

Skills and Perceptions of Secondary School Teachers in Conducting Action Research

ESTELA P. CABAUG

Teacher II

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

estela.cabahug@depd.gov.ph

Abstract—Teachers play a crucial role in conducting action research to address the issues and challenges in teaching and learning. The technical know-how and skills are needed to be acquired by teachers. Teachers must construct and acquire new knowledge to establish a conceptual grasp of it, hence a professional development framework is required that encourages ongoing professional development which conducting action research is one. Unfortunately, in the school, only a few teachers were motivated to conduct research study unless they are enrolled in graduate program. Thus, the researcher decided to conduct this study to determine the significant relationship between the skills and perceptions of secondary school teachers in conducting action research. A descriptive-correlational research design to determine the skills and perceptions of secondary school teachers using survey questionnaire used by Oestar and Marzo (2022) and Saro et al (2022) in their study and results were statistically treated using the simple percentage, weighted mean and Pearson r as tools to interpret the result of the study. The study revealed a very strong correlation between the skills and perceptions of secondary school teachers in writing action research. Skills and knowledge in writing action research is significant to be acquired by secondary school teachers to continually improve their teaching strategies for the betterment of the students they serve. Likewise, writing action research as perceived positively by the teachers will help solve classroom problems aside from being part of the professional development making an essential tool for improving teaching and learning process. Thus, development on the technical know-how of teachers in conducting action research and provision of activities to motivate them to positively perceived the importance and essentials of conducting action research must be prioritized and be taken into considerations as part of the professional development activities of teachers.

Keywords — *Skills, Perceptions, Secondary School Teachers, Action Research*

I. Introduction

Good teachers and educational leaders do not rely only on traditional ways to solve problems, the advice of others, or even the recommendations of experts. Good teachers and

educational leaders conduct their own investigations to identify and solve problems and analyze information about their classrooms and schools; in the process they also further develop their own professional competence.

Apparently, 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 (Abaya, 2017; Tindowen, Bassig, & Cagurangan, 2017). 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 (Chou, 2011; Hazelton & Haigh, 2010).

Action Research is one such powerful tool for professional development and high-quality teaching to address the factors. 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. Moreover, certain solutions to problems in the classroom is deemed attainable if teachers have the skills and competence in conducting action research.

Further, teachers are known to be the propelling vehicle of knowledge generation and practically contributing to the sustainability of human development. Teachers are known for playing a multitask role in the delivery of quality instruction. Inventions and creativity are embedded in the skills of teaching processes. And such skills and knowledge are innate to teachers, and these must be developed through the formulation or crafting of research.

For teachers to increase and sustain teaching – professional competence, one has to engage in research and innovation. Engaging is not only in conducting research but must begin with the development of concept – which eventually means the process of sensing problem.

Accordingly, teachers who can conduct research in the context of their own teaching practices can contribute to knowledge about reform – based instruction (van Zee, Emily, 2006). Meanwhile, Sela and Hary (2012) stated that by increasing proficiency in combining practice and theory in conducting research will make teachers change their perspective from knowledge consumers to knowledge creators. In the same manner, Mitchell, Garza, and Regina L. (2012) argued that to develop skills and knowledge, collaboration among faculty members in deriving new strategies for the classroom and approaches to research must be given importance towards the creation of thinking communities, in this way, passion to work may be re-energized.

To achieve educational goals and to meet the demands of the students, especially during the time of pandemic, teachers formulated research and innovations in their respective classes. They do experimentation of teaching strategies, methods and approaches and even create learning

support materials to address the needs of the students and to give the best learning that they need. And through this, teachers were able to achieve their goals.

On the other hand, there are also teachers who ignore and try to do the usual and routinary activities. They did not venture into conducting research because they do not know or refuse to do the activity for it needs patience and time in crafting such. With this, some school heads conducting capability building to teachers for the teachers to be motivated to create and formulation research and innovation for their professional growth and development and to answer the questions that long time ago had appeared into their mind most especially in terms of achieving positive learning outcomes of the students.

Teachers and school heads must engage in research to improve their performance and that of the students. According to the result of the study of Tindowen et. al. (2019), action research is a valuable tool to improve teaching and learning process, to increase pedagogical and instructional knowledge and to positively impact students' learning. With these, the researcher is motivated to conduct this study to determine the relationship between the level of skills and perceptions in conducting action research among secondary school teachers. A proposed intervention plan was formulated which focused on increasing teachers' engagement in action research in the classroom or school.

It is in the rationale that the researcher who is currently a Junior High School teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determined the relationship between the skills and perception of secondary school teachers in conducting action research in Calunangan National High School, Merida District, Leyte Division. The findings of the study were the basis for the proposed intervention plan which focused on increasing teachers' engagement in action research in the classroom or school.

Specifically, this study sought to answer the following questions:

1. What is the level of skills of the secondary school teachers in conducting action research?
2. What are the perceptions of secondary school teachers in conducting research and innovation in terms of research parts, scope, and significance?
3. Is there a significant relationship between the level of SKILLS and perceptions of secondary school teachers in conducting research and innovation?
4. What intervention plan can be proposed based on the findings of the study which will focus on increasing teachers' engagement in action research?

II. Methodology

Design. This study employed the descriptive-correlational research design to determine the relationship between the skills and perceptions of secondary school teachers in conducting action research. Calunangan National High School and Puerto Bello National High School, Merida District, Leyte Division are the main locale of the study. The 30 secondary school teachers from Calunangan National High School and Puerto Bello National High School, Merida District, Leyte Division are the main respondents of the study. The instruments used in the study were divided into two parts. Part 1 of the instruments is a survey lifted from the study of Marzo (2017) and Merle (2016) which was used by Oestar and Marzo (2022) in their study entitled, “Teachers as Researchers: Skills and Challenges in Action Research Making”. While part 2 of the research instrument was taken from the study of Saro et al (2022) entitled, “A Descriptive-Correlational Study of the Teachers’ Motivation, Competence, and Perceptions in Writing Action Research”. The surveys were used to determine the skills and perceptions of secondary school teachers in conducting action research and its relationship. A Proposed Intervention Plan was formulated based on the findings of the study which focused on activities to increase the teacher’s engagement in action research in the classroom or school. This was the output of the present study.

Sampling. There are 30 secondary school teachers involved in this study. The research instruments were administered face-to-face with consent from the teachers themselves and the school head and strictly following the prescribed Health Protocol prescribed by the school.

Research Procedure. The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the surveys were done face-to-face after the approval of the permit from the respondents of the study. Data privacy was emphasized also in the meeting. After accomplishing the survey, the researcher collected it. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents’ names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. Simple Percentage and Weighted Mean were employed to determine the skills and perceptions of secondary school teachers. **Pearson Product Moment Correlation Coefficient (Pearson r)** was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Skills of Secondary School Teachers in Conducting Action Research

No	STATEMENTS	Weighted Mean	Description	Interpretation
1	Identifying the problems or issues to be addressed	2.90	Neutral	Fairly Competent
2	Writing the introduction	2.88	Neutral	Fairly Competent
3	Formulating research questions.	2.83	Neutral	Fairly Competent
4	Making hypotheses	2.81	Neutral	Fairly Competent
5	Citing of related literature.	2.78	Neutral	Fairly Competent
6	Organizing related literature	2.79	Neutral	Fairly Competent
7	Organizing related studies	3.00	Neutral	Fairly Competent
8	Drafting theoretical framework	3.09	Neutral	Fairly Competent
9	Drafting conceptual framework	3.08	Neutral	Fairly Competent
10	Making interventions, output of the action research.	2.92	Neutral	Fairly Competent
11	Selecting research designs	2.94	Neutral	Fairly Competent
12	Describing the research locale	2.98	Neutral	Fairly Competent
13	Describing the research population	2.86	Neutral	Fairly Competent
14	Using appropriate sampling technique.	2.77	Neutral	Fairly Competent
15	Reducing the research population to sample size.	2.79	Neutral	Fairly Competent
16	Selecting appropriate data gathering instrument	2.93	Neutral	Fairly Competent
17	Preparation of the data gathering instrument	2.93	Neutral	Fairly Competent
18	Validation of the data gathering instrument.	2.90	Neutral	Fairly Competent
19	Making ethical considerations in the conduct of action research	2.97	Neutral	Fairly Competent
20	Selecting the most appropriate data collection methods.	2.90	Neutral	Fairly Competent
21	Organizing data using a statistical table.	3.02	Neutral	Fairly Competent
22	Choosing the tools for data analysis and interpretation	3.05	Neutral	Fairly Competent
23	Encoding quantitative data in software such as SPSS and SSB	3.00	Neutral	Fairly Competent

24	Interpreting results from software such as SPSS and SSB	3.00	Neutral	Fairly Competent
25	Encoding qualitative data in software such as Atlas and In Vivo.	3.04	Neutral	Fairly Competent
26	Interpreting results from software such as Atlas and In Vivo Coding.	2.90	Neutral	Fairly Competent
27	Presenting data in a tabular manner.	2.80	Neutral	Fairly Competent
28	Presenting data in a graphical manner	2.82	Neutral	Fairly Competent
29	Making the textual presentation of data	2.87	Neutral	Fairly Competent
30	Summarizing findings of the study	2,78	Neutral	Fairly Competent
31	Drafting the conclusion of the study	2.77	Neutral	Fairly Competent
32	Making recommendations derived from the findings	2.83	Neutral	Fairly Competent
33	Adjusting the intervention based on the result of the action research.	2.78	Neutral	Fairly Competent
34	Citing references using APA style formatting	2.92	Neutral	Fairly Competent
35	Arranging entries in the bibliography.	2.90	Neutral	Fairly Competent
36	Writing the research abstract.	2.98	Neutral	Fairly Competent
37	Sharing the findings of the action research to a proper forum	3.01	Neutral	Fairly Competent
38	Publishing the completed action research	3.00	Neutral	Fairly Competent
Weighted Mean		2.91	Neutral	Fairly Competent

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	<i>Strongly Agree</i>	<i>Highly Competent</i>
3.41-4.20	<i>Agree</i>	<i>Competent</i>
2.61-3.40	<i>Neutral</i>	<i>Fairly Competent</i>
1.81-2.60	<i>Disagree</i>	<i>Poorly Competent</i>
1.00-1.80	<i>Strongly Disagree</i>	<i>Not Competent</i>

Table 1 presents the skills of secondary school teachers in writing action research. It was revealed on the table that the skills of secondary school teachers in writing action research have an average mean of 2.91 which is interpreted as fairly competent. This means that the secondary school teachers lack the skills and technical know-how in writing action research. This implies that these secondary school teachers do not engage or only a few of them can write or conduct action research. Being in the academe, it is deemed necessary to acquire the knowledge and skills in writing action research because this educational endeavor help them address the issues in the classroom and at the same time hep improve their performance in teaching. Hence, Ambag (2015)

and Dalwampo (2017), in their separate study, found that teachers' skills and competence were 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. Using appropriate sampling technique and drafting the conclusion of the study got the low average rating of 2.77 while drafting theoretical framework got the highest average rating of 3.09. This means that there are parts of the action research which teachers find more difficult in understanding and formulating. Thus, making them uninterested in writing or involving in research activities.

Table 2
Perceptions of Teachers on Action Research

No	STATEMENTS	Weighted Mean	Description	Interpretation
A. PARTS, I UNDERSTAND...				
1	the title of my research and innovation to be conducted	2.82	Moderately Agree	Moderate Perception
2	That my research and innovation questions should focus on the problem that needs solution	2.78	Moderately Agree	Moderate Perception
3	that the participants of my study should be chosen based on the set of characteristics needed to give answer to what is intended to measure of my action research.	2.90	Moderately Agree	Moderate Perception
4	that my research questions determine the type of design that I can use and not the other way around.	2.95	Moderately Agree	Moderate Perception
5	that there are different data gathering methods that I can use in my Action Research.	3.21	Moderately Agree	Moderate Perception
6	that in making my research questionnaire, it should be valid and reliable	3.20	Moderately Agree	Moderate Perception
7	that the results in my research questionnaire should be discussed thoroughly	2.97	Moderately Agree	Moderate Perception
8	that my action plan to be developed should be valuable to the problem that needs a solution	2.98	Moderately Agree	Moderate Perception
B. SCOPE, I UNDERSTAND				
9	that school-wide research is generally created from a problem found within an entire school.	2.96	Moderately Agree	Moderate Perception
10	that for this type of action research, a school may have concerns about a school-wide problem.	3.00	Moderately Agree	Moderate Perception
11	that the entire staff works together through this research to study the problem,	3.10	Moderately Agree	Moderate Perception

	implement changes, and correct the problem or increase performance			
12	that district-wide research is used for an entire school district.	3.07	Moderately Agree	Moderate Perception
13	that this type of action research is usually more community-based than the other types.	3.06	Moderately Agree	Moderate Perception
14	that this type may also be used to address organizational problems within the entire district	2.98	Moderately Agree	Moderate Perception
15	that for district-wide research, staff from each school in the district, collaborates in correcting the problem or finding ways to improve the situation	2.78	Moderately Agree	Moderate Perception
C. IN TERMS OF SIGNIFICANCE, I UNDERSTAND...				
16	that writing research can offer me multiple, beneficial opportunities which includes facilitating the professional development of teachers.	2.91	Moderately Agree	Moderate Perception
17	that it provides me with new knowledge and understanding about how to improve educational practices.	2.70	Moderately Agree	Moderate Perception
18	that it helps me to resolve significant problems in classrooms and schools.	2.89	Moderately Agree	Moderate Perception
19	that it encourages me to become continuous learner within my classroom and school.	2.92	Moderately Agree	Moderate Perception
20	that it can help me in my professional disposition as a teacher	3.02	Moderately Agree	Moderate Perception
Weighted Mean		2.96	Moderately Agree	Moderate Perception

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	<i>Strongly Agree</i>	<i>Very High Perception</i>
3.41-4.20	<i>Agree</i>	<i>High Perception</i>
2.61-3.40	<i>Neutral</i>	<i>Moderate Perception</i>
1.81-2.60	<i>Disagree</i>	<i>Low Perception</i>
1.00-1.80	<i>Strongly Disagree</i>	<i>Very Low Perception</i>

Table 2 presents the perceptions of secondary school teachers on action research. The table revealed that the level of perceptions of secondary school teachers on writing action research have an average weighted mean of 2.96 which is interpreted as moderate. This means that secondary school teachers moderately agree that all indicators which describes the perceptions of secondary school teachers in terms of parts, scope and its significance was moderately perceived to be significant in improving the teaching strategies, methods, and approaches. This implies that the secondary school teachers moderately agree that action research helped improve the teaching strategies and methods and at the same time provide solutions to every learning problem. Today,

action research plays a very vital role in all basic education institutions in the Philippines as it is deemed necessary in improving educational outcomes and contributes towards global competitiveness (Tindowen, 2019). Furthermore, one important function of action research is that it fills the gaps between theory and practice (Chevalier & Buckles, 2019; Edwards-Groves & Kemmis, 2016). More importantly, action research tries to solve an immediate educational problem and issues such as pedagogy, classroom management, teaching and learning, assessment and instructional strategy, community, and school relations among others (Mertler, 2016; Chevalier & Buckles, 2019; Ulla, 2018).

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Skills and Perceptions of Teachers in Action Research	0.81	3.677	2.464	Reject Ho	Significant Relationship <i>(Very Strong Correlation)</i>

Table 3 presents the test of relationship between the skills and perceptions of secondary school teachers in writing action research. It was revealed on the table that the skills and perceptions of secondary school teachers in writing action research has a computed value or t of 3.677 which is greater than the tabular value of 2.464 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the skills and perceptions of secondary school teachers in writing action research. The r value of 0.81 shows a very strong correlation. This implies that providing teachers with necessary skills, knowledge, and focus to engage in meaningful inquiry about their professional practice will enhance this practice, and effect positive changes concerning the educative goals of the learning community. Moreover, the data revealed a very strong correlation implies that if teachers were provided with the necessary skills and knowledge in conducting action research, surely their teaching performance will improve and issues on learning is addressed. Thus, it is significant that teachers must have a comprehensive understanding and knowledge in conducting action research to deal with the challenges that happen during the teaching-learning process.

IV. Conclusion

The study revealed a very strong correlation between the skills and perceptions of secondary school teachers in writing action research. Skills and knowledge in writing action research is significant to be acquired by secondary school teachers to continually improve their teaching strategies for the betterment of the students they serve. Likewise, writing action research

as perceived positively by the teachers will help solve classroom problems aside from being part of the professional development making an essential tool for improving teaching and learning process. Thus, development on the technical know-how of teachers in conducting action research and provision of activities to motivate them to positively perceived the importance and essentials of conducting action research must be prioritized and be taken into considerations as part of the professional development activities of teachers.

V. Recommendations

1. Utilize the proposed intervention plan formulated.
2. Teachers may personally attend additional training and workshops that focus on the importance and benefits of action research and enhance competencies and skills in conducting such educational endeavors.
3. Teachers may share their research outputs in proper forums and/or plenums and publish them in local, national, and international journals.
4. School administrators may allot funds for teachers' professional development, such as involvement in research writing, presenting, and publishing.
5. District supervisors may integrate the use of In-Service Training and LAC Sessions in the respective schools before each school year to empower teachers.
6. School heads may invite expert resource speakers who can assist the teachers in the crafting of action research.
7. School administrators may provide incentives to teachers who successfully conduct action research endeavors and recommend them for outstanding performance awards.
8. School administrators and other education personnel and policy makers may craft policies which will boost the dignity of teachers conducting research endeavors through giving of awards or recognizing their exemplary performance, and
9. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE**MRS. ESTELA P. CABAHUG**

The author is Ms. Estela Papellero Cabahug. She was born on September 23, 1984 at Barangay Puertobello, Merida, Leyte. She finished her Elementary Education at Puertobello Elementary School, Puertobello, Merida, Leyte in the year 1996-1997 awarded as first honorable mention. She continued her quest for education and able to finish her Secondary Education at Ormoc City National High School, Brgy. Don Felipe Larrazabal, Ormoc City, Leyte in the year 2000-2001. She pursued her College Education in Systems Technology Institute (STI), Ormoc City, Leyte as Associate in Computer Technology- graduated last 2002-2003. After graduated in STI, she pursued Bachelor of Science in Business Administration Major in Financial Management in Western Leyte College and graduated last 2014. With the desire to share the mustered skills and knowledge, she decided to take Supplemental Courses for Education under the provision of RA 9293 at the same university. After completing the required units last September 2016, she took the Licensure Examination for Teachers (LET) on the same year and nailed it. In 2017 and up to the present, she is employed as Senior High School Teacher II at Calunangan National High School, Calunangan, Merida, Leyte enjoying the desire to inculcate knowledge among the youth.

She was happily married to Mr. Yolemert A. Cabahug and was blessed with two beautiful kids, Myrtle and Abi Beryl.