ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Teachers' Skills, Knowledge and Attitude in Action Research Project: Cornerstone for School Research Development Plan

Charlie Alcoreza Carvajal
Palakasam Integrated School, Division of South Cotabato – Philippines
Corresponding Author email: *charliecarvajal9@gmail.com*

Received: 05 August 2025 **Revised**: 11 September 2025 **Accepted**: 22 September 2025

Available Online: 24 September 2025

Volume IV (2025), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577

https://doi.org/10.63498/etcor451

Abstract

Aim: This study assessed the skills, knowledge, and attitudes of teachers toward action research, serving as the basis for developing the School Research Development Plan for the 2025–2026 academic year at Palakasam Integrated School, Division of South Cotabato, Philippines.

Methodology: A sequential explanatory mixed-method design was employed to evaluate teachers' knowledge, skills, and attitudes toward action research.

Results: Most respondents were female, and teachers with 6–15 years of experience were more likely to have attended research-related training. Those with higher academic qualifications, particularly master's degree units, expressed stronger willingness to engage in future research. Teachers demonstrated a neutral level of knowledge of DepEd research guidelines (M = 2.47) and a low level of skills in research methodologies and implementation (M = 2.35). Qualitative results revealed generally positive attitudes, with themes emphasizing research as a tool for learning and teaching, research as a challenging task, and the need for research assistance.

Conclusion: The study highlights the importance of sustained training, mentorship, and institutional support to strengthen teachers' engagement in research. The findings serve as a cornerstone for implementing the School Research Development Plan.

Keywords: *Action Research, Teachers, Skills, Knowledge, Attitude*

INTRODUCTION

Action research has become an essential tool in improving teaching practices and addressing problems of practice, particularly when conducted by teachers through reflective and systematic inquiry. International literature highlights its significance in enabling practitioners to identify challenges, test strategies, and generate knowledge from within classrooms (Mertler, 2021). Teacher inquiry, as a form of action research, empowers educators to critically investigate their pedagogy, respond to contextual needs, and foster professional growth, especially in the post-pandemic period. Similarly, studies have emphasized the necessity of structured support systems, such as workshops, mentoring, and participatory processes, to enhance teachers' competence in conducting classroom action research effectively (Semathong, 2023; Amihan et al., 2023).

In the Philippines, the Department of Education (DepEd) underscores the importance of research in education through DepEd Order No. 16, s. 2017 or the Research Management Guidelines, which aim to cultivate a strong research culture among educators. Despite this policy, many teachers still face challenges in conducting action research due to time constraints, limited funding, and misalignment between their research interests and institutional priorities (Tuyo et al., 2024). Research competencies also vary, with some teachers encountering difficulties in tasks such as disseminating results, integrating technology, and reflecting on findings (Cortes et al., 2021; Pangilinan, 2025).

At Palakasam Integrated School, Polomolok East District, Division of South Cotabato, understanding teachers' skills, knowledge, and attitudes toward action research is essential to strengthening a culture of research-based practices. Previous studies indicate that professional development and training significantly influence teachers'

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

ability to design and execute action research in their respective schools (Tirol et al., 2022; Bontuyan, 2025). However, challenges such as workload demands and limited institutional support continue to hinder active research engagement (Abrenica & Cascolan, 2022).

While studies have explored teacher research competencies in other Philippine schools, little is known about the specific skills, knowledge, and attitudes of teachers at Palakasam Integrated School. This gap hinders the design of localized research development initiatives. The results of this study informed the development of targeted School Research Development Initiatives for the school year 2025–2026, aiming to enhance teachers' research capabilities and reinforce the institution's research culture.

Review of Related Literature and Studies

Skills of Teachers in Action Research

In a descriptive quantitative study of 147 elementary and secondary teachers in Quezon Province, Philippines, Oestar and Marzo (2025) found that the majority of the 38 assessed action research skills were below competency level, particularly in data analysis, interpretation, and scholarly dissemination. Teachers' skills in selecting research topics, evaluating data, and incorporating ethics into action research significantly improved when a systematic capacity-building program was implemented, according to Insorio (2024). This program included training, mentorship, and leadership support. Similarly, peer-reviewed teacher-led research articles published in 2024 demonstrated a wide range of practitioner efforts to enhance action research skills in diverse school contexts (JTAR, 2024). These findings align with the view that reflective practices and professional development play a vital role in building teachers' research competence (Bontuyan, 2024).

Knowledge of Teachers in Action Research

Action research significantly improved the pedagogical knowledge, reasoning, and teaching strategies of Ethiopian university language instructors, according to a mixed-methods study (Aga, 2024). Francisco (2024) also highlighted that action research serves as a powerful tool for contextualized professional development, strengthening teachers' understanding of effective strategies in their specific classroom settings. Knowledge is a key enabler, as demonstrated by the descriptive-correlational study conducted in Agusan del Sur (Saro et al., 2024), which showed a substantial correlation between teachers' comprehension of research methodology and their level of meaningful engagement in action research. This resonates with the claim that sustained teacher training and knowledge-building initiatives can future-proof the teaching profession (Carvajal et al., 2025).

Attitude of Teachers in Action Research

Public school teachers in Taytay District II, Philippines, had their research self-efficacy, productivity, and challenges examined. It was found that low self-efficacy, caused by time restrictions, workload, and lack of support, was associated with lower participation in action research (Caabas et al., 2024). Teachers recognized the value of action research for professional development, but they faced practical and motivational barriers that dampened their enthusiasm (Iso & Bialen, 2025). Moreover, Lynch et al. (2024) assessed a three-year whole-school improvement program in Australia, which was grounded in Communities of Practice and Classroom Action Research (CAR). They discovered that a cooperative, school-wide approach positively influenced teachers' attitudes toward conducting action research. These findings are consistent with studies showing that teacher attitudes are deeply linked to institutional support, mentorship, and recognition (Pangilinan et al., 2025).

Theoretical Framework

This study is anchored on Kurt Lewin's Action Research Theory, which emphasizes the cyclical process of planning, acting, observing, and reflecting as a means of improving practice and generating knowledge (Lewin, 1946). According to this theory, teachers are reflective practitioners who critically assess their own classroom experiences to foster professional growth, in addition to being instructional implementers. By evaluating the abilities, knowledge, and attitudes of teachers at Palakasam Integrated School toward action research, this study situates teacher competencies within the broader framework of empowerment and school development. This framework underscores how action research supports evidence-based decision-making, continuous learning, and the development of locally relevant solutions.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Conceptual Framework

This study followed the Input–Process–Output (IPO) model to assess the skills, knowledge, and attitudes of teachers toward action research. The results served as the basis for designing the School Research Development Plan for the school year 2025–2026.

1. **Input:** Teachers' profile and their level of skills, knowledge, and attitudes toward action research.
2. **Process:** Preparation and validation of survey instruments, data collection from teachers at Palakasam Integrated School, and data analysis and interpretation using appropriate statistical tools and thematic analysis to identify strengths and challenges in action research practices.
3. **Output:** An assessment of teachers' skills, knowledge, and attitudes toward action research, which served as the foundation for proposing the School Research Development Plan for SY 2025–2026 to strengthen research culture and capacity.

[Input: Teachers' Profile and their Level of Skills, Knowledge, and Attitudes in Action Research]

▼

[Process: Data Collection, Data Analysis and Interpretation]

▼

[Output: assessment of teachers' skills, knowledge, and attitudes toward action research and proposing School Research Development Plan for SY 2025–2026]

Statement of the Problem

Action Action research is widely recognized as an essential tool for enhancing teaching and learning, advancing professional development, and nurturing a culture of inquiry within schools. Despite its importance, many teachers continue to face challenges in effectively engaging in research practices due to limited competence, confidence, and institutional support. This study was conducted to assess the skills, knowledge, and attitudes of teachers toward action research, with the goal of determining their current level of competence and readiness. It further sought to identify specific challenges encountered by teachers in undertaking research-related activities. The findings served as the foundation for designing School Research Development Initiatives for the academic year 2025–2026, with the overarching aim of strengthening research culture, improving instructional practices, and equipping teachers to make meaningful contributions to school development.

Research Objectives

This study aimed to evaluate the skills, knowledge, and attitudes of teachers at Palakasam Integrated School toward action research. Specifically, it sought:

1. To determine the level of teachers' skills, knowledge, and attitudes toward action research.
2. To identify the challenges encountered by teachers in conducting action research.
3. To propose school research development initiatives for the academic year 2025–2026 based on the study's findings.

Research Questions

1. What is the demographic profile of teachers in terms of age and gender, and how does it relate to their experience in conducting action research (AR)?
2. What is the demographic profile of teachers in terms of years of teaching experience, and how does it relate to their participation in formal training on action research (AR)?
3. What is the demographic profile of teachers in terms of educational attainment, and how does it relate to their plans to conduct action research in the future?
4. What is the level of teachers' skills in conducting action research based on DepEd Order No. 16, s. 2017, or the Research Management Guidelines?
5. What is the level of teachers' knowledge in action research methodologies and implementation?
6. What are teachers' attitudes toward action research?
7. How can the school enhance teachers' skills, knowledge, and attitudes toward action research to strengthen the research culture for the academic year 2025–2026?

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

METHODS

Research Design

This study employed a sequential explanatory mixed-method design, beginning with descriptive-quantitative data collection through surveys to assess teachers' skills and knowledge on action research projects. This was followed by qualitative interviews to gain deeper insights into the attitudes of teachers toward action research. The sequential explanatory design was chosen because it allows the researcher to first identify general patterns and levels through quantitative analysis and then use qualitative data to provide richer explanations and contextual understanding of the results, ensuring a more comprehensive interpretation. Similar approaches have been found effective in capturing both measurable trends and lived experiences of teachers in previous research (Bontuyan, 2025; Pangilinan, 2025).

Population and Sampling

The participants in this research were 20 teachers from Palakasam Integrated School. The teachers were purposefully selected for the quantitative or survey part of the study, meaning they were chosen based on specific criteria, such as being full-time teachers actively engaged in classroom teaching, which are relevant to the research objectives rather than through random selection (Andrade, 2021). Additionally, for the qualitative interviews, three (3) teachers were selected using convenience sampling, a method where participants are chosen based on their availability and willingness to participate (Golzar et al., 2022). Purposeful and convenience sampling approaches have also been validated in studies involving teacher experiences and professional challenges, emphasizing their practicality in small-scale educational research (Amihan et al., 2023; Punzalan et al., 2025).

Instruments

A researcher-made structured survey questionnaire was evaluated and validated before use. The instrument underwent three rounds of validation by three (3) master teachers, who were considered content experts. A pilot test was also conducted, and reliability was established to confirm the consistency of the research instrument. This validated questionnaire was then distributed to 20 purposefully selected teachers of Palakasam Integrated School. Moreover, to complement the quantitative data, semi-structured interviews were conducted with three teachers selected through convenience sampling, based on their availability and willingness to participate. An interview guide, likewise developed by the researcher, was validated by the same panel of experts to ensure appropriateness and credibility of the questions. Establishing both validity and reliability of instruments is consistent with best practices in educational research, particularly when investigating teacher competencies and perspectives (Carvajal et al., 2025).

Data Collection

The researcher secured approval from the Schools Division Office to conduct this study before contacting the school principal to schedule in-depth interviews and surveys among teachers. Data collection was carried out from March to June 2025 at Palakasam Integrated School. Surveys were personally distributed and retrieved by the researcher from 20 teachers within their respective classrooms and offices. To supplement the survey data, face-to-face semi-structured interviews were conducted with three teachers at the school, each lasting approximately 20–35 minutes. All data gathering activities were scheduled in coordination with the school principal to ensure minimal disruption to teachers' regular duties. Similar step-by-step data gathering protocols are also reflected in recent teacher-focused research to ensure systematic and ethical engagement (Abenojar et al., 2025).

Treatment of Data

The study employed both quantitative and qualitative approaches, consistent with its sequential explanatory mixed-method design. Phase 1 involved quantitative analysis using descriptive statistical tools such as percentage, mean, and ranking to reveal teachers' levels of knowledge and skills toward action research. Likert-scale responses were quantified to determine levels of agreement among respondents. Phase 2 consisted of qualitative analysis, where data from semi-structured interviews were examined through thematic analysis to identify key themes, patterns, and insights that reflected teachers' attitudes, experiences, challenges, and suggestions in conducting action research. Integration of findings was achieved by using the qualitative themes to explain, elaborate, and corroborate the patterns observed in the quantitative results, thereby providing a more comprehensive understanding of teachers' perspectives.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Ethical Considerations

Ethical research practices were strictly adhered to in this study. Prior to data collection, approval was secured from the Schools Division Office and the school principal. All participating teachers were informed of the purpose of the study and provided their voluntary consent, with the assurance that they could withdraw at any stage. Participants were also assured of confidentiality and anonymity, with all responses used solely for research purposes. Identities of individual respondents were not disclosed in reporting, and data were handled with utmost care to protect the privacy and rights of all participants. Upholding confidentiality, informed consent, and respect for participants' rights aligns with established ethical standards in educational research (Sanchez, 2025).

RESULTS and DISCUSSION

This section presents the analysis and interpretation of the data in both quantitative and qualitative phases gathered from the participants.

Demographic Profiles and Experiences in conducting Action Research

A significant gender gap in action research involvement prevailed in this survey, with male teachers showing greater action research engagement relative to the representation in the study population. This finding is further illustrated in the table presented below.

Table 1 *Demographic Profile of Teachers Based on their Age, Gender, and their experience in conducting AR*

Demographic Profile	***Frequency (f)***	***Percentage (%)***	***Experiences in conducting AR***	
			Yes	No
Age				
20-30 years old	*5*	*25 %*	*3*	*3*
31-40 years old	*8*	*40 %*	*1*	*6*
41-50 years old	*7*	*35 %*	*1*	*6*
51 years old and above	*0*	*0 %*	*0*	*0*
TOTAL	**20**	**100%**	**5**	**15**
Gender				
Male	*5*	*25 %*	*2*	*2*
Female	*15*	*75 %*	*3*	*13*
TOTAL	**20**	**100%**	**5**	**15**

Table 1 shows the demographic profile of teachers based on their age, gender, and their experience in conducting action research. The age group of 31–40 years old had the highest number of respondents with 8 teachers (40%). On the other hand, female teachers are more engaged in action research compared to their male counterparts.

In connection with this findings, the study of Cassandra et al. (2024) highlights that the female teachers were proactively engaged in research, particularly through their involvement in a professional learning environment in Indonesia. The involvement in the professional learning promoted the growth of their research skills as well as their professional identities.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Demographic Profiles and Training in Action Research

More experienced teachers are more likely to have participated in action research. Such a pattern was evident in the table presented below.

Table 2 *Demographic Profile of Teachers Based on their years of Experience and experience in training on AR.*

Demographic Profile **Years of Teaching Experience**	***Frequency (f)***	***Percentage (%)***	***Experiences in any formal training on AR***	
			Yes	No
1-5 years	*8*	*40%*	*1*	*4*
6-10 years	*8*	*40%*	*4*	*4*
11-15 years	*2*	*10%*	*3*	*2*
16 years and above	*2*	*10%*	*1*	*1*
TOTAL	***20***	***100%***	***9***	***11***

The table 2 shows that among the 20 teachers, 40% have 1-5 years of teaching experience, but only 1 out of 5 has received formal AR training. Another 40% of teachers have 6-10 years of experience, with 4 out of 8 having received formal training. For teachers with 11-15 years of experience, 3 out of 5 have attended formal AR training, while among those with more than 16 years of experience, only 1 out of 2 has had formal training. In total, 9 teachers (45%) have formal action research training, while 11 teachers (55%) have not.

In a nutshell, this suggests that more experienced teachers (6-15 years) are more likely to have participated in action research training compared to those with fewer years of experience. The findings of Anggraeni et al. (2021) emphasize the differentiated needs in continuous professional development between novice and experienced teachers. Experienced teachers also emphasized the value of training in areas like information and communication technology, evaluation, and assessment skills that are frequently associated with research engagement.

Demographic Profiles and Plan to Conduct Action Research

Table 3 *Demographic Profile of Teachers Based on educational attainment and their plan in conducting AR in future.*

***Demographic Profile (*Degrees)**	***Frequency (f)***	***Percentage (%)***	***Plan in conducting AR in future.***		
			Yes	No	Maybe
Bachelors	*6*	*30%*	*2*	*1*	*2*
Masters (earned)	*11*	*55%*	*6*	*0*	*4*
Masters (completed)	*2*	*10%*	*2*	*0*	*2*
Doctorate (earned)	*0*	*0%*	*0*	*0*	*0*
Doctorate(completed)	*1*	*5%*	*1*	*0*	*0*
	20	***100%***	***11***	***1***	***8***

The table 3 demographic profile of teachers based on their educational attainment and in terms of their plans to conduct action research in the future. The teacher with completed Master's degrees also showed full commitment to conducting action research. Among the 11 teachers with earned Master's units, 6 expressed an intention to pursue action research while 4 were unsure, and none rejected the idea, suggesting a generally positive outlook with no direct opposition. In contrast, bachelor's degree holders showed the least inclination, with only 2 out of 6 expressing interest, 2 remaining uncertain, and 1 explicitly indicating no intention to conduct action research.

In a nutshell, this pattern suggests that teachers with higher academic qualifications tend to be more open and committed to engaging in research-based practices. This indicates that teachers generally show a positive disposition toward engaging in action research. Furthermore, secondary school teachers typically have a favorable attitude towards the teaching profession and show openness and enthusiasm to participate in research activities, according to the study by Eleje et al. (2022). This positive professional temperament may be the reason for this. This upbeat attitude might provide a conducive atmosphere for professional development and research participation.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Level of teachers' skills in conducting action research base of the DepEd Order No. 16, s. 2017 or Research Management Guidelines

The findings prevailed that teachers are at a neutral level of proficiency when it comes to action research. This results are consistent with what DepEd Order No. 16, s., 2017, which highlights the significance of giving teachers the tools they need to participate in school improvement programs and evidence-based teaching. This finding is further supported by the data presented in the table below.

Table 4 *Teachers' Skills in Conducting Action Research, aligned with the Deped Order No. 16, S. 2017 – Research Management Guidelines.*

Items	Mean	Description	Interpretation
3.1 I am familiar with the objectives and scope of the DepEd Research Management Guidelines.	*3.34*	Neutral	Moderately Needed
3.2 I can effectively identify Deped research themes and cross cutting themes for action research.	*2.30*	Disagree	Needed
3.3 I know how to access available support and resources within DepEd for conducting action research.	*3.21*	Neutral	Moderately Needed
3.4 I know the Legislative, Policy and Process Deped Order No. 16 or DepEd Research Management Guidelines.	*3.53*	Agree	Slightly Needed
3.5 I am familiar with the Funding Sources for Action Research.	*3.18*	Neutral	Moderately Needed
Total Mean	***2.47***	**Neutral**	**Moderately Needed**

In Table 4 shows the level of teachers' skills in conducting action research, aligned with the DepEd Order No. 16, S. 2017 – research management guidelines, the highest mean is for the item 3.4 in which the teachers knew the legislative, policy and process DepEd Order No. 16 or DepEd research management guidelines, which had a mean of *3.53,* described as Agree and interpreted as slightly needed. However, the lowest mean is for the item 3.2 or the teachers effectively identify DepEd research themes and cross-cutting themes for action research, which has a mean of *2.30,* interpreted as disagree.

This suggested that teachers have the most difficulty identifying appropriate research themes and cross-cutting themes for their action research projects. The overall mean of *2.47,* interpreted as neutral, indicating that teachers have a neutral level of skill in conducting action research aligned with DepEd Order No. 16, s. 2017. In connection with this findings, Capua et al. (2025) evaluated the research skills of DepEd teachers in Ifugao's Alfonso Lista District in order to use the findings to inform the creation of a program for research development program. Teachers' characteristics, including their educational background, the amount of trainings or seminars they attended pertaining to research, and their actual research outputs, were especially analyzed in the study.

Level of teachers' skills in action research methodologies and implementation

Teachers have low disagreement level of skills about action research methodologies and implementation. This finding is further supported by the data presented in the table below.

Table 5 *Teachers' Knowledge of Action Research Methodologies and Implementation.*

Items	Mean	Description	Interpretation
4.1 I am familiar with the fundamental part of action research stipulated in DepEd Research Management Guidelines.	*3.12*	Neutral	Moderately Needed
4.2 I am confident in designing an action research study, including formulating research questions and objectives.	*1.90*	Disagree	Needed
4.3 I am knowledgeable about presentation of results and crafting of Innovation, Intervention and Strategy.	*2.01*	Disagree	Needed
4.4 I am capable of analyzing and interpreting data gathered from action research initiatives.	*2.22*	Disagree	Needed
4.5 I am able to implement action research findings to	*2.53*	Neural	Moderately Needed

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

improve teaching strategies and student learning outcomes.			
Total Mean	***2.35***	**Disagree**	**Needed**

In Table 5 shows the level of teachers' knowledge of action research methodologies and implementation, the highest mean is for the item 4.1 in which the teachers were familiar with the fundamental part of action research stipulated in DepEd research management guidelines, which has a mean of *3.12*, describe as neutral and interpreted as moderately needed. Conversely, the lowest mean is for the item *4.5*, in which teachers have low knowledge about the concept of presentation of results and crafting of innovation, intervention and strategy, which has a mean of *1.09*, interpreted as disagree and interpreted as needed. The overall mean of *2.35*, interpreted as disagree, indicates that teachers lack sufficient knowledge about action research methodologies and implementation.

Furthermore, according to the study of Anastasija and Jelena (2021), the need for practice-based research and professional development among educators has increased due to the complexity of modern education. As a practitioner-led methodology, action research gives educators the confidence to take charge of their teaching methods and classroom enhancements. These results imply that teachers' opinions of and involvement with action research tend to improve as they are exposed to and gain experience with it. Moreover, Declaro-Ruedas at al. (2020) carried out a descriptive study to investigate public school teachers' attitudes and self-efficacy in undertaking action research, as well as to determine the obstacles to their involvement and the degree of their influence. These elements were found to have a very high degree of influence on limiting teachers' participation in research projects.

Teachers Attitude and Insights towards Action Research

Research as a tool for learning and teaching

Themes

Discovering the needs of learners
Perceiving research as tool in solving class problem

1.1 Discovering the Needs of Learners.

Understanding and satisfying the many needs of pupils is one of education's primary goals. Action research is crucial to this process, according to teachers' comments, because it helps them to systematically identify learning gaps and carry out targeted interventions. Through reflective inquiry, educators can enhance their instructional strategies and create more supportive, productive learning environments that meet the needs of their students. The participant 1 and 2 scripts are included below to further illustrate this idea.

> ***Participant 1: Ang action research, para sa akoa sir, to help discover the needs of our learners specially sa ilang academic success.*** (For me, sir, action research helps discover the needs of our learners, especially in their academic success).

> ***Participant 2: Ug tabang gud sya sa teaching-learning process sa classroom kay ma assist man nimo ilang needs.*** (It really helps in the teaching-learning process in the classroom because you can assist their needs).

Together, these teacher replies show that action research is not only a means of professional development but also a crucial method for identifying and meeting the needs of both individuals and groups of students, particularly in terms of improving academic performance and classroom engagement. Johannesson (2022) highlights action research as a powerful tool for teacher growth and reflection in light of these findings. Teachers who engage in action research create cooperative teaching strategies that meet local needs. However, unclear objectives and a failure to adhere to action research principles may hinder group development. This emphasizes how important it is to establish learning objectives in order to facilitate school reform programs and establish professional learning communities.

1.2 Perceiving Research as Tool in Solving Class Problem.

Research is acknowledged in the realm of education as a potent instrument for resolving issues in the classroom and enhancing instructional strategies. As a way to think about and address the issues they face in their classrooms, educators are increasingly using action research. As explained by Participant 2 in the notion below, this

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
Website: https://etcor.org
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

illustrates the fundamental principle of viewing research as a way to address problems in the classroom. It helps teachers identify problems and put improvement plans into action, which eventually improves student outcomes and teaching effectiveness.

> **Participant 2:** ***Para sa akoa ang action research isip usa tabang para nga mailhan ug masulbad ang mga problema sa pagtudlo, aron mapalambo ang ilang praktis ug mapauswag ang pagkat-on sa mga estudyante.*** (For me, action research is a tool to identify and solve teaching problems, in order to improve practices and enhance student learning).

Moreover, action research is also an essential technique for tackling the problems that occur in the classroom. It gives teachers the ability to pinpoint the unique needs of their students and implement workable solutions to enhance their teaching methods, as demonstrated by the teachers' comments. In the end, the action research methodology helps schools improve their general teaching methods in addition to helping individual teachers. Research-informed teaching promotes inquiry-based lecture design, collaborative learning, and enhanced communication, all of which significantly enhance teaching and learning as perceived as difficult teaching experiences, claims Joseph-Richard (2021). Thematic analysis of the study using the UKPSF indicates that professional identity is shaped and continuous development is encouraged by research-informed instruction.

2. **Research as Challenging Task for Teachers**

Themes

Lacking of Ideas in Conducting Research
Considering Research as Tough Undertaking

2.1 Lacking of Ideas in Conducting Research

The results of the study show that teachers have trouble coming up with enough ideas for research projects. Their ability to use research-based strategies to improve their teaching and address issues in the classroom is impacted by this challenge. Furthermore, Participant 1 supported this notion by saying the following lines.

> ***Participant 1: Para sa akoa sir, ang pag-conduct og research kay lisod kayo, specially, sa mga teachers na kulang gud og mga ideas sa pag himo ana nga butang.*** (For me, sir, conducting research is really difficult, especially for teachers who lack ideas on how to do such things).

Furthermore, this term highlights an issue that teachers encounter: if one is not familiar with research techniques, such as formulating a research problem, reviewing existing literature, or analyzing data, the task may appear daunting. This emphasizes the need for more coordinated support and capacity-building programs to equip educators with the skills and confidence they need to carry out research effectively.

2.2 Considering Research as Tough Undertaking

According to the study's findings, teachers consider conducting research to be a difficult undertaking. Teachers view it as a challenging and complex process that requires time and effort, as well as a strong foundation in research procedures, which many teachers feel they lack. This viewpoint usually results in reluctance or little engagement in research projects, even while it acknowledges the necessity of research in improving teaching methods. This conclusion was backed by participant 2's comments below.

> ***Participant 2: So far sir kung makadungog ko og word na research, daw malisdan nagud ko kay feel nako lisod gud sya, [laughter].*** (So far, sir, whenever I hear the word "research", I already feel troubled because I think it's really difficult [laughter]).

Moreover, research is daunting and burdensome is a perspective that teachers share, as evidenced by the statement above. According to this, a lot of teachers view research as a challenging task, frequently as a result of

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

their lack of expertise or insufficient support networks. In this regard, action research poses a variety of challenges for educators, particularly with regard to data analysis, interpretation, and research publication (Oestar and Marzo, 2022).

3. Research Work Calls for Assistance

According to the finding, research is rarely conducted alone since it frequently requires help, particularly in educational settings. Without the right assistance, direction, and teamwork, conducting research can be difficult for many educators, underscoring the necessity of institutional support and mentorship to guarantee significant results. These responses were commonly observed as general in the frequency data of responses, highlighting key ideas such as needing for assistance in crafting research, seeking aid in crafting research intervention and willing to participate for assistance.

3.1 Needing for Assistance in Crafting Research

The findings highlight that teachers perceive the need for ongoing assistance to enhance their confidence and effectiveness in conducting action research. This was affirmed by participant 1 and participant 3 in the lines presented below.

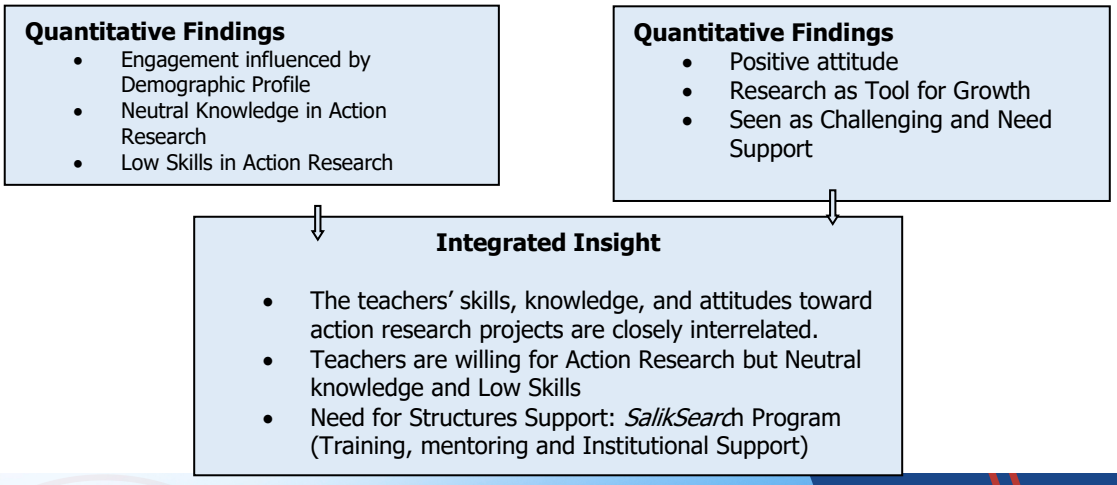
> ***Participant 1: Karang training na makatabang sa amoa, specially sa mga technical aspect sa paghimo og research, og karang paghimo og title, questions.*** (Trainings would really help us, especially with the technical aspects of doing research, like creating a title and formulating questions).

> ***Participant 3: Unta gud sir naay training ani, para ma refresh among idea aning research og unta nay program ang school na about ani nga initiative.*** (I hope, sir, that there will be training to refresh our knowledge in research, and I also hope the school can implement a program focused on this initiative.)

These responses emphasize the importance of capacity-building efforts and school-based programs to assist teachers in becoming more effective and engaged researchers. This highlights the need for practical, skill-based training and a collaborative support network to enhance teachers' capacity to conduct action research effectively. The collective insights from the teachers underscore the critical role of continuous professional development in strengthening action research skills.

Moreover, teachers' involvement in workshops and seminars greatly improves the quality of education in secondary schools, claims Ollor (2021). This reflects a positive attitude among educators toward professional development, indicating their openness to learning and enhancing their research capabilities for the benefit of their teaching practice and student learning. Furthermore, Lin et al. (2022) looked into how school-related components like transformational leadership interact with teacher-related components like growth mindset and self-efficacy to improve educators' long-term professional development.

Mixed-Methods Integration Model



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

The School Initiative to Enhance Teachers' Skills, Knowledge, and Attitudes of Teachers toward Action Research to Strengthen the Research Culture.

The School Research Development Plan for SY 2025–2026 aims to enhance teachers' skills, knowledge, and attitudes toward action research to strengthen the school's research culture. It starts with a survey to identify knowledge gaps, then joint planning and validation of research needs. In accordance with DepEd policies, the strategy calls for proposal development, mentoring, and capacity-building workshops. Moreover, to provide a clearer understanding of the proposed School Research Development Plan, the following phases are outlined:

1. **Identifying Knowledge Gaps –** Conduct a school survey using structured questionnaires, to guide professional development and serve as baseline data for interventions.
2. **Presentation and Deliberation of Needs & Action Plan –** Present survey findings in a collaborative meeting, and draft a strategic action plan to strengthen teachers' research competencies.
3. **Finalizing Key Research Needs** – Validate and refine the action plan during SLAC sessions, applying consensus-building techniques to prioritize research needs.
4. **Research Development Program** – Conduct interactive workshops and guided proposal writing to enhance teachers' research skills.
5. **Crafting AR Projects** – Provide mentoring and consultation to guide teachers in developing DepEd-aligned research proposals.
6. **Review of Research Output Matrix** – Assess research outputs from the past three years to identify trends, gaps, and progress.
7. **Presentation of Reports –** Highlight research accomplishments, findings, and challenges in school or district events to encourage feedback and knowledge sharing.
8. **Monitoring and Feedback –** Establish a monitoring framework using indicators, mentoring, and peer reviews, with results presented during the Action Research Congress.
9. **Revisiting the Research Plan –** Review and update the plan using SWOT analysis to ensure alignment with emerging priorities and prepare for the next school year.

Conclusions

In general, the results show that teachers' engagement in action research is influenced by demographic profile, with overall neutral levels of knowledge and low levels of skills toward action research, which emphasizes the need for more assistance and training. Also, teachers' attitudes toward action research remain positive, but they perceive it as challenging. Taken together, these findings provide the empirical foundation for the design of a School Research Development Plan for SY 2025–2026, aimed at strengthening teachers' competencies and fostering a culture of research within the school.

Recommendations

Based on the findings of the study, the following recommendations are proposed to strengthen teachers' competence and engagement in action research:

- Organize mentoring sessions, intensive training workshops and peer-support activities to guide teachers through the research process.
- Establish school-based research committees to oversee action research initiatives, provide technical support, and encourage collaboration among teachers.
- Institutionalize the *SalikSearch:* School-Based Action Learning and Research Development Program as part of the school's professional development plan.

REFERENCES

Abenojar, M. B., Dones, V. T., Tiquis, M. V. V., Velasco, J. B., Sanchez, R. D., Pangilinan, A. M., Sanchez, A. M. P., Belgica, J. K. P., & Sanchez, J. J. D. (2025). Exploring Perceptions on Play-Based Kindergarten Classrooms: Benefits and Challenges from Parents, Pupils, and Teachers. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(2), 1676-1683. https://doi.org/10.63498/etcor396

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Abrenica, J. T., & Cascolan, H. M. S. (2022). Impact of action research in education: Experiences and challenges faced by teachers. *International Journal of Scientific and Management Research*, *5*(2), 1-15.

Aga, F. J. (2024). Teachers' doing action research, learning and changing. *International Journal for the Scholarship of Teaching and Learning, 16*(1), Article 2.

Amihan, S. R., Sanchez, R. D., & Carvajal, A. L. P. (2023). Sustained quality assurance: Future-proofing the teachers for an ASEAN higher education common space. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR),* 2(4), 276-286. https://etcor.org/storage/iJOINED/Vol.%20II(4),%20276-286.pdf

Anastasija, M., & Jelena, M. (2021). The Role of Action Research In Teachers'professional Development. *International Journal of Cognitive Research in Science, Engineering and Education*, *9*(3), 301-317.

Andrade, C. (2021). The inconvenient truth about convenience and purposive samples. *Indian journal of psychological medicine, 43*(1), 86-88.

Anggraeni, Andista AF, and Sri Rachmajanti. (2021). "The Needs of Continuous Professional Development Perceived by Novice and Experienced Teachers." *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 5.11: 1664-1670.

Bialen, V. B. (2025). Teachers' motivations, challenges and difficulties in action research: A narrative study. *Journal of Interdisciplinary Perspectives, 3*(2), 382–391.

Bontuyan, J. O. (2025). Multi-Dimensional Reflective Practices of Non-SPED Teachers: Toward Inclusive, Responsive, and Growth-Oriented Teaching. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(2), 1432-1443. https://doi.org/10.63498/etcor376

Bontuyan, J. O. (2024). Integrating "Super Skills" in the Teaching of MAPEH in the Selected Secondary Schools in the Division of Parańaque. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 3(1), 448-457. https://etcor.org/storage/iJOINED/Vol.%20III(1),%20448-457.pdf

Braun, V., & Clarke, V. (2023). Toward good practice in thematic analysis: Avoiding common problems and be (com) ing a knowing researcher. *International journal of transgender health, 24*(1), 1-6.

Caabas, D. G. T., Diaz, F. D., Luna, A. L. D., Borris, J. J., Dadule, J. A. G. F., Saac, D. K. M., Pentang, J. T., Dangkulos, T. G., & Bitangcol, R. I. S. (2024). Self-efficacy, productivity, and challenges in conducting action research among public school teachers. *Education Digest, 19*(1), 16–24.

Carvajal, A. L. P., Fernandez, T. M., Pangilinan, A. M., Obod, M. M., Amihan, S. R., Sanchez, R. D., Sanchez, A. M. P., Sanchez, J. J. D. (2025). Future-Proofing Teachers in Reframing Teacher Education Curriculum in the Philippines: Basis for Policy Recommendations. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(2), 235-252. https://doi.org/10.63498/nxz2st271

Cassandra, N. W., Fithriani, R., Febriyanti, R. H., & Mukminin, A. (2024). Becoming Scholarly Writers through Professional Learning Community: A Phenomenological Case Study of Indonesian Teacher-Educators. *LEARN Journal: Language Education and Acquisition Research Network*, *17*(1), 8-29.

Capua, R. D., de Guzman, M. T., & Santiago, M. G. A. (2025). Research Competency of Teachers in the Department of Education-Alfonso Lista, Ifugao, Philippines. *Journal of Lifestyle and SDGs Review*, *5*(1), e04326-e04326.

Declaro-Ruedas, Mary Yole Apple & Ruedas, Emmanuel. (2020). Public School Teachers' Attitude towards Action Research in Magsaysay, Occidental Mindoro. Asian Journal of Education and Social Studies. 11-16. 10.9734/ajess/2020/v7i130187.

DO 16, s. 2017 – Research Management Guidelines

Eleje, L. I., Metu, I. C., Ezenwosu, N. E., & Ifeme, J. C. (2022). Attitude towards the teaching profession: The secondary school teachers' outlook. *Open Journal of Educational Research*, *2*(1), 23-31.

Francisco, S. (2024). Action research as professional learning in and through context. *Educational Action Research*.

Golzar, J., Noor, S., & Tajik, O. (2022). Convenience sampling. International *Journal of Education & Language Studies, 1*(2), 72-77.

Insorio, A. O. (2024). Harmonizing educational action research for teachers: Means for developing the action research culture. *International Journal of Educational Researchers, 15*(4), 20–42.

Johannesson, P. (2022). Development of professional learning communities through action research: understanding professional learning in practice. *Educational Action Research*, *30*(3), 411-426.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Joseph-Richard, P., Almpanis, T., Wu, Q., & Jamil, M. G. (2021). Does research-informed teaching transform academic practice? Revealing a RIT mindset through impact analysis. *British Educational Research Journal*, *47*(1), 226-245.

Journal of Teacher Action Research (JTAR). (2024, June). *Journal of Teacher Action Research, 11*(1). SHSU.

Lewin, K. (1946). *Action research and minority problems*. *Journal of Social Issues, 2*(4), 34–46. https://doi.org/10.1111/j.1540-4560.1946.tb02295.x

Lin, W., Yin, H., & Liu, Z. (2022). The roles of transformational leadership and growth mindset in teacher professional development: The mediation of teacher self-efficacy. *Sustainability*, *14* (11), 6489.

Lynch, D., Vo, H., Yeigh, T., Marcoionni, T., Madden, J., & Turner, D. (2025). Action research communities as a whole-of-school teaching improvement initiative: a multi-method multi-informant study. *The Australian Educational Researcher*, *52*(2), 1133-1162.

Mertler, C. A. (2021). Action Research as Teacher Inquiry: A Viable Strategy for Resolving Problems of Practice. *Practical Assessment, Research & Evaluation*, *26*, 19.

Oestar, J. M., & Marzo, C. C. (2025). Teachers as researchers: Skills and challenges in action research making. *International Journal of Theory and Application in Elementary and Secondary School Education, 4*(2), 95–104.

Ollor, A. N. (2021). Teachers' participation in workshop and seminar for quality instructional delivery in secondary schools in rivers state. *International Journal of Innovative Social & Science Education Research*, *9*(1), 1-8.

Pangilinan, A. M. (2025). Challenges and Commitment to Teaching: A Quantitative Descriptive-Correlational Study of Filipino Teachers in Select Coastal Villages. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(2), 1684-1692. https://doi.org/10.63498/etcor397

Pangilinan, A. M., Velasco, J., Punzalan, F. R. A., Sanchez, R. D., Sanchez, A. M. P., & Moldez, R. G. (2025). Artificial Intelligence in the Conduct of Research: Embracing its Promises and Avoiding the Pitfalls from the Lens of Research Practitioners. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(3), 360-370. https://doi.org/10.63498/etcor432

Punzalan, F. R. A., Bontuyan, J. O., Sanchez, R. D., Pangilinan, A. M., & Sanchez, A. M. P. (2025). Teaching Learners with Special Educational Needs: A Descriptive-Correlational Study of Teachers' Challenges, Coping Strategies, and Support Needs. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(3), 314-325. https://doi.org/10.63498/etcor428

Sanchez, R. D. (2025, August 24). To proceed forthwith: Basic rules, tips, and innovations in thesis and dissertation writing [PowerPoint slides]. https://www.facebook.com/share/p/1FUwVPnQv6/

Saro, J. et al. (2024). Teachers as researchers: Practices, perspectives, problems, and a plan of action (4Ps) for public school teachers in writing action research.

Semathong, S. (2023). Participatory Action Research to Develop the Teachers on Classroom Action Research. *Shanlax International Journal of Education, 11*(3), 29-36.

Tirol, S., Cortes, S. T., Tinapay, A., & Samillano, J. (2022). A teacher training program on designing participatory educational action research proposal. *Ho Chi Minh City Open University Journal of Science-Social Sciences, 12 (1)*, 23-40.

Tuyo, J. L., & Fromanes, M. F. (2024). Development and Implementation of Action Research Initiatives: The Case of Rural Elementary Schools.