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# Unclogging of Hindering Factors that Affect Teachers in Conducting School Based Action Research at Jorge B. Vargas MES: Basis for Intervention Plan

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**Abstract:** This study was conducted to identify and unclog the hindering factors that affect teachers in writing action research. Descriptive type of research was utilized in the study involving 22 teaching personnel of Jorge B. Vargas Memorial Elementary School. The questionnaire was filled out by the respondents through google forms and the results were properly obtained and analyzed. The results of the study revealed that a high number of teaching personnel has an average level on research writing skills in terms of familiarity which implies that the group of respondent has the capacity on research writing. Meanwhile the study also revealed that there were four (4) major factors considered by the teacher in conducting action research. These are (1) Lack of time (2) Additional workload and burden on part of the teacher (3) anxiety and (4) negative perceptions and attitudes towards writing action research paper. An intervention plan was developed to unclog the hindering factors identified that affects teachers in conducting action research.

## I. Context and Rationale

With the implementation of K-12 program of the Basic Education across all basic Institution in the Philippines, interventions on different programs and projects should be evidenced based policy, better student achievement, curriculum instruction and assessment of teacher quality and professionalism. ( Abaya,2017) .

Supported by DepEd Order no. 39 s. 2016 or the Adoption of Basic Education Research agenda which provide guidance and its stakeholders in the conduct of education research and in the utilization of research results to inform the Department's planning, policy, and program development aligned with its mission and vision. Also, the Research agenda shall build on gains, generate new knowledge on priority research areas, focus on DepEd's attention on relevant issues and maximize available resources for research within and outside the Department.

Action Research is a process of systematic, reflective inquiry to improve educational practices or resolve problems in any operating unit most specifically the school and classroom as well. Conduct of School Based Action research on the identified undertakings of teachers inside or outside the classroom will be a great help in giving intervention or formulating of action plan. Jorge B.

Vargas Memorial Elementary School in the district of Talisay comprising of 22 teaching and 2 non-teaching personnel implements different programs, projects and activities under Access, Governance and Quality to deliver quality service to the learners and stakeholders but no record or evidence of completed action research to support the implemented PPA's. With this, the action researcher wished to find out the factors or difficulties considered by the teachers in conducting research.

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Also, findings of the action research can help the teachers, school heads and other future action researchers in doing action plans and remediations who experience the same situation. Furthermore, this will serve as encouragement and commitment of teachers in applying and conducting action research in the existing undertakings of the school.

## II. Innovation, Intervention and Strategy

In the proposed study, the researcher wishes to find out the level of teachers' action research writing skills in terms of familiarity and the hindering factors that affects them in conducting action research. At present, no evidence of conducted action research in the school. To unclog the identified hindering factors of conducting action research writing an intervention plan was developed. This contains different objectives, activities, or unclogging methods as well as the persons involved and timeline of activities to address the said hindering factors.

## III. Action Research Questions

The study aims to unclog the hindering factors that affect teachers in conducting school action research at Jorge B. Vargas Memorial Elementary School. Specifically, it seeks to answer the following questions:

- What is the level of the teacher's action research writing skills in terms of familiarity?
- What are the hindering factors that affect teachers of JBVMES in conducting school-based action research?
- Based on the findings, what action plan can, and unclogging methods be proposed?

## IV. Action Research Methods

### 4.1 Participants and/or other Sources of Data and Information.

The study focusses on the hindering factors affecting teachers in conducting school-based action research at JBVMES. The respondents of this study are 22 teaching personnel of Jorge B. Vargas Memorial Elementary School, District of Talisay, Division of Batangas.

### 4.2 Data Gathering Methods

This study used descriptive type of research. This will employ questionnaire to respondents to gather the data. To validate the self-made questionnaire, the researcher administered actual questionnaires to one of the schools in the same district who are not the respondent of the study. The researchers utilized survey to 22 teachers of Jorge B. Vargas MES. The handling of the questionnaire will be done in person by the researcher and facilitated by the retrieval of responses.

### 4.3 ETHICAL ISSUES

As part of conducting the study the following was considered by the researchers:

- Full consent of the participants prior to the study.
- Voluntary participation of the respondents.
- Privacy of the respondents

Data Analysis Plan, To interpret the data effectively, the researcher will employ the following statistical treatment. Percentage: This will employ to determine the frequency, counts and percentage distribution of personal related variables of the respondents.

Formula:  $\% = F/N \times 100$

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Where: % is the percentage

F is the frequency

N is the total number of respondents

100 is a constant value

## V. DISCUSSION OF THE RESULTS AND REFLECTION

This Chapter presents the results, the analysis and interpretation of data gathered from the answers to the questionnaires distributed to the field. The said data were presented in tabular form in accordance with the specific questions posited on the statement of the problem.

**Table 1.** Level of Teachers' action research writing skills

Level of Teachers action research writing skills in terms of familiarity	FREQUENCY	Percentage	Rank
5 – Very High	2	9.09%	3
4 – High	3	13.64%	2
3 – Average	17	77.27%	1
2 – Low	0	0%	4.5
1 – Very Low	0	0%	4.5

Findings from Table 1 revealed the above responses from the teaching personnel for each of the aspect in the table above. The data gathered via questionnaire obtained findings in the statement of the problem 1. This questionnaire was administered to a total of 22 teachers who were participants in the study.

The participants involved in the study comprising 2 or 90.91% completed their master's degree. Therefore, respondents in the study had already exposure and background on action research or thesis writing. The data collected would be able to identify the level of teacher's action research writing skills. This study will also help the researcher to understand why teachers were not able to conduct school-based action research in spite their capacity and educational background. Upon analyzing the data, from 22 participants in Jorge B. Vargas Memorial Elementary School it was revealed ( see *table 1*) , that 77.27% had an average level of action research writing skills in terms of familiarity, 13.64% of them fall under High Level and 9.09% falls under Very High

The most interesting finding is that no among the respondents fall under level of low or very low. 0% of the respondent falls under low and very low. Thus, the results, only showed that these group of respondents has the capacity in writing action research. Upon discussion with the respondents, it was revealed that there are some factors they consider why they were not able to conduct action research though their level of action research writing skills was enough to do such.

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**Table 2.** Hindering Factors that affect teachers in conducting school-based action research

FACTORS	FREQUENCY	PERCENTAGE	Rank
Additional workload and burden in the part of the teacher	7	31.82%	2
Writing anxiety	2	9.09%	3
Lack of Time	12	54.55%	1
Negative perceptions and attitudes towards action research writing	1	4.55%	4
Lack of Trainings/Seminars related to action research	0	0%	5
Mistrust of colleague's research capacity	0	0%	5

Table 2 presents five (6) major factors that may affect the teachers in conducting school-based action research, namely: 1. Additional workload and burden in the part of the teacher, 2) Writing anxiety, 3) Lack of Time, 4) Negative perceptions and attitudes towards action research writing, lack of seminars and trainings related to action research and 6) mistrust of colleague's research capacity.

Among the factors presented, the lowest percentage was the mistrust of colleague's research capacity and lack of training and seminars related to action research writing with 0 frequency as seen in table 2 while the highest percentage with 54.55% response was due to Lack of Time. Additionally, it was clearly noted that participants considered the action research as an Additional workload and burden in the part of the teacher as it ranked no. 2 with 31.82% respondents. On the other hand, 9.09% of the participants had writing anxiety.

Based on the rank derived from the result, the following could be considered as their hindering factor in action research writing: 1) Lack of Time 2) Additional Workload and burden on part of the teacher 3) Writing Anxiety and 4) Negative perceptions and attitudes toward action research writing.

### 5.1 Lack of Time

Most of the participants of the study stressed that the major factor that affects in conducting action research is the Lack of Time. This may be due to the current situation of the Learning Modality of the school which is the Modular Distance, Learning through Printed Module.

### 5.2 Additional Workload and Burden on Part of the teachers

This factor transcribed in the study conducted, since conducting school-based action research will consume a lot and extra time, they considered it as an additional load and another burden on their part. Since they must perform other related tasks such as subject coordinator and the like. Furthermore, teachers are experiencing workload problems since education amidst pandemic is stressful and overlapping of activities.

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### 5.3 Writing Anxiety

Another factor that was deduced from the responses was the writing anxiety. Specifically, teachers are afraid in analyzing data and have some fear on their grammar.

### 5.4 Negative perceptions and attitudes towards action research writing

Finally, the last factor transcribed in the study was the negative perceptions and attitudes towards action research writing. As such, they do believe that there was existing action research that can be applied in the existing undertakings of the school.

Therefore, the study concludes that action research is a valuable aspect or tool for teachers to improve teaching and learning process. Furthermore, the teachers have hindering factors in the conduct of action of research especially the lack of time. Hence, the study revealed that the teachers have the capacity in action research writing. With this an intervention plan may be derived. The developed intervention plan will therefore identify and presents the different unclogging methods On how to address the hindering factors that affects the teachers in conducting action research.

## VI. Conclusions

- Teachers were identified with average to high action research writing skills in terms of familiarity.
- That teachers encountered hindering factors that affects in conducting action research.
- Intervention plan should be developed to unclog the identified hindering factors encountered by the teachers.

## Recommendations

- School Heads should encourage teachers in providing evidence-based results of the existing PPA's through conducting/writing
- Capacitate School Action Research Coordinator in Action research writing through attending seminars/trainings.
- Include Action Research the School Development Plan/ School Learning/ Action Cell activities.

## Action Plan

**Table 3.** Proposed intervention plan on unclogging hindering factors that affects teacher in conducting action research.

HINDERING FACTORS	OBJECTIVE	UNCLOGGING METHOD/S	PERSONS INVOLVED	TIME FRAME	SUCCESS INDICATOR
LACK OF TIME	To strengthen teachers' skills on proper time management	Include topic on Proper Time Management in School LAC Session	L&D Coordinator Master Teachers School Heads School AR Coordinator	August – September 2022	Teacher's proper time management
ADDITIONAL WORKLOAD AND BURDEN ON PART OF THE TEACHERS	- To identify teaching/non-teaching personnel with excess load	Revisit proper school staffing of Teaching and nonteaching personnel	School Head Master Teachers AO II	August 2022	Proper Distribution of workloads as seen in SF7.

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WRITING ANXIETY	- Capacitate teacher's writing skills	Include SLAC session on Enhancing teacher's writing skills in School Professional Development Plan	Teachers Master Teachers School Head	All Year Round	Copy of Teacher's Professional Development Plan
NEGATIVE PERCEPTIONS AND ATTITUDES TOWARDS ACTION RESEARCH WRITING	- Motivate teachers to enable themselves in action research writing.	Conduct seminar workshop for teaching personnel.	Teachers Master Teachers School Head	October 2022	Positive impact of Action Research to teaching personnel
LEVEL OF TEACHERS ACTION RESEARCH WRITING SKILLS	- To attain 100% number of teachers with level of action research writing skills in terms of familiarity.	Promote Action research as evidencebased solution to all undertakings arise in the school	Teachers Master Teachers School Head School AR Coordinator	All year round	Copy of Completed Action Research

## References

1. DepEd Order no. 39. S. 2016 Adoption Of Basic Research Agenda
2. Elliot J (2001), Action Research for Education Change
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