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# Teachers' Motivation on Action Research Competence

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***Abstract***
**Aim:** This study examined the relationship between teachers' motivation in conducting action research and their research competence in a public school under the Division of Pampanga. Specifically, it investigated the teachers' level of motivation and their perceived competence in identifying research problems, reviewing related literature, designing data collection, interpreting data, and summarizing findings, as well as whether a significant relationship exists between the two variables.
**Methodology:** The study utilized a quantitative research design, specifically a descriptive-correlational approach, as this design is most appropriate for determining the degree of association between variables without manipulation. Thirty-five teachers from the selected school participated, and data were gathered through a structured questionnaire assessing their motivation and competence in conducting action research. Descriptive statistics such as mean and frequency were used to summarize the data, while Pearson's Product Moment Correlation was utilized to examine the relationship between teacher's motivation and their competence in conducting action research.
**Results:** With a correlation coefficient (r) of 0.592, there is a moderate to strong positive correlation between teachers' motivation and their overall research competence. The correlation was found to be statistically significant with a p-value of 0.000, confirming that higher levels of motivation among teachers are strongly associated with greater competence in conducting action research.
**Conclusion:** The study highlights that teachers' motivation is significantly linked to their competence in conducting action research. This underscores the importance of fostering motivation through professional development, which can enhance teachers' research skills and contribute to school improvement.
***Keywords:*** action research, teachers' motivation, action research competence

## INTRODUCTION

The global educational landscape increasingly emphasizes teacher engagement in research and continuous professional development. Analyses such as Feifei and Abdullah (2023) show a progressive growth over the last decades in publications on teacher cognition and beliefs. Similarly, Wang et al. (2023) highlight the growing scholarly attention to teacher beliefs, instructional strategies, and related practices. These trends reflect efforts to promote "teachers as researchers," especially in discussions around teacher education and professional development. However, research also identifies significant challenges, including heavy workloads, limited time, and insufficient institutional support, that can impede effective teacher involvement in research activities (Oancea et al., 2021; Quickfall, 2025; Amihan & Sanchez, 2023).

In the Philippine context, the Department of Education (DepEd) emphasizes that public school teachers should continually enhance their teaching skills and strategies to better serve learners and other stakeholders (Oestar & Marzo, 2022). One effective way to achieve this is through action research, a vital tool for improving teaching and learning processes (Ganza & Eslabon, 2024). Action research also strengthens the connection between theory and practice, aligning classroom innovations with real learner needs (Carvajal et al., 2025).

Action research has long been recognized as a fundamental component of teachers' professional development, with numerous studies emphasizing its significant role in education. It facilitates the continuous improvement of instructional practices, enhances student engagement and learning outcomes, and promotes evidence-based teaching. Moreover, action research encourages critical reflection, enabling educators to align their professional development

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objectives with pedagogical needs while contributing to high-quality classroom instruction and innovative school programs (Saro et al., 2023). Empirical evidence further demonstrates its positive and significant impact on teaching and learning, curriculum development, teachers' professional advancement, and the cultivation of a robust research culture within educational institutions (Abrenica & Cascolan, 2022; Glorioso, 2023; Bontuyan, 2025).

Given the recognized significance of action research, several efforts have been focused on promoting its inclusion in higher education curricula and its application in the field. For instance, in higher education, many institutions have integrated action research into teacher education programs to strengthen research culture (Cortes et al., 2021). In basic education, DepEd promotes research through the Basic Education Research Agenda (BERA) and provides support via the Basic Education Research Fund (BERF) (DepEd, 2016 as cited by Berenguel & Villamor, 2021). Policies such as DepEd Orders No. 16, s. 2017 and No. 24, s. 2020 further enhanced teachers' research capacity through continuous professional development and structured training (Saro & Taray, 2024; Pangilinan, 2025).

However, despite its perceived potential benefits and the institutionalization of research in basic education, many teachers still face challenges in conducting action research. This results in low research productivity because a significant number of teachers remain disengaged, even if action research is required as part of their standard outputs and serves as a basis for promotion to higher career levels (Ganza & Eslabon, 2024; Cortes et al., 2021). The low research productivity of teachers is largely attributed to challenges in balancing research with teaching duties and other workloads (Delos Santos, 2021). Common barriers include limited time, insufficient training, poor self-confidence, and lack of institutional support (Villenes et al., 2022; Caabas et al., 2024; Carvajal et al., 2024).

Research culture and motivation also play significant roles, as findings show that personal satisfaction is a strong factor that encourages teachers to engage in action research, while enhancing research skills and organizational support can further improve productivity (Esturas, 2023). These studies highlight how motivation, competence, and adequate professional support are vital in the successful conduct of action research, leading to enhanced research productivity and an established research culture in the school (Amihan et al., 2023).

Motivation, defined as the internal driving force behind people's actions, involves factors that initiate, guide, and sustain goal-oriented behaviors (Cherry, 2023). It has been proven to be a crucial factor influencing attitudes, behaviors, and performance. Thus, in the context of action research, this means that teachers will only undertake research if they are motivated to do so (Zhou et al., 2024; Sanchez, 2025).

Teachers' competence in action research is vital to professional development and educational improvement, as it fosters educational innovation and addresses classroom challenges. Through action research, educators develop and implement creative and evidence-based strategies that are relevant and responsive to learners' needs. Insorio (2024) emphasized that capacitating teachers on action research enhances individual teaching practices and promotes a greater culture of innovation in the school, resulting in more effective and responsive education (Punzalan et al., 2025).

Studies further reveal the strong connection between motivation and research competence. For example, Parsons (2024) found that both intrinsic and extrinsic motivations significantly influence teachers' research competencies, underscoring the importance of a supportive environment in enhancing research proficiency. Similarly, Galdonez (2023) discovered that teachers' intrinsic drives notably contribute to research competence and recommended strengthening these internal motivations through administrative support to further improve teachers' research skills (Sanchez et al., 2024).

Moreover, insights from Self-Determination Theory (SDT) suggest that motivation operates along a continuum from intrinsic to extrinsic sources, serving as a key driver of human behavior (Deci & Ryan, 2000). In teaching, educators who are intrinsically motivated—driven by professional growth, personal satisfaction, and a genuine interest in improving practice—are more likely to engage in action research. Complementing this, Bandura's Social Cognitive Theory highlights that competence develops through reciprocal determinism or the dynamic interaction of personal factors, behavior, and environmental influences (Bandura, 1986, as cited in McLeod, 2025). This means that teachers gain skills and confidence not only through direct practice but also by observing peers, reflecting on experiences, and receiving constructive feedback. Observational learning and self-efficacy, or belief in one's ability to succeed, play crucial roles in shaping their willingness to undertake demanding tasks such as action research (Carvajal et al., 2023).

Given this, motivation may be an influential factor that drives teachers to conduct action research. Motivated teachers are significantly more likely to engage in professional learning and implement new instructional strategies, which leads to enhanced teaching quality and student outcomes (Oppermann et al., 2024). Since action research requires considerable effort, motivation often determines whether teachers perceive it as a meaningful opportunity for growth or as a burdensome task. While earlier studies have examined teacher motivation and competence separately,

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little is known about how these two factors interact in the Philippine basic education context, particularly in Pampanga schools.

This study aimed to examine the relationship between teachers' motivation to conduct action research and their research competence in a public school under the Division of Pampanga. Specifically, it sought to determine teachers' levels of motivation and perceived competence in identifying research problems, reviewing literature, designing data collection, interpreting data, and summarizing findings, and to establish whether a significant relationship exists between these variables. Unlike many studies that addressed these two variables separately, this study emphasizes their direct link within the Philippine basic education context, particularly in a Pampanga school. The findings served as the basis for a research capacity-building action plan, which can be used as a professional development tool to strengthen teachers' research competencies.

**Statement of the Problem**

Despite the recognized significance of action research in improving teaching practices and enhancing student learning, many public school teachers continue to face difficulties in conducting research. Although the Department of Education (DepEd) has introduced initiatives such as the Basic Education Research Agenda (BERA), the Basic Education Research Fund (BERF), and professional development programs, research productivity in schools remains low. Teachers encounter challenges in balancing research with teaching duties, lack confidence in their research skills, and have limited institutional support. These barriers hinder the cultivation of a strong research culture in basic education.

In particular, the motivation of teachers plays a vital role in determining whether they will engage in action research, while their competence dictates the quality and effectiveness of the research conducted. However, there remains limited empirical evidence that specifically examines how teacher motivation relates to their competence in carrying out the various stages of action research. Understanding this relationship is crucial in developing capacity-building interventions that strengthen teachers' professional development and enhance the overall quality of education in schools. This study addresses this gap by investigating the connection between teachers' motivation and their action research competence in a public school under the Division of Pampanga.

**Research Objectives**

**General Objective**

- To explore the relationship between teachers' motivation in conducting action research and their research competence.

**Specific Objectives**

- To describe the level of teachers' motivation in conducting action research.
- To determine the level of teachers' competence in conducting action research in terms of identifying the research problem, reviewing the literature, designing data collection, interpreting data, and summarizing findings.
- To establish whether a significant relationship exists between teachers' motivation and their competence in conducting action research.
- To propose a capacity-building plan based on the results of the study.

**Research Questions**

1. How may the level of teachers' motivation in conducting action research be described?
2. How may the level of teachers' competence in conducting action research be described in terms of:
   2.1. identifying the research problem;
   2.2. reviewing the literature;
   2.3. designing data collection;
   2.4. interpreting data; and
   2.5. summarizing data?
3. Is there a significant relationship between teachers' motivation and their competence in conducting action research?
4. Based on the results, what capacity-building plan may be suggested?

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**Hypothesis**

Given the stated research problems, the following hypotheses were tested at 0.05 level of significance:

*$H_0$*: There is no significant relationship between the teachers' motivation and competence in conducting action research.

*$H_a$:* There is a significant relationship between the teachers' motivation and competence in conducting action research.

## METHODS

### Research Design

The study utilized a quantitative research design, specifically a descriptive-correlational approach, to systematically describe the levels of teachers' motivation and competence in conducting action research and to examine whether there was a significant relationship between these two variables. This design was considered the most suitable because it enabled the researchers to present an accurate representation of the current status of teachers' motivation and competence, while also determining possible associations between them without manipulating any variables. This methodological alignment follows the framework of previous studies that emphasized the importance of evidence-based, non-experimental designs in understanding teacher behaviors and classroom performance (Amihan et al., 2025).

### Population and Sampling

The study involved 35 teachers from a public secondary school in Candaba, Schools Division of Pampanga. Although the researchers were teaching in three different schools, this site was selected through convenience sampling based on practical considerations, such as accessibility and the availability of a larger teacher population. Additionally, few action research projects had previously been conducted in this school, making it a relevant context for investigation. Within the school, total enumeration sampling was applied, as all 40 teachers were invited to participate. Of these, 35 responded and were included in the analysis. The results were interpreted within the context of this school alone and were not generalized beyond it. Similar localized approaches were used in related studies to provide focused insights into teachers' professional practices within specific educational settings (Punzalan et al., 2025; Sanchez, 2023).

### Instrument

The study employed a structured questionnaire adapted from two primary sources: Comon and Corpuz (2024) for assessing teachers' motivation in conducting action research and Lazaro (2024) for evaluating research competence. Minor modifications were made to ensure alignment with the objectives of the present study, and responses were measured using a 5-point Likert scale. The instrument underwent content validation by three experts: a Master Teacher in English, a Master Teacher serving as the school's Research Coordinator, and a professor of the institution who was also a thesis and dissertation adviser. A pilot test with 15 teachers from a neighboring school established high reliability, with Cronbach's alpha values exceeding 0.80 for both motivation and competence scales. This systematic validation process aligns with the standards of instrument development and psychometric soundness applied in other teacher-focused quantitative studies (Abenojar et al., 2025; Dizon & Sanchez, 2020).

### Data Collection

Before data collection, the researchers submitted the study proposal to their supervising professor and secured approval from the appropriate school authorities. The electronic survey was administered via Google Forms, and data collection took place over a one-week period in May 2025. This duration was sufficient given the accessibility of participants, who completed the questionnaire during their available time. All responses were reviewed for accuracy and completeness, and follow-up communication was conducted when necessary to ensure reliability of responses. This procedure reflects efficient and ethical online data-gathering approaches in line with current educational research practices (Pangilinan et al., 2025; Amihan & Sanchez, 2023).

### Treatment of Data

The collected data were analyzed using quantitative methods consistent with the study's objectives. Descriptive statistics, including mean scores and frequency distributions, were computed to evaluate teachers' motivation and competence across five domains: identifying research problems, reviewing literature, designing data collection tools, interpreting data, and summarizing findings. To determine the relationship between motivation and

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competence, Pearson's correlation coefficient (r) was applied. Responses were rated using a 5-point Likert scale with corresponding interpretations:

| | ***Interval*** | ***Interpretation*** | ***Level of Motivation*** | ***Level of Competence*** |
|---|---|---|---|---|
| *5* | *4.20-5.00* | *Strongly Agree* | *Highly Motivated* | *Highly Competent* |
| *4* | *3.40-4.19* | *Agree* | *Motivated* | *Competent* |
| *3* | *2.60-3.39* | *Moderately Agree* | *Moderately Motivated* | *Moderately Competent* |
| *2* | *1.80-2.59* | *Disagree* | *Slightly Motivated* | *Slightly Competent* |
| *1* | *1.00-1.79* | *Strongly Disagree* | *Not Motivated* | *Not Competent* |

The use of descriptive and correlational statistical techniques is consistent with analytical approaches used in previous ETCOR studies that explored teacher behavior, instructional effectiveness, and educational relationships (Bontuyan, 2025; Carvajal et al., 2023).

**Ethical Considerations**

The researchers strictly adhered to ethical standards by obtaining approval from the school principal before conducting the study and securing informed consent from all participants. Confidentiality was ensured by assigning unique codes to responses, and all data were stored in password-protected digital files. No personal identifiers were revealed at any stage of the study. This ethical framework mirrors the responsible research practices consistently emphasized in research publications (Carvajal et al., 2025; Sanchez, 2025).

**RESULTS and DISCUSSION**

This section presents the results and discussion based on the data that were gathered, tabulated, and interpreted. It includes the descriptive analysis of teachers' motivation in conducting action research, as well as their perceived competence in various aspects of the research process. Additionally, this section examines whether a significant relationship exists between teachers' motivation and their research competence.

**Teachers' Motivation in Conducting Action Research**

Motivation plays a very important role in performing complex tasks such as action research. Teachers with a high level of motivation could carry out their tasks with patience, competence, and a clear goal in mind, leading to active, efficient, and effective performance to complete the given task.

To answer Research Question 1, teachers' motivation in conducting action research was assessed.

Table 1. Teachers' Action Research Motivation

| ***Teachers' Action Research Motivation*** | ***Mean*** | ***Description*** | ***Interpretation*** |
|---|---|---|---|
| *1. I am motivated to conduct action research because it enhances my opportunities for career advancement and promotion.* | *3.71* | *Agree* | *Motivated* |
| *2. I am motivated to do action research because it helps me improve my teaching effectiveness and classroom practices.* | *4.03* | *Agree* | *Motivated* |
| *3. I am motivated to engage with other teacher-researchers to exchange ideas and collaborate on research initiatives.* | *3.91* | *Agree* | *Motivated* |
| *4. Completing action research projects gives me personal satisfaction and professional pride.* | *3.86* | *Agree* | *Motivated* |
| *5. Knowing that many of my colleagues conduct or plan to conduct action research motivates me to do the same.* | *3.83* | *Agree* | *Motivated* |
| *6. I am motivated to publish the results of my action research in academic journals.* | *3.77* | *Agree* | *Motivated* |
| *7. I find conducting action research an engaging and meaningful practice that contributes to educational improvement.* | *3.74* | *Agree* | *Motivated* |
| *8. I am motivated to participate in research conferences and be recognized for my contributions.* | *3.63* | *Agree* | *Motivated* |

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| *9. I am motivated to show my peers that conducting action research is manageable and highly beneficial.* | *3.66* | *Agree* | *Motivated* |
| *10. Investigating and addressing classroom problems through action research empowers me professionally.* | *3.74* | *Agree* | *Motivated* |
| ***Overall Mean*** | ***3.79*** | *Agree* | ***Motivated*** |

The overall mean of 3.79, with an adjectival rating of "Agree" and interpreted as "Motivated," indicates that teachers generally show a positive level of motivation toward conducting action research, reflecting their recognition of its importance in teaching, learning, and professional practice. This suggests that teachers are willing to engage in research-related activities, driven by the belief that action research contributes meaningfully to their instructional effectiveness and professional growth. The highest-rated item, "I am motivated to do action research because it helps me improve my teaching effectiveness and classroom practices," received a mean score of 4.03 (Agree), indicating that teachers are strongly motivated by the instructional benefits of engaging in research. On the other hand, the lowest-rated item, "I am motivated to participate in research conferences and be recognized for my contributions," received a mean score of 3.63 (Agree), reflecting that external or personal recognition is a less influential factor in driving their research motivation.

This suggests that teachers are primarily motivated by the potential of research to enhance teaching strategies and improve student outcomes. Teachers are more inspired by how action research contributes to improving their teaching practices and promoting professional growth, rather than by external validation. These findings align with Bialen (2025), who reported that teachers are motivated by positive transformation, real-world engagement, skill enhancement, collaboration, and flexibility. However, a contrasting study by Cortes and Reyes (2021) found that biology teachers in Mindanao reported low motivation due to negative perceptions, limited conceptual knowledge, and minimal impact of professional development programs, highlighting the influence of contextual factors on research engagement.

While the overall motivation level is encouraging, it does not reach the highest range, suggesting room for growth—particularly in fostering a deeper, intrinsic commitment to research. Enhancing this motivation can further strengthen teachers' consistency and enthusiasm in conducting action research as part of their professional development.

**Teachers' Action Research Competence**

Teachers' research competence refers to the knowledge, skills, and abilities to effectively carry out the research process, particularly in the context of action research. Developing a strong research competence among teachers is crucial for them to become reflective practitioners who can make evidence-based actions and decisions.

To address Research Question 2, teachers' research competence across key domains was evaluated.

Table 2. Teachers' Action Research Competence in Terms of Identifying Research Problems

| **Identifying Research Problems** *The teacher is competent in…* | ***Mean*** | ***Description*** | ***Interpretation*** |
|---|---|---|---|
| *1. designing research useful in teaching.* | *3.86* | *Agree* | *Competent* |
| *2. writing an educational research title.* | *3.77* | *Agree* | *Competent* |
| *3. providing an appropriate introduction / rationale / background.* | *3.89* | *Agree* | *Competent* |
| *4. stating research questions / problems.* | *3.71* | *Agree* | *Competent* |
| *5. formulating hypothesis for the research.* | *3.91* | *Agree* | *Competent* |
| *6. indicating scope and limitation of study.* | *3.83* | *Agree* | *Competent* |
| *7. citing benefits and beneficiaries of study.* | *4.00* | *Agree* | *Competent* |
| *8. illustrating and explaining conceptual framework.* | *3.86* | *Agree* | *Competent* |
| *9. citing theories related to the research topic.* | *3.77* | *Agree* | *Competent* |
| *10. defining vital terminologies operationally.* | *3.97* | *Agree* | *Competent* |
| ***Overall Mean*** | ***3.86*** | ***Agree*** | ***Competent*** |

The overall mean of 3.86, with an adjectival rating of "Agree" and interpreted as "Competent", suggests that teachers generally perceive themselves as capable in identifying research problems, particularly in completing the early stages of an action research study.

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The highest-rated item, "The teacher is competent in citing the benefits and beneficiaries of the study" (M = 4.00), shows that teachers are confident in articulating the purpose and value of their research. This reflects their ability to link research efforts to learner and stakeholder outcomes. Meanwhile, the lowest-rated item, "The teacher is competent in stating research questions/problems" (M=3.71), indicates some difficulty in formulating clear, researchable questions. This aligns with Jilcha (2025), who reported that teachers and postgraduate students generally feel capable in reviewing literature and understanding theory but struggle with selecting research topics and formulating research questions. However, this perception of competence contrasts with Bullo et al. (2021), who found that research remains a challenging task for many teachers, particularly in analyzing data and identifying research problems, suggesting that self-reported competence may not always reflect practical challenges. Overall, teachers show a strong foundation in initiating action research, but additional support in problem formulation could further enhance their competence.

Table 3. Teachers' Action Research Competence in Terms of Reviewing and Synthesizing Literature

| ***Reviewing and Synthesizing Literature*** *The teacher is competent in…* | ***Mean*** | ***Description*** | ***Interpretation*** |
|---|---|---|---|
| *1. selecting relevant local and international literature.* | *3.80* | *Agree* | *Competent* |
| *2. searching relevant local and international studies.* | *3.63* | *Agree* | *Competent* |
| *3. rephrasing statements from related studies.* | *3.51* | *Agree* | *Competent* |
| *4. citing related literature using the standard style (APA Format).* | *3.63* | *Agree* | *Competent* |
| *5. synthesizing information from relevant literature.* | *3.63* | *Agree* | *Competent* |
| *6. writing coherent reviews of literature.* | *3.57* | *Agree* | *Competent* |
| *7. following ethical standards in writing related literature.* | *3.86* | *Agree* | *Competent* |
| *8. relating the study to previous studies.* | *3.66* | *Agree* | *Competent* |
| *9. providing concise summary of the reviewed literature.* | *3.83* | *Agree* | *Competent* |
| *10. disclosing any gaps in the literature.* | *3.80* | *Agree* | *Competent* |
| ***Overall Mean*** | ***3.69*** | ***Agree*** | ***Competent*** |

As shown by the overall mean of 3.69, with an adjectival rating of "Agree" and interpreted as "Competent", teachers generally demonstrate a satisfactory level of competence in examining and synthesizing related literature for action research. This reflects their ability to comprehend scholarly sources, apply formatting standards, and uphold academic writing conventions.

The highest-rated item, "The teacher is competent in following ethical standards in writing related literature" (M = 3.86), indicates that teachers are mindful of academic integrity, particularly in citation and avoiding plagiarism. In contrast, the lowest-rated item, "The teacher is competent in rephrasing statements from related studies." (M = 3.51), suggests some difficulty in restating literature in their own words. This is consistent with Clarin et al. (2023), who noted that paraphrasing is often the most challenging part of academic writing, and Guo (2021, as cited in Clarin et al., 2023), who emphasized that effective paraphrasing requires integrating reading and writing processes. Overall, while teachers demonstrate competence and ethical practice in literature review, targeted practice in paraphrasing may further enhance the clarity, originality, and academic rigor of their writing.

Table 4. Teachers' Action Research Competence in Terms of Planning the Research Methodology

| ***Planning the Research Methodology*** *The teacher is competent in…* | ***Mean*** | ***Description*** | ***Interpretation*** |
|---|---|---|---|
| *1. identifying the goal or purpose of research.* | *4.06* | *Agree* | *Competent* |
| *2. quantitative and qualitative research and various kinds of research across fields.* | *3.80* | *Agree* | *Competent* |
| *3. choosing appropriate research design.* | *3.80* | *Agree* | *Competent* |
| *4. follow appropriate research data collection method.* | *3.89* | *Agree* | *Competent* |
| *5. describing sampling procedure and the sample.* | *3.77* | *Agree* | *Competent* |
| *6. defining the necessary data.* | *3.91* | *Agree* | *Competent* |
| *7. planning data collection procedure.* | *3.83* | *Agree* | *Competent* |

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| 8. adapting sources according to ethical standards. | 3.71 | Agree | Competent |
| 9. collecting data using appropriate instruments. | 3.91 | Agree | Competent |
| 10. planning for data analysis using statistics and hypothesis testing. | 3.43 | Agree | Competent |
| **Overall Mean** | **3.81** | **Agree** | **Competent** |

Based on the overall mean of 3.81, with an adjectival rating of "Agree" and interpreted as "Competent", it can be inferred that teachers generally possess the necessary skills to plan effective and ethically sound research methodologies. This suggests a strong foundational grasp of research design processes.

The highest-rated item, "The teacher is competent in identifying the goal or purpose of research" (M = 4.06), highlights teachers' ability to define clear research objectives aligned with classroom needs. In contrast, "The teacher is competent in planning for data analysis using statistics and hypothesis testing" received the lowest mean (M = 3.43), suggesting that statistical planning is a more challenging area. This aligns with Amenabar and Pontillas (2024), who reported that while teachers are generally competent in research planning, design, and data collection, they face difficulties in data analysis, interpretation, and reporting, underscoring the need for additional training in technical research skills. Overall, while teachers demonstrate competence in research design, additional training in statistical analysis could enhance their skills in handling more technical research tasks.

Table 5. Teachers' Action Research Competence in Terms of Analyzing and Interpreting Data

| **Analyzing and Interpreting Data** The teacher is competent in… | **Mean** | **Description** | **Interpretation** |
|---|---|---|---|
| 1. presenting data in tabular and graphical forms. | 4.00 | Agree | Competent |
| 2. using statistical techniques to analyze the data— study of differences and relationships. | 3.57 | Agree | Competent |
| 3. giving correct inference to the gathered data. | 3.91 | Agree | Competent |
| 4. relating the results of data to the existing literature. | 3.74 | Agree | Competent |
| 5. giving implications of the data results. | 3.91 | Agree | Competent |
| 6. supporting data results by citing latest findings from related studies. | 3.77 | Agree | Competent |
| 7. organizing qualitative data. | 3.54 | Agree | Competent |
| 8. providing themes for the collected qualitative data. | 3.71 | Agree | Competent |
| 9. explaining qualitative data results. | 3.83 | Agree | Competent |
| 10. providing implications and support for qualitative data results. | 3.86 | Agree | Competent |
| **Overall Mean** | **3.79** | **Agree** | **Competent** |

The overall mean of 3.79, with an adjectival rating of "Agree" and interpreted as "Competent", reflects that teachers generally possess a sound level of proficiency in interpreting and analyzing data—an essential component of action research.

Among the competencies assessed, the highest-rated item was "The teacher is competent in presenting data in tabular and graphical forms," which received a mean score of 4.00 (Agree). This indicates strong teacher ability to visually present quantitative results, a key skill in making data clear, accessible, and meaningful. On the other hand, the item "The teacher is competent in organizing qualitative data" received the lowest mean score of 3.54 (Agree), which, while still within the "Competent" range, implies that handling and structuring non-numerical data presents a greater challenge for some teachers.

Overall, the findings indicate that teachers are capable of interpreting data meaningfully, especially in the context of quantitative analysis. However, additional focus on qualitative data handling through training or guided experience may enhance their ability to analyze more complex, narrative-driven findings effectively.

Table 6. Teachers' Action Research Competence in Terms of Reporting and Translating Research Output

| **Reporting and Translating Research Output** The teacher is competent in… | **Mean** | **Description** | **Interpretation** |
|---|---|---|---|
| 1. summarizing research findings. | 4.00 | Agree | Competent |
| 2. drawing conclusions from findings. | 3.91 | Agree | Competent |
| 3. formulating recommendations. | 3.86 | Agree | Competent |

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| *4. writing abstract.* | *3.83* | *Agree* | *Competent* |
| *5. crafting program of activities.* | *3.71* | *Agree* | *Competent* |
| *6. selecting interventions to problems that have been found.* | *3.69* | *Agree* | *Competent* |
| *7. writing and presenting clear research reports.* | *3.69* | *Agree* | *Competent* |
| *8. translating the conducted research in publishable format.* | *3.54* | *Agree* | *Competent* |
| *9. writing the references applying the appropriate format.* | *3.77* | *Agree* | *Competent* |
| *10. providing research summary ready for local, national and even international presentations.* | *3.80* | *Agree* | *Competent* |
| ***Grand Mean*** | ***3.78*** | ***Agree*** | ***Competent*** |

The overall mean of 3.78, with an adjectival rating of "Agree" and interpreted as "Competent", indicates that teachers generally demonstrate confidence and ability in reporting and translating their research output into meaningful forms.

The highest-rated item, "The teacher is competent in summarizing research findings" (M = 4.00), indicates teachers' strong ability to condense findings clearly—an essential skill for communicating with stakeholders. The lowest-rated item, "The teacher is competent in translating the conducted research in publishable form" (M = 3.54), suggests difficulty in preparing research for wider dissemination. Insorio (2024) identified similar difficulties among public school teachers, noting that many required additional guidance and support to publish their research findings effectively. Similarly, "The teacher is competent in writing and presenting clear research reports" and "selecting interventions to problems that have been found" (M = 3.69) highlight areas for growth. Overall, while teachers excel in interpreting and summarizing research, targeted training in publication, intervention planning, and dissemination would further enhance their capabilities as practitioner-researchers.

**Relationship between Teachers' Motivation in Conducting Action Research and their Action Research Competence**

This section presents the correlation between teachers' motivation in conducting action research and their action research competence. Motivation plays a crucial role in driving an individual to perform a specific task. With this idea, motivation is believed to influence the extent to which teachers engage in and perform various research-related tasks effectively.

To answer Research Question 3, the relationship between teachers' motivation and their research competence was examined using Pearson's correlation coefficient.

Table 7. Correlation between Teachers' Motivation in Conducting Action Research and their Action Research Competence

| ***Variable 1*** | ***Variable 2*** | ***Correlation Coefficient*** | ***Interpretation*** | ***P-value*** | ***Interpretation*** |
|---|---|---|---|---|---|
| *Teachers' Motivation* | *Identifying Research Problems* | *.610* | *Strong Correlation* | *.000* | *Highly Significant* |
| | *Reviewing and Synthesizing Literature* | *.546* | *Strong Correlation* | *.001* | *Highly Significant* |
| | *Planning the Research Methodology* | *.552* | *Strong Correlation* | *.001* | *Highly Significant* |
| | *Analyzing and Interpreting Data* | *.531* | *Strong Correlation* | *.001* | *Highly Significant* |
| | *Reporting and Translating Research Output* | *.500* | *Moderate Correlation* | *.002* | *Significant* |
| | *Overall Research Competence* | *.592* | *Strong Correlation* | *.000* | *Highly Significant* |

Table 7 presents the correlation between teachers' motivation in conducting action research and their competence across key domains of the research process, directly addressing the study's objective of establishing whether a significant relationship exists between motivation and competence. The analysis reveals positive correlations ranging from moderate to strong, with coefficients between r = 0.500 and r = 0.610. All correlations were found to be statistically significant ($p < .01$), with most reaching a highly significant level ($p \leq .001$). These values confirm that the

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relationships between motivation and each domain of research competence are not due to chance. The null hypothesis was therefore rejected in all cases.

The strongest correlation was observed between teachers' motivation and their competence in identifying research problems ($r = 0.610$, $p = .000$), suggesting that motivated teachers are more adept at recognizing relevant, researchable issues within their educational context. This finding underscores the role of motivation—both intrinsic and extrinsic—in enhancing teachers' reflective thinking, critical observation, and problem-identification skills, which are foundational to initiating action research.

Similarly, strong and significant correlations were identified between motivation and other research competencies: reviewing and synthesizing related literature ($r = 0.546$), planning the research methodology ($r = 0.552$), and analyzing and interpreting data ($r = 0.531$). These results imply that increased motivation is associated with greater engagement in research tasks that require cognitive rigor, strategic planning, and analytical skills. This aligns with Self-Determination Theory, which posits that intrinsic motivation enhances engagement in meaningful tasks, and Bandura's Social Cognitive Theory, which emphasizes that self-efficacy supports persistent and effective task performance.

The correlation between motivation and the ability to report and translate research output was slightly lower ($r = 0.500$, $p = .002$), though still statistically significant. This may indicate that while motivated teachers are capable of completing the research cycle, they may benefit from additional training or institutional support in areas related to writing, publication, or dissemination of research findings.

Overall, the findings affirm that teachers' motivation plays a critical role in enhancing their competence in conducting action research, thereby supporting the development of a research-oriented culture within the teaching profession. These findings align with Saro et al. (2023), who revealed that teachers' motivation for academic writing is positively correlated with their research writing proficiency, suggesting that higher motivation enhances action research competence. Similarly, Parsons (2024) found a significant relationship between motivation and research competencies among educators in government HEIs, underscoring the vital role of both intrinsic and extrinsic motivation in fostering productive and effective research communities. However, these results contrast with the findings of Caingcoy (2020), who reported that teachers in Malaybalay City, despite being motivated, assessed themselves as only "slightly capable," with low correlations between motivation and research competence. Age and length of service even negatively correlated with capability in some domains, indicating that motivation alone does not always predict competence. This suggests that contextual factors such as institutional support, prior professional development, and access to resources may play a critical role in strengthening the link between motivation and research competence.

The results emphasize that teacher motivation plays a critical role in shaping action research competence. Motivated teachers are not only more likely to participate in research activities but are also more capable of performing essential research functions. These findings support the need for schools to foster a motivational climate that encourages research engagement and provides targeted support for capacity building in all aspects of action research.

**Development of Proposed Research Capacity-Building Action Plan**

The development of a proposed research capacity-building action plan based on the study's findings aimed to address the identified needs, enhance specific action research competencies, support continuous improvement, and foster an effective research culture among teachers. These proposed activities sought to foster a greater action research engagement, skills development, and professional and academic development of the respondents.

Table 8. Research Capacity-Building Action Plan Based on the Results of the Study

| Objectives | Activity | Resources | Time Frame | Expected Output |
|---|---|---|---|---|
| 1. Enhance teachers' ability to identify relevant and researchable problems in their teaching context. | **Research Hackathon:** A one-day intensive event where teachers brainstorm classroom research problems, draft problem statements, and receive guidance from experts. | Master Teacher or Research Expert (Resource Person), materials, venue, presentations, sample action research, mentoring team | August 2025 | Teachers identify and develop clear, context-based research problem statements ready for proposal drafting and further development |

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| 2. Improve teachers' competence in reviewing and synthesizing literature and planning research methodologies. | Learning Action Cell (LAC) Session: Literature Review & Methodology Workshop – Covers accessing and analyzing sources, paraphrasing, citation formats, research design, and | Master Teacher or Research Expert (Resource Person), materials, venue, presentations, and sample research studies | September –October 2025 | Teachers produce a synthesized set of related literature and draft methodologies aligned with their identified problems. |
| 3. Build teachers' competence in analyzing, interpreting, and reporting research data, and translating findings into practice. | Learning Action Cell (LAC) Session on Data Analysis and Report Writing – Hands-on training using Excel/Statistical Package for Social Sciences (SPSS) to analyze, interpret, and report research findings in IMRAD format, including presentation in a school research colloquium." | Master Teacher, Research Expert, or Statistician (Resource Person), materials, venue, laptops, SPSS, presentations, sample research studies | November-December 2025 | Teachers analyze and interpret research data meaningfully, draft findings, and produce reports ready for presentation, sharing, or publication. |
| 4. Foster collaboration and sustained engagement in research. | **Research Learning Circles**- Small groups of teachers meet regularly to discuss research progress, troubleshoot issues, and give feedback on each other's drafts. **Teacher Research Network (TRN)-** The school shall have an online platform where teachers connect to share research ideas, provide peer feedback, access resources, and collaborate on action research projects. TRN will utilize platforms such as Google Classroom, Google Drive, and Microsoft Teams to provide interactive tools for uploading drafts, conducting discussions, sharing references, and attending webinars. | Mentor or coach teachers, research coordinators, ICT Coordinator, online platform (Google Classroom, Google Drive, Teams), and discussion guidelines | Year-Round | Teachers engage in continuous collaboration, peer mentoring, and online knowledge-sharing; sustained motivation and progress in school-based research. |
| 5. Recognize and reinforce research engagement. | Mentoring Program & Recognition System – Mentors support teachers, monitor progress, and provide recognition (certificates, awards) for research accomplishments. | Mentors, research coordinators, recognition items, guidelines. | Year-Round | Motivated teachers actively engaged in research; completed action research projects. |

**Conclusions**

This study concludes that the teachers demonstrate a high level of motivation to engage in action research, primarily driven by its potential to improve teaching practices, student outcomes, and professional growth, rather than personal recognition. They also perceive themselves as generally competent in conducting action research, especially in areas such as identifying research problems, planning methodologies, analyzing data, and reporting findings, though

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additional support is needed in reviewing and synthesizing literature. Moreover, a strong and significant positive relationship was found between teachers' motivation and their research competence, suggesting that higher motivation levels contribute to greater effectiveness in performing research-related tasks.

**Recommendations**

In light of the study's findings and conclusions, teachers may strengthen their action research competencies, particularly in literature review and data analysis, by engaging in collaborative and reflective practices and maintaining motivation through an appreciation of the impact of research on teaching and learning. School heads and academic leaders may support these efforts by providing training, resources, and guidance, as well as facilitating opportunities for collaboration. In the long term, the proposed Research Capability Building Plan may be reviewed periodically and considered for systematic implementation to ensure alignment with school priorities and teachers' professional development needs. Future researchers may also investigate additional areas not addressed in this study, such as the factors influencing teachers' motivation and competence, effective strategies for building research capacity, and barriers that hinder teachers from conducting action research.

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