



REVELATION ON THE TEACHERS' SCHOOL RESEARCH EXPERIENCE: AN INQUIRY FROM THE FIELD

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ABSTRACT

This qualitative study employed specifically a phenomenological design to gain an in-depth understanding of the lived experiences of conducting action or basic research. There were 19 teachers who were chosen and who qualified for the inclusion and exclusion criteria set to become informants for the in-depth interview. Thematic analysis was utilized to extract the essential themes from the responses of the participants. From the collected data, major themes emerged from their responses. On the experiences of teachers in conducting action or basic research, four essential themes emerged, such as the addressing of classroom-based problems, the provision of empirical knowledge, prioritization and job-related constraints, resource management, and anxiety and distress. While the coping mechanisms of teachers emerged, two essential themes emerged, such as seeing the positive impact of research, coaching, and mentoring. As regards the insights that teachers shared with the academy, five themes surfaced, which involved addressing classroom problems through action or basic research, self-development, rewards, incentives, and recognition, additional work for teachers, conducting seminars, trainings, and workshops, and supporting teachers' research endeavors.

Keywords: research, lived experiences, teachers, coping mechanisms

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Chapter 1

INTRODUCTION

Rationale

In the course of their everyday work in the classroom, teachers encounter a variety of obstacles. Some teachers look for answers through teamwork and suggestions, while exceptional teachers use systematic inquiry to examine the material in the classroom and advance their professional development (Tingabngab & Binayao, 2023) hence, improvements in education today demand that teachers constantly improve their professional expertise as well as their abilities (Nagibova, 2019). More so, it is explicitly expected of teachers to conduct research projects and use action research to address issues in education (Dehghan & Sahragard, 2015). Likewise, it creates an avenue for teachers to improve their teaching capabilities.

From this perspective, many educators still have mixed perceptions of the functions of research in their teaching careers. Thus, action research or research in general, according to teachers, also broadens their understanding of language teaching, gives them a framework for reflecting on their work, gives them the ability to take on more significant positions in educational systems, and increases their awareness of the needs of their pupils (Merhani, 2017). Moreover, several studies emphasized the needs of teachers in conducting research in the classroom, in school, or in a larger context with regards to their perceptions, attitudes, and knowledge about research. Consequently, through research, teachers would fill in the gaps in students' learning needs as they delved into the process of research. However, this

indulgence may be hindered by their views of research as a difficult and time-consuming system of acquiring knowledge.

The goal of the educational research community is to consistently do high-caliber research that advances our understanding and strengthens the educational system (Drill, 2010). Producing knowledge for bettering educational practices in classrooms and schools has been one of the key goals of educational research (Organización de Estados Iberoamericanos, 2015). Apparently, Gonzales et al. (2020), teachers and school officials are seen to play a role as catalysts in classroom settings. Also, Morales et al. (2016) asserted that skilled and qualified teachers have a multiplier effect by affecting students' lives and molding their hearts, as well as becoming agents of positive societal change. Hence, academic institutions pursue good-quality teacher development. Additionally, action research is a potent method of professional development for teachers, according to Johnson (2012). For this reason, teachers are encouraged to pursue action research projects that are pertinent to their areas of expertise in the classroom, even if they are not mandatory (Barcelona, 2020).

There was a resounding plea for high-quality education during the 2000 World Conference on Education for All (WCEFA) in Dakar, Senegal (Mukabeta, 2013). To authenticate its suitability and prospective effectiveness, most policies, and programs to improve teaching practices and student learning have relied heavily on research (Abukari & Abubakar, 2018). Additionally, several authors have acknowledged the value of action research in the professional development of teachers (Almahdi, 2019). According to Stark (2006), educators who engage in action research discover that teachers

become more self-reflective, analytical, and critical of their own classroom actions. Likewise, studies that have already been conducted on methods that teachers might use to improve their professional practices have emphasized practitioner research (action research) as the most practical and effective strategy for increasing teachers' efficacy (Campbell & Groundwater-Smith, 2010). Also, action research, according to teachers, also broadens their understanding of language teaching, gives them a framework for reflecting on their work, gives them the ability to take on more significant positions in educational systems, and increases their awareness of the needs of their pupils (Merhani, 2017).

In essence, the concept of incorporating research into teaching and learning is frequently regarded as crucial and at the core of any effort to enhance teaching methodology as well as student learning and achievement (Abukari & Abubakar, 2018). To improve the teaching and learning process, conducting classroom research also necessitates being aware of the problem and how to solve it (Ullah et al., 2017). This idea appeared like that put forth by Hong and Lawrence (2011), who underlined that teachers who engage in action research have the chance to reflect on their own teaching methods. Additionally, according to Mahani (2012), engaging in action research enables teachers to create pedagogical changes that will improve both teaching and learning. Contrarily, Ingen and colleagues (2016) contend that there is insufficient data to show how instructors use research to inform their teaching, despite the advantages and benefits they can obtain by conducting action research and putting it into practice.

In the study conducted by Ulla (2018), the results imply that although though teachers' reasons for conducting research were more personal than professional, they were aware of the advantages conducting school- and classroom-based research could have on their professional growth and teaching strategies. Nevertheless, despite its benefits for teaching and learning in the classroom (Mahani, 2012), several studies have revealed some factors that discourage teachers from conducting research. Insufficient research training (Ellis & Loughland, 2016), a lack of research skills (Vásquez, 2017), a lack of financial support (Biruk, 2013), and a lack of time to conduct research (Norasmah & Chia, 2016) are some of the factors that prevent teachers from conducting action research. As a result, these would frequently constitute the main challenges and concerns faced by teachers and other educational professionals. Most teachers, according to a small-scale survey done by Harun and Amin (2013), are not aware of the term action research.

In the Philippines, the Department of Education (DepEd) has issued DepEd Order No. 39, Series 2016, to its constituents for the adoption of the Basic Education Research Agenda, which promotes the conduct of education research in the country (Anzaldo & Cudiamat, 2019). Ullah (2018b) described that the purpose of this mandate is to discover schools' issues and solutions and form a part of teachers' professional development and skills enhancement. This would somehow corroborate the many studies and previous literature that had proven the positive outcomes of action research in many academic aspects, such as improvement of teaching and learning, reflection of teachers' practice, and professional growth of teachers. It most especially leads to positive educational outcomes for students, such as

improved academic performance, the promotion of positive behavior and values, and the enhancement of life and survival skills (Burns, 2011).

Contrary to the latter's idea, the qualitative study of Tindowen et al. (2019) revealed that the major issues and challenges of teachers in the conduct of action research are additional workload and burden on the part of the teacher, writing anxiety, lack of time, and inadequate knowledge in the conduct of action research. Aguilar-de Borja's (2018) study also showed that teachers' workloads and other obligations take up too much of their time, making it impossible for them to do research. Despite the mandates, policies, and guidelines given by the Department of Education (DepEd Order (DO) No. 24 s. 2010; DO No. 43 s. 2015; DO No. 39 s. 2016; DepEd Order No. 16, s. In supporting the teachers in their quest to acquire skills in conducting research, Gonzales et al. (2020) further believed that teachers still face challenges in doing research. In a similar vein, Zhou's (2012) research revealed that teachers lacked clarity on research and lacked confidence in their knowledge of it. Additionally, a lack of training would undermine teachers' enthusiasm, interest, and confidence. Additionally, despite the Department of Education's numerous initiatives and programs, as well as the institutionalization of research in basic education, the research output of teachers is still low (Vinluan, 2011; Mapa, 2017). As a result, few studies have been done to examine the underlying factors contributing to the low productivity of teachers, such as their conceptions and the challenges they face when performing action research (Inanc & Tuncer, 2011; Ynalvez & Shrum, 2011).

With the bodies of literature being presented, it can be noted that there are some gaps in the engagement of teachers towards research that need to be filled. More specifically, the literature suggests an additional course of action to be taken in order to clear out the gray areas of teachers' perceptions towards action research or research as a whole. This would also somehow indicate the significance of this study being undertaken to address the appeal of teachers with regards to their difficulties and challenges in conducting action or basic research. Furthermore, these manifestations demanded action to provide solutions to the present dilemma in the field of research-based instruction. Correspondingly, this study uncovered the teachers' lived experiences, difficulties and challenges, and insights or realizations towards the conduct of action or basic research in their respective learning environments. Generally, the outcomes of this study offer additional suggestions to the body of knowledge for planning or can be baseline data for crafting a sustainable and effective framework for research implementation at the school level. Thus, district research coordinators and school research coordinators may greatly benefit from this study as they embark on helping their fellow teachers in their respective schools in conducting action or basic research.

Literature Review

This section provides the relevant information and supporting statements of some authors, researchers, and other related studies pertaining to teachers as they conduct action or basic research in school.

Action Research: Concept and Context

The amount of literature on the idea and setting of action research is enormous, and it has been covered in a wide range of related studies and academic papers. For instance, action research is seen by Chisaka and Mukabeta (2013) as an effort to fix one's own weaknesses through a process of methodical inquiry. In which he claims that these methodical studies constitute methodical reflection on one's own behavior. Considering this, action research is a systematic investigation carried out by practitioners in their own teaching context with the goal of enhancing their pedagogical practice. (Creswell, 2012). Additionally, Johnson (2012) asserted that action research is a procedure in which participants carefully and methodically examine their own educational practice while utilizing research methods. According to the experts, action research is a process that one must engage in to reflect on what went wrong and to take proactive action to make good adjustments to one's profession.

According to Ivankova (2015), action research is a practice-based method of scholarship. Furthermore, the method offers a systematic and structured approach that enables practitioners to recognize, evaluate, create, and execute a solution for real-world issues that impact their colleagues' work in an organization. Consequently, the provided idea about action research as a spiral of cycles of system may also be evident from what Lari et al. (2019) have pointed out. They claim that action research is a cycle that can be utilized to enhance teaching methods, evaluation tools, and student results, with a focus on issues that typically arise in the context of a classroom, lab, or school. Additionally, action research is a logical method for studying and

gathering data that can aid teachers and other educational professionals in recognizing and improving their practice, according to Marcelo (2018).

In the Department of Education (DepEd), action research is a systematic investigation done by teachers to help improve practices in the future (Course Hero, 2019). Sagor (2019) supported this approach as well; he described action research as behavioral procedures to gather and study a specific individual's behaviors, specifically in the educational system, to improve the teaching and learning process. Teachers can learn what went wrong and what could be done to fix the issue through action research because they are a part of the setting where the problem arises (Ulla et al., 2017). According to McGlinn (2019), this is the main argument in favor of referring to "teacher research" as "action research," which puts educators in the position of learners in order to improve and modify their curriculum. Action research, more crucially, seeks to address current concerns in education, including pedagogy, classroom management, teaching and learning, assessment and instructional strategy, and community and school relations, among others (Mertler, 2016; Chevalier & Buckles, 2019; Ulla, 2018). To fully understand how they decide to make their class more participatory, learner-oriented, productive, and significant to their students' lives, teachers' capacities to become researcher-practitioners come into play (Johnson, 2012).

Benefits of Action Research to Education

The literature has extensively recognized the value of doing research for teachers' professional growth and their practices (Ulla, 2018). Action research (AR) has become a phrase that is frequently used in the field of education in

general, according to Mariyam and Ullah (2015). Additionally, they suggested that action research explores solutions to actual classroom problems or aims to develop classroom practices through peer collaboration with the goal of raising learners' academic achievement. Additionally, action research has been promoted as a viable substitute for traditional in-service teacher training since the 1980s, according to Mertler and Hartly (2017), because of its many potential advantages and uses. Therefore, teachers and other education practitioners may find conducting school- or classroom-based research to be both enjoyable and demanding as a sort of professional development activity (Ulla, 2018).

Teachers can learn what went wrong and what could be done to fix the issue through action research because they are a part of the setting where the problem arises (Ulla et al., 2017). To execute necessary changes in practice with greater understanding and confidence, both for the person and within an institution, action research allows evaluation and reflection. More specifically, according to Mills (2011), action research in the field of education seeks to understand and enhance the effectiveness of teaching and learning processes by examining the setting of the classroom. In line with this idea, teachers in Chou's (2011) study experimented with several teaching methods to determine which ones were most effective for their groups of pupils. As a result, action research motivates instructors to keep learning in the classroom (Enerio, 2020).

Action research deliberates the quality of successful professional development that supports students' learning in the most common kind of professional development (Anzaldo & Cudiamat, 2019). As a result, it is

currently one of the main areas of concern for professional development for teachers in Philippine schools (Ulla et al., 2017). The Department of Education (2015) began institutionalizing research through DO No. 13, s. 2015, which established a systematic development policy process and promoted an evidence-based policy formulation backed by research. In addition, another policy (DO No. 39, s. 2016), which established the research agenda, was released to ensure that teachers' research was in line with priorities (DepEd, 2016). Additionally, a document (DO No. 16, s. 2017) was published to provide instructions on the management of research affairs at all levels (DepEd, 2017). DepEd has therefore been attempting to encourage instructors to conduct research.

Related Studies on Teachers' Perceptions and Attitudes towards Research/Action Research

Numerous studies have been conducted to gauge students' attitudes toward research across disciplines (Abun et al., 2019). Merhani (2017) also stressed that related studies pertaining to the possible impact of action research has been provided by many scholars. For instance, in the study of Tindowen et al. (2019), it was shown that instructors saw action research as a crucial tool for delivering teaching in the classroom successfully and achieving successful learning outcomes. Inferring from this, action research is described as a tool for improving teaching and learning, which is in line with the assumptions of many educational researchers and theorists, as noted by Halim et al. (2010) and McIntosh (2010). Furthermore, Tingabngab and Binayao (2023) revealed in their study that teachers perceived action research experience as an empowerment for them.

Despite the DepEd's efforts to educate and enlighten public school teachers about the value of doing research, a large number of elementary and secondary school teachers remain disinterested in engaging in action research (Tingabngab & Binayao, 2023). Likewise, it is presumed that Bangladeshi teachers are not very organized when conducting action research (Mariyam & Ullah, 2015). Ulla (2018) mentioned a study from Ethiopia where the teacher participants had a positive attitude toward research but reported limited engagement and contribution (Biruk, 2013). Additionally, Borg (2014) discovered that some teachers have a bad opinion of the idea of conducting research and how it will affect them professionally. Additionally, the language teacher participants in the study conducted by Dehghan and Sahragard (2015) disclosed that conducting research is not their responsibility as classroom instructors. Nonetheless, teachers experienced some demotivation due to the various obstacles they encountered during their investigation (Wangdi & Tharchen, 2021).

Additionally, it was revealed in the Harun and Amin (2013) study that most respondents were unfamiliar with the term "action research." According to the data obtain by Wulandri et al (2019), 84% of teachers have attempted to carry out action research in the classroom, primarily because doing so is required of them in order to advance their careers. Apart from that, they were compelled to carry out this kind of study in order to adapt to the modifications in Indonesia's curriculum. Moreover, teachers in training recognize the importance of research as a communication tool and as a factor in forming their teacher identities, despite the fact that they find it stressful and frustrating (van Katwijk et al, 2019).

Teachers' Issues and Challenges in Conducting Research/ Action Research

There are still parts of performing action research that truly need to be addressed, even if some literature has gone into greater detail on the advantages of action research for teachers in terms of the growth of their teaching abilities. The difficulties and obstacles instructors have faced when conducting action research are some of the aspects of action research that need to be addressed. For instance, Ellis & Loughland (2016) investigated the difficulties teachers in NSW and Singapore encountered when conducting research studies. With a total of 42 respondents, the case study found that the obstacles that prevent teachers from producing high-quality research outputs include time, the need to complete the curriculum quickly, a lack of research training, the need to document the findings, school administration, the desire to complete the research, and the search for research partners. Additionally, a study by Biruk (2013) on the practices and difficulties of conducting research at Sululta Secondary School in Ethiopia found that few teachers were involved in it due to a lack of research expertise. A small number of research-related training sessions, seminars, and workshops were also disclosed. Additionally, there wasn't enough money allocated to support teachers' research. Furthermore, Norasmah and Chia (2016) conducted a comparable study in Malaysia and discovered that among the difficulties reported to prevent teachers from conducting research were workload and time constraints, a lack of research knowledge, and insufficient support.

In the Philippine setting, Morales et al. (2016) explored mathematics and science teachers' conceptions and their needs in action research. Despite the findings of their study, which show that the teachers had favorable

opinions of action research in terms of its value in enhancing students' learning in science and mathematics and in fostering lifelong learning, the teachers also indicated that they encountered challenges conducting action research because they lacked expertise in statistics, data organization, literature reviews, and report writing. Like this, teacher-researchers in Ulla's (2017) study acknowledged that they lacked the knowledge and research abilities required to carry out their own study. Enerio (2020) also carried out a study on the Master Teachers, which found that they are unable to do action research because they are overloaded with work and that it would be an additional strain for them. Consequently, from the study of Tindowen et al. (2019), four themes emerged as the major issues and challenges of teachers in the conduct of research, namely: additional workload and burden on the part of the teacher, writing anxiety, lack of time, and inadequate knowledge regarding the conduct of action research.

Support for Teachers in Conducting Research/Action Research

The value of action research in the educational context, particularly in the basic education sector, has been argued in numerous studies (Tindowen et al., 2019). On the other side, instructors' impressions of action research continue to reflect unfavorable opinions from those who do not have the necessary knowledge or abilities. The problems and difficulties that were discussed also amply demonstrated the teachers' demands for assistance with action research. For instance, Amin et al. (2019) indicated that the lack of exposure to action research in the early training phases, the curriculum's lack of practical input, and the objectives set's potential for generality and ambiguity all hindered the implementation of action research. To provide

more hands-on learning, it was suggested that action research workshops and trainings be held earlier in the training program.

Chow et al. (2015) emphasized that the development of a teacher-as-researcher culture is thought to be critically dependent on internal and external forms of support and collaboration among school principals, colleagues from both within and outside the same teaching setting, as well as with students and their parents. They suggested a variety of solutions, including parental support, administrative help from the school, reforming the examination-focused educational system, and creating a network for knowledge sharing. Ulla (2018) concurrently offered a few important recommendations. He contends that school administrators, heads, and supervisors should offer their support to their teachers who are enthusiastic about conducting studies. Teachers require moral as well as financial assistance. This is done to increase the professors' incentive to carry out further research. Additionally, the school should arrange for teachers to attend research workshops and training sessions so they can acquire the necessary knowledge and skills. This will encourage teachers to conduct research. Additionally, he stated that teachers should be given research allowances to encourage them to conduct research and that the workload for teachers should be lightened to give them more time for research. Teachers will be able to produce high-caliber work in this way for both research and instruction.

In the Philippines, with the adoption of DepEd Order 43, Series 2015, otherwise known as Revised Guidelines for the Basic Education Research Fund (BERF), teachers who wish to engage in research or action research are

supported and given the chance to undertake high-quality studies with funding from the agency. The agency's on-going efforts to improve evidence-based policy creation and decision-making were further bolstered by another issuance (DO 39, s. 2016). With this arrangement, teacher-researchers are made aware of the themes on which their research proposal would be based. Moreover, DepEd Order 16, Series 2017, known as Research Management Guidelines, further fosters and improves the culture of research in basic education. Additionally, the Research Management Guidelines offer instructions for managing and carrying out research projects at the national, regional, divisional, and school levels. Teachers now have the chance to further engage themselves in undertaking action research thanks to this Department of Education publication and the sequence of trainings, workshops, and seminars conducted for them. Therefore, some factors that would motivate teachers to conduct research include technical support, working conditions, a culture of research, and motivational support.

Research Questions

This study looked into the teachers' research experiences and challenges in conducting action or basic research in school. Specifically, the study aimed to answer the following questions:

1. What are teachers' experiences pertaining to the conduct of action or basic research in school?
2. How do teachers cope with the challenges of conducting action or basic research in school?
3. What insights and realizations can be shared to the academe?

Scope and Limitations

The loci of this study were the public elementary school teachers at Riverside Elementary School in Calinan District in the Division of Davao City. Moreover, the data asked from the research participants comes from their experiences and challenges as teachers conducting action or basic research. The research instrument used in this study is also limited to the elementary teachers at Riverside Elementary School. Thus, teachers coming from other schools are excluded from the data collection process.

Consequently, this study is limited to the parameters of teachers' understanding, experiences, and challenges about the conduct of action or basic research in school. Furthermore, the qualitative data of this study is limited in the way the data are analyzed and presented. In addition, the qualitative data obtained from the data collection do not permit generalization to the whole population of teachers in Calinan District and in the Division of Davao City. Meanwhile, the collected data may become the basis for crafting a plan of action that can be used by the school and other districts.

Chapter 2

METHODS

Research Design

This research employed the qualitative research design particularly the phenomenological approach. As mentioned by Zeek (2012), phenomenological

study explores the lived experiences of teachers. Furthermore, according to Jelsma and Clow (2015), this type of research is essential to the discovery of new knowledge. This type of research also enables study participants, or interviewees, to freely share their "lived experience" narratives and themselves without fear of retaliation or legal repercussions (Alase, 2017). The rationale of utilizing phenomenological research in this undertaking is to highlight the lived experiences of the research participants and their coping mechanisms towards the challenges they have encountered in conducting action or basic research. Furthermore, the phenomenological approach provides educational researchers with a supportive and collaborative community, a flexible structure, and a radical empiricism (Sohn et al., 2017). It is also concerned with examining a person's actual experiences in the world (Neubauer et al, 2019). In general, by purposefully studying life experiences, phenomenological research results in a widening of the mind, improved ways of thinking about a phenomenon, the ability to look ahead, and the definition of the researcher's stance (Qutoshi, 2018).

Sampling

The research participants of this study are the public elementary school teachers at Riverside Elementary School in Calinan District in the Division of Davao City. The participants in this study were purposefully selected based on the inclusion criteria for this study. As part of the inclusion criteria, the selected participants are (a) a current elementary school teacher of Riverside Elementary School in Calinan District; (b) have attended any research or

action research training-workshop at the school level, such as LAC sessions, district level, division level, regional level, national level, or any other training workshop pertaining to research; and (c) have at least made a research proposal as a manifestation of an attempt to conduct basic research or action research at the school level, district level, or in any higher level of contexts. Thus, there were 19 teachers who were selected for this study.

Data Collection

The researcher enjoined all necessary and appropriate processes to collect the needed information in accordance with the set guidelines. To start, letters are sent to the Office of Schools Division Superintendent (SDS) asking permission for the conduct of the study. After which, an endorsement letter should also be secured. Next, attached with the endorsement letter from the SDS, a letter-request was sent to the Office of the Public School District Supervisor (PSDS), wherein the PSDS has the supervision of the schools in Calinan District. After the approval of the letter-request from the PSDS, the researcher has asked permission from the school principal to conduct the present study in the said school.

Consequently, scheduling is done so that the total number of research participants is accounted for as far as the total enumeration of this study is concerned. Meanwhile, the research interview guide questionnaire is attached to the informed consent form. In which, the informed consent form informed the participants on their participation in the research process as well as the assurance of ethical guidelines such as data privacy, confidentiality, and anonymity.

Apparently, at the onset of the present pandemic situation, the researcher strictly adhered to safety and health standards and protocols. To comprehensively gather the data for this qualitative research endeavor, the researcher used digital and online platforms to conduct in-depth interviews. On the other hand, since the research participants of this study are teachers in the same school where the researcher is assigned, face-to-face interviews are materialized given that the interviewer and the interviewees strictly follow the standard health protocols as mandated by executive agencies, local government units, and the School Division Office. Furthermore, in the conduct of the face-to-face in-depth interviews, the researcher assured that it was not done within the range of official working hours as per DepEd Order No. 9, s. 2005. However, in-depth interviews were conducted during the lunch break, after the official time-out in the afternoon, and even on weekends.

The research participants have 30 to 45-minute in-depth interviews, either virtual or face-to-face. Oerther (2021) stated that for aspiring researchers, semi-structured interviews can be a useful method for comprehending how interpersonal issues and personal background meanings influence stress and coping-related background meanings and worries. Consequently, Simon and Goes (2011) indicated that in-depth interviews are the most typical method of data gathering in phenomenological research because they allow participants to give thorough descriptions of their experiences. The 10 research participants, in accordance with the set schedule for in-depth interviews, responded to semi-structured interview guide questions.

Ethical Issues

Meanwhile, as to the conduct of the in-depth interviews, the participants are well-informed that the interview is being recorded. Lastly, during virtual in-depth interviews, any untoward incidents carried out by the emotions of the participants were addressed accordingly, as were the personal necessities of the participants and the interviewer. In general, after the data collection, tokens of gratitude were given to the people who had participated in the said process. Also, a formal letter was sent to the school head informing her that the data collection was finished.

Data Analysis

This research work ensured the gathering of sound evidence of the ideologies and experiences of teachers. Qualitative data gathered from the focus group discussion and key informant interview facilitated by this study were examined through thematic analysis. According to Thomas and Harden (2015), thematic analysis is a method used to analyze data in primary qualitative research to organize themes and sub-themes exemplifying the lived experiences of the participants. An expert was hired to help the researcher organize the themes. This was presented in charts and was substantially discussed right below.

Chapter 3

RESULTS AND DISCUSSION

Discussion of Results and Recommendations

This section presents the results of the information gathered to shed light on the phenomenological inquiries, which include the profile, lived experiences, coping mechanisms, and insights of the participants.

Profile of the Participants

Table 1.1 shows the profile of the participants of the in-depth interview (IDI) conducted through face-to-face interviews. The participants for this study are the teaching personnel of Riverside Elementary School in Calinan District.

Table 1.1 Profile of the participants

Codes of the Participants	Sex	Study group
P1-ROSE	F	IDI
P2-LILY	F	IDI
P3-VANDA	F	IDI
P4-SAMPAGUITA	F	IDI
P5-SUNFLOWER	F	IDI
P6-JASMINE	F	IDI
P7-SANTAN	F	IDI
P8-GUMAMELA	F	IDI
P9-DAHLIA	F	IDI
P10-CAMIA	F	IDI
P11-YELLOWBELL	F	IDI
P12-LILAC	F	IDI
P13-SANTAN	F	IDI
P14-FLORDELIZ	F	IDI
P15-ILANG-ILANG	F	IDI
P16-ORCHIDS	F	IDI
P17-TULIP	F	IDI
P18-LOTUS	F	IDI
P19-EVERLASTING	F	IDI

These participants were chosen based on the inclusion and exclusion criteria set in this study. These participants are teachers who have experience conducting research and have attended trainings and seminars pertaining to research, whether in school, district, or other higher offices.

Lived Experiences of Teachers in Conduction Action or Basic Research

From the transcribed lived experiences of the research participants during the in-depth interview, the researcher coded their responses and labeled six essential themes that have emerged. These essential themes are presented in Table 1.2, specifically: *addressing classroom-based problems*;

provision of empirical knowledge; prioritization and job-related constraints; resource management; and anxiety and distress.

Table 1.2 Lived Experiences of Teachers in Conducting Action or Basic Research

Issues probed	Core Ideas	Codes/ Categories	Essential Themes
On ideas of action research or basic research	<p>Basic research is about research a certain study that will answer those problems being faced by the learners inside the classroom</p> <p>It responds to the gathering of information and events inside the class</p> <p>A process where a teacher who has a problem inside his/ her class will be addressed and given solution.</p> <p>There is a problem being encountered in the classroom and you need to address or give solution.</p>	Classroom context	Addressing of classroom-based problems
	<p>It seeks to bring together action and reflection, theory and practice in participation with others.</p> <p>Getting information about the situation which you wanted to study for a reason.</p> <p>It is a form of problem solving process, an investigation or a critical analysis.</p> <p>It is a study on a certain existing problem.</p> <p>It is a process in which the researcher examines their knowledge and practice systematically and carefully using techniques in basic research.</p>		

	It is conducted to answer _why‘.		
	To provide a broad range of knowledge.		
On the success of conducting action research/ basic research	Lack of time in doing the research.	Other matters	Prioritization and Job-related constraints
	Busy doing teaching-related works		
	Only started but did not finish.	Motivation	
	For the sake of checking and submission only during training		
	Eagerness to continue the study		
	Careful planning to start and finish the study		
On experiences, reactions, feelings in conducting action research or basic research	Lack of time in making and in finishing the research.	Time and Resources	Resource Management
	Lack of references, time,		
	Lack of time and resources		
	difficulty in adjusting personal time		
	Poor internet connection at home and in school	Technological Connections	
	Unstable internet connection		
	financial problem	Financial Resources	

	needs some amount to be used for the said interventions		
	Fear and disappointment.	Sentiments	Research Anxieties
	Stressed and worried.		
	Fear of being a beginner in doing research.		
	Lack of confidence to do it.	Self-doubts	
	Lack of self-confidence in doing research		
	Feeling of needing more training in conducting action research		

Addressing of classroom-based problems

Participants in this theme focused on the idea of using action or basic research as a strategy to address pressing issues that occurred inside the classroom. A participant remarked that action research, or basic research, is a process whereby a teacher tends to provide solutions to a problem in her classroom by assembling knowledge and attending to the needs of her students. This notion is in line with McNiff's (2010) assertion that teachers take on the role of researchers when they investigate and assess their own educational environments. Additionally, this is primarily done so that the teachers can determine whether the events taking place in their classrooms are what they truly intended to occur (McNiff, 2010). Additionally, action research seeks to raise students' achievement through the resolution of practical classroom issues or the creation of cooperative teaching techniques (Mariyam & Ullah, 2015). Additionally, because reflection and self-evaluation are stressed in these research methods, participatory action research and action research help teachers become more reflective in the classroom (Morales, 2016).

Additionally, this theme was also evident in the study conducted by Wulandri et al. (2019), it revealed that because teachers understand how to use classroom action research to determine whether or not kids are learning from their classes, teachers feel more confident. First, it is the moral and professional duty of instructors to choose the appropriate subjects and methods for teaching them. Second, teachers must be able to establish the conditions that will result in the desired results and decide how best practices will be applied in their classrooms based on evidence. Thus, this theme serves as an example of the idea that action research or basic research can provide a means of addressing issues that arise in the classroom or provide answers to urgent issues that arise there.

Provision of empirical knowledge

The participants thought that either basic or applied research offered a set of data pertinent to promoting learning and skill development. For instance, according to one participant, research is a process in which the researcher carefully and methodically assesses their knowledge and practice while employing tools from fundamental research. Several studies have shown that one important function of action research is to bridge the gaps between theory and practice, providing empirical knowledge to anyone conducting the research (Chevalier & Buckles, 2019; Edwards-Groves & Kemmis, 2016). The preceding assertion supports Johnson's (2012) claim that action research helps to close the gap between theory and practice.

Consequently, in the analysis done by Yancovic-Allen (2018), it is found that four groups of descriptions emerged, ranging from research as something useful to develop knowledge related to education to research as something

detached from their teaching practice. This is also in consonance with the findings of Mehrani (2017) that after the data was analyzed and the major themes were identified, it became clear that teachers are primarily focused on the practical parts of their work, such as honing their teaching techniques and expanding their pupils' linguistic understanding. Thus, action research is a useful approach in education that gives teachers the chance to actively participate in methodical inquiry right in their own classrooms. By using this method, educators can contribute to the creation of empirical knowledge that can guide evidence-based practices in the larger educational community in addition to receiving direct insights into the efficacy of their instructional tactics.

Prioritization and Job-related constraints

The subject of resource management and prioritization appeared when research participants were asked about the effective or unsuccessful conduct of action or basic research. The participants also thought that the substantial motivation they had invested in their research was the reason for its effective completion. They contend that the reason their research was completed effectively was due to their precise planning of the tasks they had to do. This concept is comparable to Landicho's (2020) assertion that the success of a research project necessitates the self-motivated objective of comprehending, assessing, and enhancing one's teaching practice. The outcome of this kind of study also largely depends on variables that may have an impact on the researchers' dedication to their work. Additionally, success in a knowledge-based society depends on having a positive attitude toward research (Tariq et al. 2016).

Despite the different factors in the successful accomplishment of teachers, research, there were still factors to consider in the unsuccessful accomplishment of research. The study's participants claimed that not having enough time to complete their studies contributed to their failure. Wherein, in the study of Tindowen et al. et al. (2019), it was shown that most respondents emphasized that lack of time was their biggest problem and challenge when conducting action research. Furthermore, it was discovered that one of the challenges teachers face when conducting research in the current study is time (Atay, 2006; Hancock, 1997; Taskeen, Shehzadi, Khan, & Saleem, 2014; Vasquez (n.d.); Vec & Rupar, 2015). Thus, the way those teachers prioritize their tasks, the tools they use, and the drive they possess all significantly affect whether their research projects are successful or unsuccessful.

Resource Management

When the research participants were questioned about their feelings, struggles, and difficulties while conducting the study, another theme regarding resource management came to light. The participants claim that they struggle with completing their research because they don't have enough time, an inconsistent internet connection, and, most importantly, a lack of funding. These experiences of teachers were substantiated in the study of Morales et al. al. (2016), where they emphasized that time constraints and a lack of financial support were their primary challenges and might be interpreted as the root cause of all challenges. Teachers have little time or energy left over due to the demanding nature of their jobs and workload to devote to research, which is also a work in and of itself and requires time,

energy, and commitment from those involved. Additionally, Vásquez (2017) mentioned that teachers in Colombia who wanted to conduct research faced difficulties due to a lack of funding and research skills. Norasmah and Chia (2016) carried out a comparable study in Malaysia and discovered workload and time restrictions.

As a result, the time required for data collection and analysis, along with the heavy workload and many job-related tasks, further increases the list of obstacles that prevent instructors from conducting research (Iliko et al., 2010). It appears that the reason provided has been that teachers find it challenging to conduct research since they have so many teaching hours to complete and they hardly ever have time to do so (Morales, 2016; Kutlay, 2012). This confirms that a lack of time and resources is a difficulty for teachers who want to do action research. Also, the participants claimed that upon the implementation of interventions in conducting action research, one should use his or her own money to buy the things needed for the interventions. Concurrently, as cited by Ulla et al. (2017), they stated that earlier research had demonstrated how lacking financial support for teachers left them feeling demotivated and uninterested in conducting research.

Research Anxieties

This theme uttered by the participants during the in-depth interview elucidated their different feelings and experiences as they did research in their respective classrooms. One of the participants in this present study voiced that she lacked confidence in doing research. Another one expressed that she

felt fear and disappointment as she conducted her research. To capsule the responses of the participants, research anxieties emerged as a theme.

Research anxiety is one of the most prevalent fears among students in higher education (Ashrafi-rizi et al., 2014). According to their comments, the majority of the study's participants indicated worry about acting or conducting fundamental research. Furthermore, this is also evident in the study conducted by Tindowen et al. al. (2019), where it reveals that teachers have encountered issues regarding the conduct of action research and have writing anxieties. They also added that teachers have fear of analyzing data, and some have problems with their grammar. Thus, teachers who wish to do research are hindered by these anxieties.

It appears that teachers are afraid of doing research. This dread of conducting research is then seen to be in line with another idea that emerges from the participants' statements: their trust in conducting research. The findings of Zhou (2012) are like this idea. He discovered that teachers lacked clarity regarding research and lacked confidence in their research abilities. Teachers' reluctance to conduct research has an impact on their commitment to doing so. According to (Angaiz, 2015; Hoffman et al., 2017), a researcher is more likely to be successful conducting research if he has a higher level of confidence in his abilities.

In general, teachers' fears of conducting research prevent them from doing it. Due to their emotions, anxieties, and lack of confidence, they frequently stray from completing research that would address their issues in the classroom. Similarly, one participant stated that she felt she needed additional training in performing action research because she lacked

confidence in her research abilities. This idea inspires Ulla et al. (2017) stated that a lack of research training will impair the teachers' desire, enthusiasm, and confidence in engaging in research activities. Therefore, it was found in both Ellis & Loughland (2016) and Vásquez (2017) that teachers conducting research faced significant challenges due to a lack of training in research knowledge and skills. Teachers lacked the confidence to start conceiving and writing research since they had not received enough training to conduct research activities.

Coping Mechanisms of Teachers in Conducting Action or Basic Research

Based on the data analysis of the coping mechanisms of teachers as they conduct action or basic research, four essential themes emerged. These essential themes discuss how the teachers have coped with the challenges, struggles, and lived experiences of conducting action or basic research. The researchers coded the core ideas from the responses of the participants and have labeled them into the following essential themes: *seeing the positive impact of research* and *coaching and mentoring*. These essential themes are presented in Table 1.3.

Seeing the positive impact of research

Despite the different challenges faced by teachers pertaining to the conduct of research, participants expressed that they have seen the positive impact of doing research, more specifically on their profession as teachers. Teachers pursue conducting research, realizing that the outcomes of their studies contribute to the improvement of their teaching practice. Moreover, to continue the research process and cope with challenges, one participant

stated that giving enough time for research will eventually lead to the accomplishment of the research process.

Issues probed	Core Ideas	Codes/ Categories	Essential Themes
On overcoming difficulties, challenges and struggles in conducting research	Giving time to finish the research Setting priorities to accomplish the study	Pro-active response	Seeing the positive impact of research
	Giving more time to focus in gathering data		
	Getting from own pocket in producing materials for interventions	Rationalizing	
	Make a checklist for the things to be done when conducting action research.		
	Thinking that research can be used for promotion. Pray and be optimistic	Support system	Coaching and Mentoring
	Exert more effort in motivating oneself to accomplish the action research		
	Ask for help from a friend or co-teacher		
	Ask assistance and guidance to the expert and knowledgeable ones		

Given that there are several studies that mention time as one of the top constraints in doing research, giving enough time to finish the research process is also a factor in the success of the research journey. As recommended by the case study of Enerio (2020), he stated that the best remedy for this is time management. To ensure that they have a roadmap for

what to accomplish when, he also stated that a timeframe for conducting action research should be established. Additionally, this will assist them in time management. Through this, teachers may also have an increased production of research, as cited by Gonzales et al. al. (2020), researchers have also shown that research productivity depends heavily on how much time one spends on research-related activities.

Concurrently, the findings of Landicho (2020), which showed that the respondents had a favorable view towards research, appear to be equivalent to seeing the positive influence of research. Additionally, they acknowledged how research had a good influence on their ability to teach and on their students' learning. Additionally, the study by Borja (2018) discovered that most of the instructors stated that action research has aided in the development of their strategies, methods, and teaching philosophies. Similarly, the study of Morales et al. (2016) implies that the Filipino teachers in their study have a favorable perception of the advantages and worth of carrying out action research. Meeting their needs would encourage teachers to conduct research in the classroom because doing so advances their knowledge of teaching and increases their confidence in doing so (Borg, 2014; Hong or Lawrence, 2011; Burns, 2010); it broadens and deepens their understanding of their own teaching styles and students' learning strategies; and it holds them accountable for the development of their teaching practice (Morales, 2016). As a result, even though instructors face numerous obstacles when undertaking research, they remain hopeful about the benefits of doing so.

Coaching and mentoring

Coaching and mentoring surfaced as another common feature in teachers' coping strategies. Participants in the current study stated that one of their strategies for overcoming the difficulties of conducting research is to enlist the help of others who are knowledgeable in the field. This issue is supported by a study done by Tupas (2019) among math and science teachers. His research found that one of the best ways to support science and math teachers in elementary school in conducting action research is through close mentoring. Teachers are devoted to conducting action research with the aid of a mentor, he further stated. Additionally, the study's participants stated that having a mentor is like having a support system that helps an action researcher succeed. According to this interpretation, Babor and Magno's study (n.d.) highlighted how their participants' responses clearly demonstrate how teachers collaborate by supporting one another. Similarly, it was shown from the research participants' expressions that they support one another and are eager to help their colleagues as needed. The study by Nagibova (2019) also revealed the value of teacher research coordinators' individualized help. Most of the respondents said they had picked up knowledge from more seasoned colleagues who served in coordinator roles for teacher research.

Insights shared to the academe

The research participants were then asked for insights they could share pertaining to the conduct of action or basic research. Through the thematic analysis, the following essential themes emerged from their responses: *addressing classroom problems through action or basic research; self-development; rewards, incentives, and recognition; additional work for teachers; conducting seminars, trainings, and workshops; and supporting*

teachers' research endeavors. These essential themes are presented in Table 1.4.

Table 1.4 Insights shared to the academe

Issues probed	Core Ideas	Codes/ Categories	Essential Themes
On the effects of conducting action research or basic research	<p>Gives the problems some solutions through research</p> <p>Thinking of a better solution to a possible problem</p> <p>It gives solutions to problems</p> <p>Implement possible solutions to your problems in the classroom</p> <p>Give solution to the problems inside the classroom</p> <p>Addresses the problems in the classroom</p> <p>Thinking of some ways to provide solution to the problem</p>	Problem-solving	Addressing classroom problems through action/ basic research
	<p>Improves teachers' skills</p> <p>Can be used for promotion</p> <p>Track learners' performance and can give intervention to them.</p> <p>Gather other information are helpful to the teaching profession based on experiences</p> <p>It hones teachers' skills in looking for the right information for his/her research</p> <p>A great help for teachers</p>	Advantages and Benefits	Self-development, Rewards, Incentives and Recognition

	<p>Improves my understanding particularly in the intellectual/psychological aspect.</p> <p>Develop teachers' skills and gained new knowledge</p>		
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	<p>Give additional workloads to the teachers.</p> <p>There is so much to prepare.</p> <p>Interfered in teachers' time for classroom instruction.</p> <p>It is very tiresome.</p>	Preparations	Additional work for teachers
On institutions in helping the teachers to conduct action/basic research	<p>Giving seminar or training pertaining to research.</p> <p>Give trainings as to how action research will be done</p> <p>Training that has step-by-step process of making action research</p> <p>More training and workshops about action research</p> <p>Conduct training-workshop for teacher's enhancement.</p>	Training-Workshops	Conduct seminars, trainings and workshops
	Moral support and maybe financial if needed	Support system	

<p>Responds to the needs of teachers who have difficulty in making research</p> <p>Allocating funds to help those teachers who are conducting research.</p> <p>Giving help and provided with the materials he/ she needed</p> <p>Assist on how to start and finish the action research.</p> <p>Support in financial matters</p>		Supporting teachers' research endeavors
<p>More encouragement for the teachers to conduct action research.</p> <p>Make action research a priority of the whole school to encourage teachers</p> <p>School head should ask his/ her teachers to conduct action research with a simpler format</p>	Extrinsic Motivation	

Addressing Classroom Problems through Action/ Basic Research

Knowing the issue at hand in the classroom and how it might be solved to enhance teaching and learning are the two key components of conducting classroom research (Ulla et al., 2017). The responses of the research participants in this study have given rise to this concept. The participants discussed how undertaking action or basic research can provide answers to difficulties that arise in the classroom. The good feelings expressed by the study's participants implied that conducting research will enable them to, if not prevent, at least lessen, or address the urgent concerns or problems in

their various classrooms. In addition, Ulla et al. (2017) were adamant that because teachers are a part of the setting where the issue arises, action research gives them the opportunity to figure out what went wrong and what may be done to fix it.

Similarly, Bughio (2015) noted that completing action research projects is a crucial towards finding a practical solution to a classroom problem. Using similar vantage points, Morales et al. (2016) found that many instructors say that action research can help them deal with issues in their classrooms, such as issues with pupils. Teachers concurred wholeheartedly that they are aware of the value of doing and publishing action research since it can assist in identifying solutions to issues in a school or community (Anzaldo & Cudiamat, 2019). Because they were able to see the issues in the classroom and provide suitable solutions and interventions, teachers are therefore regarded as problem-solvers.

Self-developments, rewards, incentives, and recognition

Another essential theme emerged from the responses of the participants on the effects of conducting action or basic research: self-development, rewards, incentives, and recognition. One participant believed that by conducting action research, she would be able to improve her skills and gain more knowledge. This concept is comparable to that of Borja's (2018) study, where she emphasized that teachers also thought that action research helped students strengthen their writing and research skills. Along with the motivation it offers because of the Faculty Development Activities (FDA), it may help one develop their research abilities, which are crucial for teachers to have.

Additionally, instructors who conduct research may not only solve their current problems in the classrooms, think about them, and learn from them, but they may also gain information and abilities related to conducting research (Ulla et al., 2017). Additionally, Tindowen et al. (2019) study revealed that action research may improve both teachers' practices and students' learning, and it is advantageous in every way. It was clear that teachers have varying degrees of difficulties doing action research. The findings nonetheless showed that instructors can grow beyond themselves through ongoing professional development as well as self-improvement. Finally, it was emphasized in the study by Landicho (2020) that the participants believed that research would improve both their research and teaching skills.

On the other hand, a participant suggested that conducting research can be used for promotion in addition to improving instructors' skills. Rewards and incentives were seen as useful stimuli for doing research, according to Landicho (2020). These inducements could take the form of research funds, publication honors, or rank-related bonus points. This context is also corroborated in the study of Ulla et al. (2017), where the research participants elaborated that job promotion is their only motivating factor for taking their master's degree and doing research. Accordingly, Borja (2018) discovered that most teachers believed conducting action research helped them in their professional growth through promotions and ranking, as research output can be considered a factor in the merit system or an advantage for employment purposes. Teachers were asked about the long-lasting career impact of action research projects on their professional careers. Even the Department of Education, as cited by Tindowen et al. (2019),

mandates teachers to do action research, which is also one of the requirements for their promotion since teachers should be knowledge generators and not just knowledge borrowers. Thus, this only proved that motivational factors such as financial rewards, promotion, and performance enhance research skills and processes, and research dissemination is equally important (Gonzales et al., 2020).

Additional work for teachers

According to the responses of the research participants, they greatly expressed that doing action or basic research is additional work for them. Keeping in mind the demanding work of being a classroom teacher, participants in this study exclaimed that doing research interfered with their main job, which is teaching. This is also true of Norasmah and Chia's (2016) study, which conducted a comparable investigation in Malaysia and discovered that among the issues cited to discourage instructors from conducting research were workload and time restrictions, a lack of research understanding, and insufficient support. Additionally, Ellis & Loughland (2016) pointed out that conducting research adds to the teachers' burden.

One participant expressed that classroom preparations may hinder him from doing or finishing his action research. This is also connected to the qualitative results of Borja (2018), where one teacher stated that finding time to acquire information and write about it is quite challenging, particularly given that she works as a full-time educator. Additionally, it is challenging for her to complete her research during free time because this time was previously allocated to helping students outside of school hours; teachers must also work on their lessons. As a result, research adds to the workload

of teachers, something that schools and other educational institutions should also consider. As a result, teachers need to have enough time for both teaching and research (Ulla et al., 2017).

Conduct seminars, trainings, and workshops

Participants probed the issue pertaining to how the institution can help them in acting or doing basic research. The essential theme that emerged from their responses is the conduct of seminars, trainings, and workshops for the teachers to enhance their skills in research and be able to produce quality research. Seemingly, conducting seminars, trainings, and workshops to improve or at least inform teachers about the processes of action or basic research is not new anymore. As a matter of fact, Ulla et al. al. (2017) revealed that when the teacher-respondents were asked as to the kind of support they needed in order to do research, most of them said that they needed support from the schools' administration in terms of conducting and participating in research training seminars and workshops. This is supported by the model developed from the research of Anzaldo and Cudiamat (2019), who found that there should be more seminars, workshops, and trainings on action research if teachers are to have a deeper understanding of the subject.

Apparently, as concluded by Gonzales et al. (2020), elementary school teachers who attained higher educational attainment and attended national training also had improved research and process skills and were more knowledgeable in research dissemination. Moreover, the findings of Ulla et al. (2017) suggest that there should be a way for people to participate in different research trainings to hone their research skills. By providing teacher-researchers with the requisite topic knowledge and research abilities,

training, seminars, and workshops may be able to reduce teachers' research anxiety (Landicho, 2020).

Supporting teachers' research endeavors

Another essential theme emerged from the responses of the participants as to how the institutions can help them conduct action or basic research by supporting their research endeavors. This support clamored by teachers is defined as giving them the moral, financial, technical, and material support they need to accomplish or finish their action or basic research. Consequently, one of the participants exclaimed that supporting them financially would motivate them to do research. Currently, DepEd supports teacher researchers financially as they develop policies and innovations through their research. The Basic Education Research Fund (BERF) is the project's name (DepED Region IV-A, Calabarzon, 2012). Additionally, the BERF encourages teachers to conduct research by offering them funding through this initiative. This will enable them to avoid paying for their basic research or activities out of their own pockets.

In addition to the agency's funding, teacher-researchers seek some sort of compensation. In that case, this prize will serve as a symbol of support. As a result, receiving financial compensation may serve as a marker of achievement, a source of motivation and reinforcement, a reflection of one's performance, and a means of lowering research-related anxiety (Gonzales et al., 2020). He stated that providing financial help is a wise move, which is precisely what Tupas's 2019 study suggested. A specific sum from school funding and the Local Government Unit School Board must be allocated. Incentives are another effective method for inspiring teachers to conduct

research. Monroe and Kumar (2011) have provided evidence to demonstrate the existence of relationships between non-cash and cash incentives, motivational variables, and positive attitude factors. The interaction of those characteristics was found to be the most important factor in boosting faculty members' research output. As a result, one of the most important variables in encouraging research activity is the provision of adequate research assistance.

More encouragement from the school community, coupled with support for these teacher-researchers, is another important way that an institution can aid teachers in conducting research. To start their research, teachers also require encouragement and support from their school administration in the form of funding, seminars, and training (Ulla, 2018). In the study conducted by Tindowen et al. (2019), they emphasized that creating an institutional action research policy for the faculty is something that school administrators should strongly consider doing to support and encourage their instructors who are conducting action research. Additionally, the studies by Wong (2019), Vogrinc and Zuljan (2009), Hong & Lawrence (2011), and others highlighted the necessity to develop research attitudes and abilities to increase research productivity. As a result, it is also necessary to put in place systems or initiatives that will keep instructors motivated to conduct action research (Johnson, 2012). One of the solutions is to reward and recognize great, highly effective action research (Morales et al., 2016).

Recommendations

The themes that emerged from the lived experiences of teachers conducting action or basic research shed light on the understanding that,

despite their demanding tasks in teaching, they try to gauge the improvement of their teaching practice through research. However, it can be deduced from their responses that not all teachers in this study have positive perceptions, challenges, struggles, and experiences towards research. So, these perceptions create barriers to pursuing their endeavors in research. Consequently, through this exploration of the teachers' lived experiences in conducting research, these negative impressions were heard and understood within their respective settings.

Moreover, considering the lived experiences of teachers as they make their respective research outputs in the school-level context, essential themes as to how they cope with the pressing challenges and struggles of conducting research were discussed. Apparently, these coping mechanisms of teacher-researchers create an avenue for teachers to really have the will to improve their own teaching practice. Furthermore, teachers pursue their action research because they have seen the positive outcomes it provides in the development of their skills as teachers, their professional growth and career progression, and most importantly, their proactive response in addressing the problems in the classroom, whether for instruction or behavioral matters. Apart from this, teachers alone cannot do the arduous task that action research or basic research may demand. That is why they clamor for support from their colleagues, school administrators, supervisors, and other higher offices. Thus, the following recommendations are proposed:

1. Teacher-researchers felt several research anxieties as they attempted, conducted, and finished their respective research. To address these anxieties, more research training, seminars, and workshops may be

made available for the teachers. Also, training workshops emphasizing the step-by-step process of how to conduct research may be offered to teachers. Additionally, the submission of the outputs of teacher participants should not be rushed. Teachers highly appreciate the conduct of research because they were given enough time to accomplish their outputs without disrupting or sacrificing their other tasks.

2. Teacher-researchers are motivated to conduct action or basic research if they are given more support. Such support is to be given to the teachers in financial, material, and technical terms. For the financial support, although it is explicit that the Department of Education has encouraged teachers to do research with financial grants through the Basic Education Research Fund (BERF), the acceptance and approval of this can be difficult for other teachers. Thus, other sources of financial support can be given to teachers for the purchase of materials needed for their research.
3. Teacher-researchers should be given recognition for conducting action research, whether at the school level or at other higher levels of conferences. Such recognition can be made through publication awards in research or honorary acknowledgement awards during school recognition programs, district-wide gatherings, or other higher levels of colloquium. Through this, teacher-researchers will boost their morale as teachers and researchers. Also, it will inspire other teachers to conduct research and aspire for an award in the future.
4. Teacher-researchers need more encouragement from their school administrators to conduct research. If research is being implemented

in the school context, then there would be an environment of researchers and an institution with a culture of research. Furthermore, teachers who will conduct action or basic research may be guided and given technical assistance by school administrators and may somehow be sent to research trainings and workshops.

I. Dissemination and Advocacy Plan

The results and findings of this study will add to the body of knowledge pertaining to the teachers' experiences in conducting action or basic research in school or classroom-based settings. Furthermore, the results of this research output can be an additional basis or baseline for creating policy guidelines for research training at the district and school levels. Research coordinators will benefit from this study by considering the results in the creation of a school research action plan and implementation plan. Furthermore, the District Office can take advantage of the findings of this study by considering the teachers' lived experiences, challenges, and insights when it comes to conducting research or classroom-based action research. Additionally, the district office can also take into consideration the appropriate training for teachers about research to produce quality research. Thus, this study promotes the idea of having a milieu of research-based instruction for every teacher within the school and the district.

Consequently, the outcomes of this study should also be disseminated to the teachers who are the primary recipients of this research endeavor. To actualize the dissemination process, this study will be disseminated at the Research Coordinators' Meeting, School Learning Action Cell, Research Summits, and Congress. Therefore, a public forum will be conducted for the

stakeholders, teachers, and administrators to share the outcomes or results of the study, which would be essential in the development, improvement, and crafting of an action plan in order to increase and enhance teachers' engagement with action or basic research.

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