  
**Factors that Hinder Teacher-Respondents in Writing Action Research with respect to Resource**

	<b>Mean</b>	<b>Verbal Interpretation</b>
1. Lack of Budget	3.06	Agree
2. No computer or laptop and printer.	2.83	Agree
3. Insufficient reference materials (journals, books, reports, etc.)	2.96	Agree
4. Lack of training or seminar-workshop on research activities	2.98	Agree
5. No technical assistance from the immediate supervisor	2.85	Agree
<b>Average Weighted Mean</b>	<b>2.94</b>	<b>Agree</b>

It can be seen on the table that resource as one of the factors that hinder the teacher-respondents in writing action research obtained an average weighted mean of 2.94 and verbally interpreted as Agree. Statement 1 'Lack of Budget' has the highest mean of 3.06. This means that financial matter really plays big part on the endeavors that teachers want to pursue including writing of action research.

It can be reflected from the results that both human and financial support should be given to the teachers in order for them to engage themselves in activities related to action research.

### Action Plan

<b>Activities</b>	<b>Persons Involved</b>	<b>Date</b>	<b>Success Indicators</b>
<b>Writing of Project Proposal</b>	Research Team	February 2023	- Project Action Plan
<b>Presentation of Proposal</b>	School Head Research Team	February 2023	- Approved Action plan - Minutes of the Meeting

<b>Brainstorming and Planning on the Process</b>	School Head Research Team	February 2023	- Minutes of the Meeting
<b>Training on Research Capability of Teachers</b>	School Head Research Team Teachers	March 2023	- Narrative and Pictorial Report - Attendance
<b>Seminar and Workshop on Writing Research Title</b>	School Head Research Team Teachers	March 2023	- Narrative and Pictorial Report - Attendance
<b>Seminar and Workshop on Writing Research Proposal</b>	School Head Research Team Teachers	March 2023	- Narrative and Pictorial Report - Attendance
<b>Seminar and Workshop on Data Gathering and Statistical Analysis</b>	School Head Research Team Teachers	April 2023	- Narrative and Pictorial Report - Attendance
<b>Seminar and Workshop on Writing Completed Research</b>	School Head Research Team Teachers	April 2023	- Narrative and Pictorial Report - Attendance
<b>Seminar on Research Presentation</b>	School Head Research Team Teachers	May 2023	- Narrative and Pictorial Report - Attendance
<b>Monitoring of the Project</b>	School Head Research Team Teachers	March-May 2023	- Monitoring Tool
<b>Validation of Completed Paper</b>	School Head Research Team Teachers	June 2023	- Completed Paper

### Financial Report

<b>ACTIVITY</b>	<b>ELIGIBLE EXPENDITURES</b>	<b>QUANTITY</b>	<b>COST</b>
1. Bond paper for research training materials, certificates, and other document	<b>Supplies</b>	<b>2 reams of bond paper *250.00</b>	₱ 500.00
2. Ink for printing	<b>Supplies</b>	<b>4 bottles (different color) * 250.00</b>	₱ 1,000.00
3. Honoraria for the resource speakers	<b>Expenses related to research dissemination</b>	<b>500 * 4 resource speakers</b>	₱ 2,000.00
<b>TOTAL</b>			<b>₱ 3,500.00</b>

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