



Developing Action Research Culture among Schools in Tiaong District 1

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ARTICLE INFO

Article History:

Received: 02 September 2022

Final Revision: 28 October 2023

Accepted: 28 October 2023

Online Publication: 29 October 2023

KEYWORDS

Action Research, Action Research Culture, Action Research Plan

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A B S T R A C T

The study aimed to develop an action research culture among schools in Tiaong District 1. Specifically, the study dealt with the number of research training attended, level of research training attended, number of researches conducted, and number of researches published; challenges encountered by the teachers in doing action research in terms of knowledge, schedule of workload, research resources, training related to action research; and the measures applied to address challenges in conducting action research. It employed a descriptive research method. The participants were 182 Junior High School teachers of Tiaong District 1 selected through complete enumeration. The self-made questionnaire was the main instrument used to gather data. The findings of the study revealed that most of the Junior High School teachers in Tiaong District 1 have only attended school level trainings and very few have attended national and international trainings. Moreover, most of the teachers do not have sufficient knowledge and skills in doing action research; and the major challenge that the teachers faced in doing action research was the schedule of workload that they preferred to spend their time teaching instead of doing action research. As the result implied the appropriate management of workload will aid the challenges in conducting action research as the Action Research Plan will serve as the basis for developing an action research culture among schools in Tiaong District 1.

1. INTRODUCTION

1.1. Research Background

Action Research has a lot to do with teacher education and quality classroom instruction [1]. The belief that teachers are active participants in the development of education shows that teachers become the catalyst for change and responsible agents for the improvement of their own classroom teaching and for uplifting the students learning. Since teachers are part of the environment where the problem occurs, action research enables them to discover what went wrong, and to address this concern, education institutions are encouraging teachers to engage in research. In the Philippines, the Department of Education (DepEd) in accordance with Chapter 1, Section 7(5) of RA 9155 has issued an order to its school heads, supervisors, and teachers for the adoption of the Basic Education Research Agenda which aims to be effective not just by giving out policies and guidelines or providing improved funding facilities, but also by putting

effort in training and developing teachers to have the required eligibility.

In Tiaong District I, only few teachers engage themselves in the field of action research. The result of the Monitoring and Evaluation (M&E) for the S.Y. 2018-2019, showed that the school has 0% teacher engagement in action research. Admittedly most of the teachers in Tiaong District are not doing action research. Even if doing action research is part of their annual performance evaluation, teachers tend to ignore the contribution it may bring to their performance evaluation score and to their professional and career development. Thus, with this condition, the researcher would like to address problems in doing action research among teachers in the Tiaong I District

1.2. Literature Review

1.2.1. Action Research and Its Purpose

One of the kinds of research that teachers are engaged in is action research. There are several authors that offer a definition of action research. According to [2], it is a classroom-based research



conducted by teachers in order to reflect upon and evolve their teaching. She further defines it as a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. [3] define action research as learning how to do things in a more personally and socially beneficial way and it is a practical way of looking at your practice in order to check what it is as you feel it should be. In addition, to this [4] narrated that teachers need to conduct several steps to make an action research: identifying the area of focus, collecting data, analyzing and interpreting the data, and developing a plan of action. The teachers need to manifest these skills necessary to conduct an action research.

1.3. Research Engagement

One of the kinds of research that teachers are engaged in, is action research. In the Australian Academy of Technological Science and Engineering, [5] in the module “Assessing engagement and impact in university research” mentioned that research engagement describes the interaction between researchers and research organizations and their larger communities/industries for the mutually beneficial exchange of knowledge, understanding, and resources in a context of partnership and reciprocity.

The educational system of the Philippines is rapidly evolving due to many factors such as ASEAN integration, global competitiveness, globalization, integration of ICT in teaching and other important internal and external factors. With the implementation of the new K-12 program of the Department of Education across all Basic Education institutions in the Philippines, some key impetus should be considered such as evidence-based policy, better student achievement, enhancement of curriculum, instruction, and assessment, teacher quality and teacher professionalism [6,7]. With these, many important factors should be considered for basic education institutions to cope with the demands of the fast-changing world. And one of these factors is the inclusion of action research as a major function of a teacher in the 21st century [8]. It is then imperative for teachers to embrace action research in their professional lives to foster a culture of research among schools to improve educational outcomes for local and global competitiveness.

Challenges in Action Research

In undertaking action researches, whether you are a current student or a doctoral graduate one can experience a lot of challenges. In the study of [9], they referred to some factors that hinders teacher's research engagement such as lack of time in conducting research, lack of administrative support and inadequate research exposure.

Also, the work of teaching has always been difficult. But now it isn't just the demands of the classroom that are wearing teachers down. Students increasingly bring more problems into the classroom; parental and societal expectations keep increasing; and financial cutbacks make it clear that today's teachers are being asked to do more with less. Worse still, the respect that society had traditionally placed upon public school teachers is eroding, as teacher bashing and attacks on the very value of a public education are becoming a regular part of the political landscape. Consequently, teacher burnout has become the plague of the modern schoolhouse.

Measures in addressing challenges

One study conducted by [10] on the practices and challenges in doing research in Sululta Secondary School in Ethiopia revealed that only a few teachers were engaged in research due to a lack of research knowledge. First, as research is evidence-based, teachers' needs and their context should be given importance in doing research. This is to provide an effective and direct transfer of research knowledge to its practical applications. Second, effective teacher training should be determined in order to effectively engage teachers to do and review research. This is for the teachers to acquire knowledge and skills from research-based practices. Continuous teacher training and other professional development activities are known to guide teachers towards research-based practices. Therefore, training should be relevant and consistent in order to strengthen teachers' research knowledge and skills. Third, collaboration should be emphasized when doing research. She pointed out that by doing research together, teachers may build a common goal and concern toward research-based practices. Collaboration can increase concrete and real evaluation and discussion that can lead to a better research work.

1.4. Research Objective

The study aimed to develop an action research culture among schools in Tiaong District 1. Specifically, it sought answers to the following questions:

1. What is the level of action research engagement of the teachers in terms of:
 - 1.1. Number of Research Trainings attended for the last 5 years
 - 1.2. Level of Research Trainings attended for the last 5 years
 - 1.3. Number of Researches conducted for the last 5 years
 - 1.4. Number of Researches Published for the last 5 years
2. What are the challenges encountered by the teachers themselves in doing action research in terms of:
 - 2.1 Knowledge
 - 2.2 Schedule of Work Load
 - 2.3 Research Resources, and
 - 2.4 Training related to action research
3. What are the measures applied to address the challenges in conducting action research?
4. What plan may be developed to establish an action research culture in Tiaong I District?

2. MATERIALS AND METHODS

2.1. Research Design

The study used the descriptive method of research which is the kind of research method that collects information neither without changing the environment nor without manipulating the data [11]. This is the method suited to give the needed data concerning the challenges met by professional practitioners, identifying the measures given in addressing them and evaluating of the action research plan.

2.2. Sampling

The participants of the study are the 182 public schools' secondary teachers of District of Tiaong I. It is composed of eighteen (18) teachers from Lalg National High School, one hundred forty three (143) teachers from Recto Memorial National High School and twenty-one (21) teachers from Gloria

Umali National High School selected through complete enumeration.

2.3. Instrument

A self-made questionnaire (Appendix A) was used as the main instrument to evaluate and gather data. There are three variables represented in the questionnaire; the action research engagement of the teachers in the District of Tiaong I, the challenges met by professional practitioners in doing action research and the measures applied in addressing the challenges.

For Part I. A researcher-made checklist was used to determine the Action Research Engagement of the teachers in Tiaong I District.

For Part II discusses challenges met by Professional Practitioners in doing action research and Part III Measures applied in addressing the challenges in Action Research. The questionnaire was subjected to validity (Appendix B) and reliability test (Cronbach=.925). A four-point Likert Scale with descriptive ratings from strongly agree to strongly disagree on the different areas on action research was used.

2.3. Data Gathering Procedures

A letter of permission (Appendix C) to conduct the study from the Schools Division Superintendent and the Public Schools District Supervisor of District 1 of the Division of Quezon requesting the participation of the school heads was sought. Upon approval of the request, the questionnaires were personally administered by the researcher through the approval of the Principals of Recto Memorial National High School, Gloria Umali National High School and Lalis National High School. The questionnaires were retrieved from the participants after three (3) days.

3. RESULT AND DISCUSSION

3.1. The action research engagement of the public school teachers in District of Tiaong I.

Table 1. Number of research trainings attended per school

Research Training	Lalis National High School		Gloria Umali National High School		Recto Memorial National High School	
	No.	%	No.	%	No.	%
10 and above	0		0		6	4
7-9	0		0		17	12
4-6	4	22	6	29	25	18
3 and below	14	78	15	71	95	66
Total	18	100	21	100	143	100

Table 1 exhibits the action research engagement of the public school teachers in the District of Tiaong I in terms of the number of research trainings attended for the last five (5) years. The highest number of trainings attended falls under 3 and below category which is fourteen (14) for Lalis National High School, fifteen (15) for Gloria Umali National High School and ninety five (95) for Recto Memorial National High School. The only school who had attended 10 and above trainings was Recto Memorial National High School which has six (6) attendees as

well as to 7-9 research training where they had seventeen (17) attendees. It only shows that there are teachers in the District of Tiaong I who do not have enough trainings in conducting action research.

As mentioned by [12], in terms of creating and developing the right environment training should be offered to teachers. [13] emphasized that attending to research workshops will create a positive impact on teachers who are doing or will be doing a research study. Thus, these teachers need to be exposed to research training, seminars and conferences, in order to develop more of their skills and to confidently conduct a research project on their own.

Moreover, teachers should be aware of the programs of the teachers In-service Training (INSET) and Continuing Professional Development (CPD). The findings indicate that although DepEd Quezon provides a number of research trainings, the participants still find it insufficient, which lead to teachers' low engagement in research.

Table 2 displays the level of action research trainings attended for the last 5 years. The highest percentage of result for the level of action research trainings in each public school is in school level which is sixty (60) percent for Lalis National High School, eighty six (86) percent for Gloria Umali National High School and sixty-two (62) percent for Recto Memorial National High School. On the other hand, the lowest percentage result for the level of action research training per school is in the international level which is five (5) percent for Gloria Umali National High School and nine (9) percent for Recto Memorial National High School.

Table 2. Level of Action Research Trainings attended for the last 5 years (N=183)*

Aspects	Lalis National High School		Gloria Umali National High School		Recto Memorial National High School	
	No.	%	No.	%	No.	%
International	0		1	5	12	5
National	3	15	2	10	19	9
Division	2	10	3	14	21	9
District	3	15	3	14	34	15
School	18	60	21	86	143	62
Total	20	100	28	100	229	100

*Multiple Responses

The result further affirmed that there were only few teachers who were able to attend international training for conducting action research. Most of the action research training were given by the school. However, one of the ways to overcome challenges of implementing action research would be to create contexts in which teachers could network and share their research. It is important for them to present reports and share their findings with colleagues. Schools or district educational offices could hold conferences periodically to facilitate these activities.

As indicated by [14], there is strong evidence that teacher and teacher educators need to engage in research, in the sense of keeping up to date with the latest developments in their academic subject and on effective instructional techniques to inform their pedagogical content knowledge. Effective teacher training should be determined in order to effectively engage teachers to do and review research. This is for the teachers to acquire knowledge and skills from research-based practices. Continuous teacher trainings and other professional development activities are known

to guide teachers towards research-based practices. Therefore, trainings should be relevant and consistent in order to strengthen teachers' research knowledge and skills.

As shown in Table 3, the number of researches conducted for the last 5 years in Tiaong I District revealed that most of the teachers have no experience in conducting researches.

Based on the shared knowledge among teachers on the conduct of the questionnaire, the result can be attributed to the schedule of workload, limited resources, trainings related to action research, and limited knowledge. Placed in this dilemma, this finding confirms that the most frequently perceived barrier according to Ref. [15] was time, followed by limited skills and financial support to teachers.

Table 3. Number of Researches conducted for the last 5 years

Researches	Lalig National High School		Gloria Umali National High School		Recto Memorial National High School	
	No.	%	No.	%	No.	%
5-6	0		0		6	4
3-4	0		0		17	12
2 or less	0		2	10	25	18
None	18	100	19	90	89	62
Total	18	100	21	100	143	100

As presented in Table 4, among the schools in the district, 9 teachers from Recto Memorial National High School were able to publish 3-4 research, and eleven (11) teachers who were able to publish for 1-2 research. However, none of the teachers in Lalig National High School and Gloria Umali National High School were able to publish research which is a clear manifestation that teachers have limited skills, money and time to publish in other journals. These results were consistent with findings that a combination of lack of time and limited skills increases difficulties in publishing results [16]. The lack of funding for publication fees is also one of the reasons of very limited publication of research [17]. Overall, the results suggest that teachers and skills and technical support on how to publish research are essential.

Table 4. Number of research published for the last 5 years

Researches Published	Lalig National High School		Gloria Umali National High School		Recto Memorial National High School	
	No.	%	No.	%	No.	%
7 or more	0		0		0	
5-6	0		0		0	
3-4	0		0		9	6
1-2	0		0		21	15
None	18	100	21	100	113	79
Total	18	100	21	100	143	100

3.2. Problem 2: The challenges encountered by the public-school teachers in conducting research

There are some factors that hinder teacher's engagement in research. As shown in Table 5, the inadequacy of training in action research study ranked first with a weighted mean of 3.18 and a corresponding qualitative description of "agree". On the other hand, lack of communication skills ranked last with a weighted mean of 2.28 and a corresponding qualitative

description of "disagree". Though, most of the teachers agreed that the schedule of workload with a weighted mean of 2.64, is one of the challenges that they have met in conducting action research.

Table 5. Knowledge

Challenges	Weighted Mean	Descriptive Equivalent	Rank
Knowledge			
Inadequate training in action research	2.78	A	1
Inadequate research exposure	2.77	A	2
Insufficient knowledge on the methodologies of action research	2.71	A	3
Lack of clear role of teachers in conducting research	2.68	A	4
Lack of communication skills	2.28	D	5
Total	2.64	A	

Scale: 3.26-4.00- Strongly Agree (SA); 2.51-3.25- Agree (A); 1.76-2.50- Disagree (D); 1.00-1.75- Strongly Disagree (SA)

Table 6, discloses the challenges that most teachers faced in terms of schedule of workload that constraints them in conducting action research. The respondents agreed that the presence of other ancillary works aside from teaching ranked first with a weighted mean and a qualitative description of "agree" while lack of plan in monitoring and evaluating action research ranked last with a weighted mean of 3.11 and a qualitative description of "agree". To sum up, the respondents agreed that schedule of workload with a weighted mean of 3.20, is one of the challenges that hinders them in making action research.

in conducting research confirming the literature [18].

Table 6. Schedule of Workload

Challenges	Weighted Mean	Descriptive Equivalent	Rank
Schedule of Workload			
The presence of other ancillary works aside from teaching	3.28	A	1
Loaded with paper works and reports	3.26	A	2
Limited time in conducting action research	3.20	A	3
Unable to balance the period of research work with personal life	3.14	A	4
Lack of plan in monitoring and evaluating action research	3.11	A	5
Total	3.20	A	

Scale: 3.26-4.00- Strongly Agree (SA); 2.51-3.25- Agree (A); 1.76-2.50- Disagree (D); 1.00-1.75- Strongly Disagree (SA)

Although DepEd Order No. 16, s. 2009 reiterates the implementation of six (6) hours of actual classroom teaching of public school teachers, which covers the full teaching load of a teacher and the remaining two (2) hours to be spent for teaching-related activities in or outside the school, because of other ancillaries (e.g., coordinators, advisor-ships, and/or special assignments), paper works such as reports and preparation of lesson plans, teachers find the said two hours remaining not enough for them to fulfill other works such as their classroom-based action researches. Likewise, being loaded with paper works and reports constrain them from conducting action researches. The results indicate that the teacher's usual eight-hour working time per day is inadequate for them to finish their work as classroom teachers. The results prove that time is the primary challenge for teachers

Table 7. Research Resources

Challenges	Weighted Mean	Descriptive Equivalent	Rank
Research Resources			
Unavailability of funding support	3.15	A	1
Absence of functional research unit	3.11	A	2
Unable to join the group of researchers funded by DepEd and CHED	3.08	A	3
Insufficient reference materials in the library	3.05	A	4
Absence of functional research unit	3.00	A	5
Total	3.08	A	

Scale: 3.26-4.00- Strongly Agree (SA); 2.51-3.25- Agree (A); 1.76-2.50- Disagree (D); 1.00-1.75- Strongly Disagree (SA)

The participants also agreed that research resources hamper the teachers in conducting their action research with a weighted mean of 3.08. Moreover, the unavailability of funding support ranked first with a weight of 3.15 and a qualitative description of "agree" while the absence of a functional research unit ranked last with a weighted mean of 3.00 and a qualitative description of "agree". In addition, institutions wishing to develop a culture of research must allocate significant resources for faculty training and support. Faculty with minimal scholarship production experience will likely need training and personal support to become proficient. Institutions may develop continuing education courses or support services in research practices, grant writing and grant management [19].

Moreover, training related in doing action research is the last factor that hinders action research engagement of the teachers. Most of the participants agreed that training related to Action Research with a weighted mean of 2.89, is one of the challenges that they faced in conducting action research. This indicates that although DepEd Quezon provides a number of research pieces of training, the respondents still find it insufficient and this leads to

teachers' low engagement in research. Hence, time management, training/information/guide, and mechanisms or programs that will sustain teacher's motivation to engage in action research be set in place [20].

Table 8. Trainings Related to Action Research

Challenges	Weighted Mean	Descriptive Equivalent	Rank
Training Related to Action Research			
Unavailability of funding support	3.15	A	1
Inadequate training/seminars given	3.02	A	2
Lack of incentives given	2.92	A	3
Lack of interest to attend trainings	2.74	A	4
Lack of administrative support	2.63	A	5
Total	2.89	A	

Scale: 3.26-4.00- Strongly Agree (SA); 2.51-3.25- Agree (A); 1.76-2.50- Disagree (D); 1.00-1.75- Strongly Disagree (SA)

3.3. Measures applied to address the challenges in conducting action researches.

Table 9 displays the measures undertaken to address the challenges in doing action research to raise the number of teachers conducting research using the Likert Scale: 4- Strongly Agree; 3- Agree; 2 Disagree; 1- Strongly Disagree.

Table 9. Measures applied to address the challenges in conducting action researches.

Measures Applied	Weighted Mean	Descriptive Equivalent	Rank
Trainings Related to Action Research			
Inviting research experts	2.72	A	1
Forming action research team	2.68	A	2
Conducting action research seminars in schools	2.61	A	3
Scouting for references and materials	2.21	D	4
Retooling in doing action research	2.08	D	5
Total	2.46	D	

Scale: 3.26-4.00- Strongly Agree (SA); 2.51-3.25- Agree (A); 1.76-2.50- Disagree (D); 1.00-1.75- Strongly Disagree (SA)

Table 9 discloses the measures applied in addressing action research challenges that focus on the training related to action research. The data affirmed that inviting research experts, forming action research plans and conducting action research seminar in schools are always practiced in school with a weighted mean of 2.72, 2.68 and 2.61 respectively. Thus, institutions willing to develop a culture of research must allocate significant resources for faculty training and support. Faculty with minimal scholarship production experience will likely need training and personal support to become proficient. Institutions may develop continuing education courses or support services in research

practices, grant writing and management. This program could be housed in either a centralized or discipline-specific center [21].

However, scouting for reference and materials and retooling in doing action research falls to disagree with a weighted mean of 2.21 and 2.08 respectively. Likewise, to provide financial support to the conduct of research in the field, D.O. No. 43, series 2015 and D.O. No. 4 s. 2016 set the guidelines on the use of the Basic Education Research Fund (BERF). This policy outlined a clear framework for the implementation of a grant-awarding facility that had been underutilized since the issuance of D.O. No. 24 s. 2010, which originally made such grants available but the problem still is there is no specific Department of Education Memorandum from the Division heightening action research engagement.

Table 10 presents the training related to action research as one of the measures being applied in conducting action research. The respondents agreed that complying to DepEd Order 2016, requiring schools to do action researches ranked first with a weighted mean of 2.7 followed by strengthening research engagement in schools by example/support/participants which has a weighted mean of 2.54. This is attributed to the needs to comply with the DepEd order being mandated in doing researches. Though there are still cases of confusion among teachers when it comes to research engagement.

Table 10 . Space for Research Work

Measures Applied	Weighted Mean	Descriptive Equivalent	Rank
Space for Research Work			
Complying to the DepEd Order 2016, requiring schools to do action researches.	2.76	A	1
Strengthening research engagement in schools by example/support/participants	2.54	A	2
Practicing time management in doing action research	2.28	D	3
Finding suitable action research partnership	2.23	D	4
Coming up with research agenda in action research	2.12	D	5
Total	2.39	D	

Scale: 3.26-4.00- Strongly Agree (SA); 2.51-3.25- Agree (A); 1.76-2.50- Disagree (D); 1.00-1.75- Strongly Disagree (SA)

On the other hand, the respondents disagreed to practicing time management in doing action research, finding sustainable action research partnership and coming up with research agenda in action research with a weighted mean of 2.28, 2.23 and 2.12 consecutively. This may be attributed to too many activities in school, incapable of assisting and monitoring teachers, lack of rules in conducting action research in school level, no one is in charge to manage research proposals and output, limited training conducted and lack of incentives and credits.

Moreover, the importance of motivation in action research writing was also supported by [22] who reported that one of the factors which is very important in fostering good researchers is incentive motivation. This motivation may include reward system

which makes research flourish among schools. Teachers may be given cash incentives, merit awards and credits for rank and salary promotions [23].

Table 11. Management of Workload

Measures Applied	Weighted Mean	Descriptive Equivalent	Rank
Management of Workload			
Encouraging others to do action research.	3.12	A	1
Engaging in action research as time permits	2.81	A	2
Unloading extra-workload	2.33	D	3
Allotting time specifically for action research	2.29	D	4
Following the timeframe to finish action research report	2.11	D	5
Total	2.53	A	

Note. 3.26-4.00- Strongly Agree (SA); 2.51-3.25- Agree (A); 1.76-2.50- Disagree (D); 1.00-1.75- Strongly Disagree (SA)

Table 11 exhibits the aspects in terms of management of workload. It is clearly seen that the respondents agreed that encouraging others to do action research and engaging in action research as time permits with a weighted mean of 3.12 and 2.81 consecutively are the measures being applied in their respective schools.

However, the respondents disagreed on some aspects which is unloading extra workload, allotting time specifically for action research and following timeframe to finish action research report with a weighted mean of 2.33, 2.29 and 2.11 consecutively. As identified by [24] one of the factors why research-engaged school interest and engaged in research is the lack of time. Instead of research output keeping pace with developments in the broad range of subject areas they are asked to teach in. However, the study of [25], interviewees suggested ways to research by, providing staff with time-tabled sessions to reflect on the research they want to engage in, enabling teachers to target conducting research once a term; providing whole opportunities for whole school CPD (i.e. Monday afternoon training sessions; Learning Action Cells in schools); providing time for teachers to conduct their own internal research projects and ensuring that teachers have sufficient time between training sessions to implement and evaluate the research findings in their own classroom discussing research in departmental meetings.

3.2. Developed Action Research Plan.

3.2.1. Rationale

Learning is the core of the Department of Education's (DepEd) Mandate. However, DepEd is not only a learner-centered government; it is also an organization that constantly incorporates the learning process in implementing education policies and programs consistent with its videos. Likewise, it sustains its progressive orientation by ensuring that its actions are informed by sound and relevant evidence from research. Educators, specifically the classroom teachers, can define

problems and generate possible solutions through action research. The findings can produce school interventions and/or weed out the ineffective from promising ones.

The research conducted entitled “Developing Action Research Culture of Tiaong District I” revealed that the teachers need to be exposed in trainings on research to capacitate them in the conduct of classroom action researches.

In this light, the Action Research Plan is imperative for the improvement of the knowledge and skills of teachers in action research to be aligned with the vision, mission and goals of DepEd.

3.2.2. Objectives

This action research plan aims to:

1. Assist teachers in their effort to learn and conduct action research;
2. Capacitate teachers in research writing; and
3. Produce high impact classroom-based action researches.

3.2.3. Expected Output

The primary desired program outcomes are action research proposals from the participants and in the long run the actual, full-blown action research. The program also expects to produce teachers who are confident, and capable research writers who are 100% willing to engage in research writing.

The action plan was evaluated by the five (5) research experts from the three (3) secondary schools in the district of Tiaong I, with an average of 3.9 which is the descriptive equivalent of “Very Good.”

Table 12. The Level of the Academic Performance of selected Learners through the use of Modular Approach and Online Teaching

This indicated that the selected students are having good learning conditions that gave them a satisfactory level of academic performance under modular approach and online teaching. Because some students rely on and are used to relying on mass media or learning materials for learning, guidance and support are required to complete their tasks and activities within the module learning. In addition, they are more interested in doing their tasks because of the mass media and technological gadgets with their friends and family members to assist them. These good learning conditions contribute to the level of fairly satisfactory performance of a whole student participant. Therefore, using the intervention of device-modified, contextualized, and localized materials of print teach learning rocket and game-based strategy, they would do much for their modular activities.

Table 12. Validation of Action Research Plan

Action Research Plan	Weighted Mean	Descriptive Equivalent
Criteria		
1. The action research plan has a clear focus and is output-driven.	4.2	E
2. The action research plan provides guidance to teachers in the conduct of education research and in the utilization of research results	4.2	E
3. The action research plan is not narrow nor restricted or limited in philosophy.	4	VG
4. The action research plan is interesting and has a fair appeal such as the participants will be induced to respond to it and accomplish it fully.	3.8	VG
5. The action research plan is the variable under study, thus measuring what it intends to measure.	3.6	VG
6. The action research plan was clearly and comprehensively discussed to the teaching and non-teaching staff for their guidance.	3.4	VG
7. The action research plan is framed in a clear and simple manner to avoid the risk of error.	4.4	E
Average	3.9	VG

Scale: 4.21-5.00- Excellent (E); 3.41-4.20- Very Good (VG); 2.61-3.40 (G); - Good; 1.82-2.60- Fair (F); 1.00-1.80- Poor (P)

4. CONCLUSION

Based on the findings of the study the **conclusions** drawn were:

1. Teachers have concentrated more on research **training** in the school level only a few had attended international trainings;
2. Many were conducting **research** but not properly documented and completed so only few could publish their action **research**;
3. Teachers spent their time in just teaching, neglecting the importance of research in addressing the problems and needs of the school particularly for the teachers, learners and community;
4. The schedule of workload which also concerns time element is the major challenge in conducting research which includes **paperwork**, reports, and ancillary works for teachers.

5. RECOMMENDATION

The recommendations are as follows:

1. More research-related trainings are needed to deepen of the teachers understanding of action research. Teachers should be

encouraged to attend trainings that will develop the research culture in them.

2. Associated management of workload should be given emphasis since it is the major challenge in conducting research. Teachers should be motivated to publish their research.
3. Deep and effective measures are needed to motivate teachers to conduct and continue conducting action research.
4. The appropriate management of workload will aid the challenges in conducting action research.
5. The Action Research Plan should be supported and included among the implementing and funded activities in schools.
6. Thorough monitoring and evaluation of the Action Research Plan should be instituted.

ACKNOWLEDGMENT

The researcher wishes to express his deepest gratitude and warmest appreciation for the guidance and support in the duration of the study. This paper would not be possible without the help of the following persons: Imelda C. Torres and Ritchel D. Bonsol and above all, to the Almighty God, who never ceases to love us and for the continued guidance and protection.

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