

Project I-Care: Research Capability Program to Improve the Conduct Of Action Research Of School Heads and Teachers Of Gumaca West District

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Abstract — This employed quantitative research using adopted and modified survey questionnaires with four (4) point scale. Purposive sampling was utilized in selecting the respondents. The data were gathered and analyzed using weighted average mean, and the researcher used analysis of variance and Scheffe's test to determine where the significant difference lies. The common issues encountered by the school heads and teachers of the Gumaca West District in conducting action research were their capability in conducting research (3.13), attitudes toward research (2.37), motivation to write research (3.11), and ability to follow research process (3.33). Project I-CARE was developed based on the identified issues of the school heads and teachers. Lastly, it made a significant difference in the conduct of action research in the district after its implementation. This was only limited to the school heads and teachers of the Gumaca West District of DepEd Quezon in the school year 2020-2021. The school heads and teachers identified research capability issues that warrant coordinated efforts and can be resolved by an organized and efficient capability program through PROJECT I-CARE.

The developed capability program is an innovative material designed to improve the research capability of school heads and teachers. With its practical features and significance, the program can be adapted not only by the 16 schools in the district but as well as by the Division of Quezon.

Keywords — *Capability, Literacy, School Heads, Teacher, Improve*

I. Introduction

The Department of Education's mission statement states that "it will protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where students will learn in a child-friendly, gender sensitive, safe and motivating environment." Thus, the school's heads and teachers play a vital role in making sure that this mission is accomplished and achieved by every student. One way to fulfill this mission is to continuously improve themselves to better serve their stakeholders, as mandated by DepEd Order No. 39 s. 2016 where school heads, supervisors, and teachers are ordered to adopt the Basic Education Research Agenda, which focuses on the conduct of education research.

According to Ulla (2018), conducting action research equips teachers and school heads with the abilities fundamental to identifying the problem in the school, and realizing how to resolve

that problem methodically. He also emphasizes, that it permits teachers to make an adjustment in their teaching practices that will have a positive impact on teaching and learning. Mitiku (2020) shared the same notion, where teachers are urged to conduct action research, so that the findings can be applied promptly and issues can be settled all the more rapidly. Ulla et al. (2017) added that doing action research is an extraordinary method to develop educators' lifelong learning and for continuing professional development.

However, in spite of its positive effects upon classroom teaching and learning various studies reported that there are issues that stops and prevent school heads and teachers from doing action research (Vasquez, 2017). According to Norasmah and Chia (2016) these are the lack of research training, research skills, limited time to do research, and lack of financial support. Ulla et al. (2017) acknowledged that, even writing action research is part of their annual individual performance appraisal and evaluation, school heads and teachers tend to discount the impact it may bring to their performance evaluation score because they were not enthused and have no interest to do research.

A. RESEARCH QUESTIONS

This current undertaking sought to capacitate school heads and teachers in teachers in the conduct of action research in the district through Project I-CARE. This study specifically sought to answer the following questions:

1. What is the research capability of school heads and teachers in Gumaca West District in terms of:
 - 1.1 conducting action research;
 - 1.2 attitudes toward research;
 - 1.3 motivation to write research;
 - 1.4 ability to follow research process?
2. Is there significant difference on the research capability of school heads and teachers of Gumaca West District in terms of:
 - 2.1 conducting action research;
 - 2.2 attitudes toward research;
 - 2.3 motivation to write research;
 - 2.4 ability to follow research process?
3. What policy could be made from the result of this study?

B. HYPOTHESIS

There is no significant difference on the capability of school heads and teachers of Gumaca West District in terms of conducting action research, attitudes toward research, motivation to write research, and ability to follow research process.

BRIEF REVIEW OF RELATED LITERATURE AND STUDIES

Research in basic education is encouraged by Republic Act 9155 or the Governance of Basic Education Act of 2001, which directs the Department of Education to conduct educational research and studies that can serve as the foundation for necessary reforms and policy inputs in the field of basic education. DepEd also recognizes the importance of investing in human development and allowing individuals to fulfill their full potential and contribute meaningfully to the nation's development as stated in DepEd Order No. 35 s. 2016.

According to Tindowen et al. (2019), the research productivity of teachers and school heads is still quite low, despite the numerous initiatives and programs that have been implemented by the Department of Education, as well as the efforts that have been made to institutionalize research in basic education. Tindowen et al. (2019), added that teachers and school administrators are still in the phase of adjusting to action research as integral element of their educational culture. However, few studies and research have been conducted to uncover the origins of this difficulty, such as determining the capability, attitudes, motivation, and ability to follow the research process.

Now, it is absolutely necessary for educators to incorporate action research into their professional practices in order to promote a culture of research within schools Ulla et al. (2017). The ultimate goal of this endeavor is to improve educational outcomes in order to increase local and worldwide competitiveness.

Abarro et al. (2016) found that certain school administrators and teachers lacked research skills, particularly when undertaking classroom-based or action research. They emphasized the importance of having research skills in order to help them in addressing the difficulties that they meet in their classrooms and at their respective schools. Tindowen et al. (2019) asserted that it is important for school heads to include action research into their professional lives in order to develop a culture of research that will improve educational outcomes.

The conduct of action research by teachers and school administrators is one of the most fundamental methods of improving the quality of education. Thus, school heads and teachers must equip with capability to conduct research as mentioned in the study of Caincoy (2020). He defines it as the ability to carry out data collection, which includes the planning and selection of appropriate data collection tools or instruments, the identification of an appropriate method for interpreting and manipulating data, and the application of an appropriate statistical tool, and he believes that such capability can be developed through experience over time.

On the other hand, According to Morales et al. (2016), the majority of teachers and school leaders are afraid of getting involved in classroom research, and they do not perceive how research can enhance their job because they lack the expertise and training to see these linkages.

They also discovered that teachers believed that conducting research required familiarity with research skills and that rigorous training, such as a master's degree or professional development programs, were required to obtain research abilities.

Morales et al (2016) discovered that the majority of teachers who conducted action research recognized the importance of action research as a foundation for developing professionalism, that it gives excellent understanding for classroom practice, and that it provides a context for the transformation of practice, which motivated them to write more action research and they noted that writing action research is a method of developing reflectivity, which aids in the improvement of numerous aspects of learning.

Action research, according to Tindowen et al. (2019), is a process of systematic, reflective inquiry to improve educational practices or resolve problems in any operating unit, such as a school, classroom, or office. It entails taking a self-reflective critical and systematic approach to exploring one's teaching contexts, and it seeks to intervene in a deliberate way in the problematic situation in order to bring about changes and even better improvement in teaching practice. That is why school heads and teachers must have the ability and skills in writing research processes.

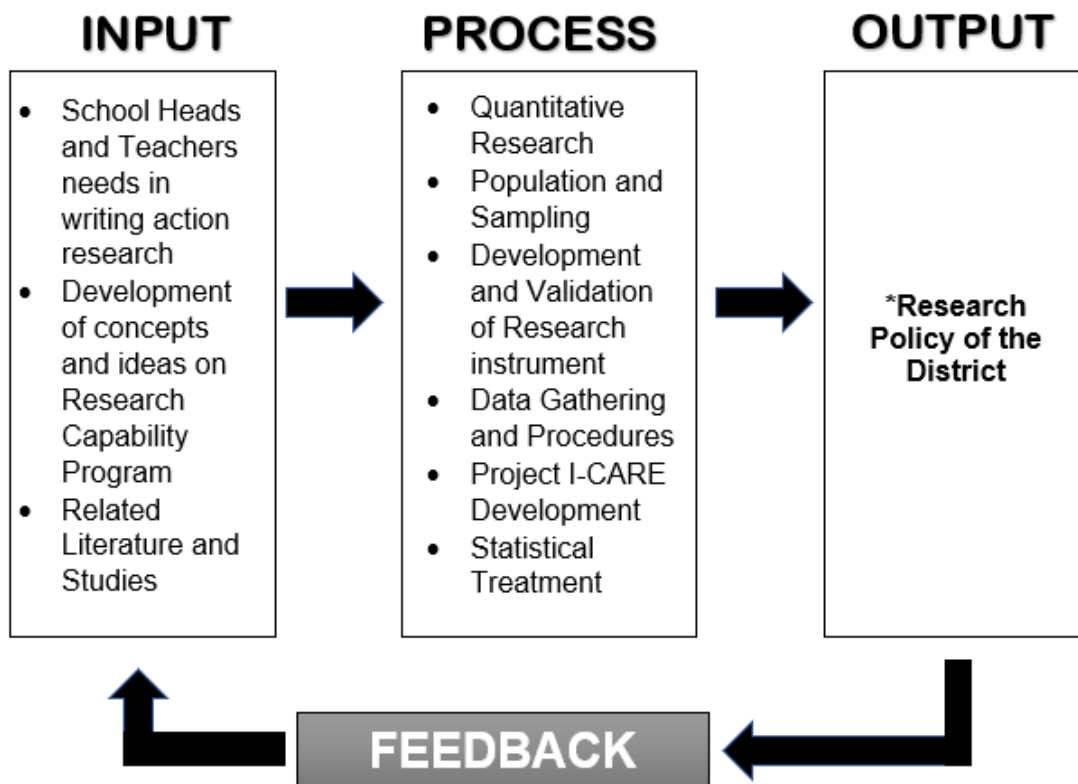


Figure 1. Research Paradigm

This study used the modified Input-Process-Output (IPO) mode; to show important concepts and ideas. It started with input covering the identification of school heads and teachers need in writing action research, concepts and ideas on the development of research capability program, and the related literature and studies. The process began with the identification of the study using quantitative research, population sampling, data gathering procedure, and statistical treatment. All the of these processes and after gathering all the data and analyzing its statistics led to the development of Project I-CARE. The output of this research is a policy with regards the conduct of research in the district.

SCOPE AND LIMITATION

This study covered the development of Project I-CARE as research capability program to improve the conduct of action research of school heads and teachers of Gumaca West District. This also concerned the gathering and analysis of quantitative data from the school heads and teachers in Gumaca West District in the school year 2020-2021. However, this study is limited only to the 16 school heads, 16 school research coordinators, and 9 master teachers in Gumaca West District.

II. Methodology

This part focuses and presents the research design, research locale, sampling procedure, ethical considerations, research instrumentation, data gathering procedure, and data analysis.

RESEARCH DESIGN

A Descriptive-causal comparative research design was employed in this study to determine the capability of school heads and teachers in conducting action research using the adapted and modified survey questionnaires from Caincoy (2020).

RESEARCH LOCALE

Gumaca West District of the Division of Quezon served as the locale for the study with the participation of all the school heads and select teachers for the School Year 2020-2021.

SAMPLING PROCEDURE

This research uses purposive sampling technique. This study consisted of 16 school heads, 16 school research coordinators, and 9 master teachers. It aims to capacitate school heads and teachers in the conduct of action research

ETHICAL CONSIDERATIONS

The researcher wrote a letter of consent and approval to the public schools district supervisor of Gumaca West District for the conduct of the study, and also sought and obtained

written consent from all the participants, ensuring the confidentiality and data privacy of all participants.

RESEARCH INSTRUMENTATION

To know the capability of school heads and teachers in conducting action research in terms of capability to conduct action research, attitudes toward research, motivation to write research, and ability to write research process the researcher used the adapted-modified survey questionnaire checklist from Caingcoy (2020).

DATA GATHERING PROCEDURE

Proper communication was first established for the conduct of the study among the school heads and teachers. The information was gathered using a survey questionnaire that had been adapted and modified from Caingcoy (2020) and administered to 41 respondents. The survey questionnaire was answered before and after the implementation of the capability program during School Year 2020-2021, and the results were tallied, interpreted, and analyzed.

DATA ANALYSIS

A weighted arithmetic mean and a Likert scale were used to interpret the answers and responses of the respondents. Numerical data was tallied, tabulated, and interpreted. 16 school heads, 16 school research coordinators, and 9 master teachers participated in the study. This part presents and focuses on the capability to conduct research, attitudes toward research, motivation to write research, and the ability to follow the research process. To test the significance, the researcher uses analysis of variance. To determine where the significant difference lies, the researcher used Scheffe's test.

III. Results and Discussion

Table 1

Weighted Mean of the Respondents in terms of Capability to Conduct Research

Indicators	N	Mean	Description
1. I have training/s with the concept and process of action research	41	3.02	A
2. I have sufficient time to conduct action research.	41	2.15	SD
3. I have access to internet, books and sample action research.	41	3.20	A
4. I have resource persons to refer to and will provide me professional assistance to conduct action research	41	2.17	SD
5. I have enough resources to finance this undertaking.	41	3.09	A
6. I can easily finish a study.	41	3.04	A
7. I have completed action research.	41	2.45	SD
8. I am conducting action research every year.	41	2.73	DA
9. My workload isn't really constrained.	41	3.01	A
10. We have a culture of action research in our school.	41	3.08	A
Average Mean		3.13	A

Legend:

- 3.5 - 4.00 Strongly Agree (SA)
- 3.0 - 3.34 Agree (A)
- 2.50 - 2.99 Disagree (DA)
- 1.0 - 2.49 Strongly Disagree (SD)

Table 1 presents the capability to conduct research of school heads and teachers in the Gumaca West District. It has been stated that the ability to conduct research is critical to successfully completing an action research project. In general, the respondent's overall response (3.13) suggests that they are capable of performing action research; nevertheless, there are some indicators that show that they would benefit from additional training in conducting action research. With 2.17, the majority of respondents stated that they do not have resource persons to refer to and will provide professional assistance to conduct action research; with 2.45, the majority of respondents stated that they have not completed action research; and with 2.47, the majority of respondents indicated that they do not conduct action research every year despite having access to the internet, books, and sample action research and that their workload is not a concern. The result posed a concern, as stated by Abarro et al. (2016). It signifies a lack of research skills on the part of school heads and teachers and the importance of possessing them to address the difficulties and problems encountered in the classrooms and at school. Tindowen et al. (2019) asserted the importance of incorporating conducting action research into the professional lives of school heads and teachers to improve educational outcomes. For these reasons, the results can be put to use in

the development of a capability program to improve the conduct of action research by school heads and teachers.

Table 2

Weighted Mean of the Respondents in terms of Attitudes toward Research

Indicators	N	Mean	D
1. Action research is useful for my teaching.	41	2.05	SD
2. I will benefit from conducting action research.	41	1.50	SD
3. Action research is indispensable in my professional training.	41	2.45	SD
4. To conduct action research is stressful.	41	3.00	A
5. Action research is difficult to conduct.	41	3.32	A
6. I have an interest in conducting action research.	41	2.10	SD
7. Action research makes me anxious.	41	2.37	SD
8. I love to write action research.	41	2.52	DA
9. I am willing to learn to write action research.	41	2.66	A
10. I can conduct research no matter hard it is.	41	1.73	SD
Average Mean		2.37	SD

Table 2 shows the attitudes towards research of the school heads and teachers. It is very evident from the table that there is an adverse attitude toward research before the conduct of the capability program. School heads and teachers didn't see the benefit of conducting action research with 1.50 and its usefulness in terms of teaching with 2.05, probably because they had no interest in conducting action research with 2.10 because research makes them anxious. According to Morales et al. (2016), this result is because the majority of school leaders and teachers are afraid of getting involved in research, and do not perceive how research can enhance their jobs because they lack the expertise and training to see these connections. They also believe that they need to have familiarity with research skills and rigorous training that comes from attending graduate schools and professional development programs. On a positive note, school heads and teachers, despite having an adverse attitude towards research, are willing to learn to write and conduct action research with 2.66.

Table 3
Weighted Mean of the Respondents in terms of Motivation toward Research

Indicators	N	Mean	D
1. Action research enhances my chance for career promotion.	41	3.05	A
2. Action research enhances my research efficiency.	41	3.10	A
3. I would like to publish action research findings to research journals.	41	3.01	A
4. I find action research as an interesting and meaningful educational practice.	41	3.15	A
5. I would like to participate and be recognized in the research congress.	41	2.90	DA
6. Action research allows me to come out financially ahead.	41	3.05	A
7. I would like to demonstrate to my peers that the conduct of action research is not that difficult.	41	3.52	SA
8. I have a passion for the discovery of new knowledge.	41	3.25	A
9. I feel empowered when I investigate and take actions to classroom problems.	41	3.37	A
10. My superior expects me to come up with action research by the end of the year.	41	2.69	DA
Average Mean		3.11	A

Table 3 presents the motivation toward research of school heads and teachers. On the table, it is clear that the school principals and teachers were mostly in agreement on the indicators. They stated that writing action research provides them with a high chance and possibility of being promoted with a 3.05, as well as an opportunity to improve their writing skills. They also expressed an interest in publishing their action research findings once they had completed them. In the same way, school administrators and teachers believe that examining and taking action to fix classroom problems empowers them, while research allows them to come out monetarily ahead with 3.05. This finding is consistent with a study conducted by Morales et al. (2016), which found that the majority of school administrators and teachers who participated in action research recognized the importance of action research as a pillar of professionalism that provides an excellent understanding of classroom practice and serves as motivation for them to write and conduct additional research.

Table 4
Weighted Mean of the Respondents in terms of Ability to follow research process

Indicators	N	Mean	D
1. Identifying issues and problems to be investigated by action research.	41	2.44	SD
2. Searching for relevant literature on my chosen topic for research.	41	2.30	SD
3. Developing the processes of how to do research and collective evidence of research.	41	2.35	SD
4. Analyzing quantitative data.	41	2.40	SD
5. Analyzing qualitative data.	41	2.34	SD
6. Organizing and writing the findings.	41	2.40	SD
7. Making a relevant presentation on my project and write an article for publication.	41	2.32	SD
8. Using technology in literature search.	41	3.00	A
9. Using technology in data presentation.	41	2.45	SD
10. Using technology in statistical analysis.	41	2.35	SD
Average Mean		2.44	SD

Table 4 presents the ability to follow research process of the school heads and teachers in Gumaca West District. It is apparent that the school heads and teachers were having difficulty in all the indicators except in the importance and significance of using technology in searching literature with 3.00. School heads and teachers were having a difficult time identifying concerns and problems that needed to be explored and resolved when conducting action research with the 2.44 method. Another challenge that all of the survey found was searching for relevant literature on the topic of their research, as seen in the table below. The respondents reported dilemma with the following processes: how to do research and collective evidence of research (2.35), analyzing quantitative data (2.40), analyzing qualitative data (2.34), writing an article for publication (2.32), using technology in data presentation (2.45), and using technology in statistical analysis (2.35).

According to Tindowel et al. (2019), action research is a systematic process to improve educational practices or resolve problems in order to bring about changes and even better improvement in teaching practice. That is why school heads and teachers must have the ability and skills to do action research. The result of this assessment strengthens the need and significance of the development of a capability program for school heads and teachers to improve the conduct of action research in the district, which will be beneficial not only to the respondents but also to their respective schools and teachers.

Table 5
Test of Significance in the Extent of Research Capability among
School Heads and Teachers

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>	<i>Int</i>	<i>Decision</i>
Research Capability (RC)	3.53126	3	1.1771	8.3998	0.0002	2.8663	S	Reject Ho
Indicators of RC	5.04478	36	0.1401					
Total	8.57604	39						

Table 6. Scheffe's Test

Group 1	Group 2	X_1	X_2	D^2	$MS(\frac{4}{10})$		
Conducting Research	Attitude toward Research	2.79	2.37	0.1764	0.056	3.1500	8.2155 NS
Conducting Research	Motivation toward Research	2.79	3.11	0.1024	0.056	1.8286	NS
Conducting Research	Ability to follow research process	2.79	2.44	0.1225	0.056	2.1875	NS
Attitude toward Research	Motivation toward Research	2.37	3.11	0.5476	0.056	9.7786	S
Attitude toward Research	Ability to follow research process	2.37	2.44	0.0049	0.056	0.0875	NS
Motivation toward Research	Ability to follow research process	3.11	2.44	0.4489	0.056	8.0161	NS

Since the p-value of 0.0002 is less than the 0.05 level of significance, the null hypothesis that there is no significant difference in the research capability of school heads and teachers in Gumaca West District is rejected. This means that the school heads and teachers have different experiences in conducting action research. More evidently, a significant difference has been found between the attitudes and motivation of school heads and teachers toward research. This means that the problem lies in their attitude, and they feel unmotivated to accomplish research.

IV. Conclusion

Based on the findings presented, this study arrived at the following conclusions:

1. The respondents strongly agreed that there is a need for the upskilling of their capability to conduct research and having a resource person to refer to that will provide professional assistance to conduct action research is essential with general weighted average mean of 3.43. Moreover, negative attitudes toward the research of the respondents were due to wrong notions, misconceptions, and lack of information and can be eradicated through the implementation of school-based LAC sessions. On the other hand, school heads and

teachers are eager to learn, improve, and develop themselves as long as they have the right support, assistance, and advice from their superiors backed up by appropriate capability program.

2. There is significant difference in the research capability of school heads and teachers and it was found out between school heads and teachers' attitude and motivation towards research.
3. It was determined that all school heads and teachers require additional training in all areas covered by the assessment. Project I-CARE was created as a capability program to improve the conduct of action research by district school leaders and teachers. In order to ensure productivity at the school level, school heads and school research coordinators must examine and address the needs of their teachers in action research.
4. There is a need for District-Based Research Research Policy to reinforce and strengthen school heads and teachers in the district in conducting action research.

V. Recommendations

Considering the findings and result of this study, the researcher recommends the following:

1. School heads and school research coordinators utilize the findings and output of this study.
2. District and school administrators should explore revising incentives for research-related activities to incorporate training in research writing and publication, as well as training in other areas.
3. Continuation of the research capability program of Project I-CARE 2.0 and in depth study and analysis using qualitative study.
4. Approval of District-Based Research Policy to reinforce and strengthen school heads and teachers in the district in conducting action research.
5. Project I-CARE is highly recommended for utilization and implementation in all schools of Gumaca West District and can be submitted to Schools Division of Quezon for adoption.

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