



ISO 9001:2015



BC COUNCIL FOR INTERNATIONAL EDUCATION

Sponsor



International Conference 2022

**INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION:
GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

SEAMEO RETRAC, July 07-08, 2022

RESEARCHERS' PERSPECTIVES IN CONDUCTING ACTION RESEARCH

SHAMMY-ROSE V. SANTAGO, PhD

Philippines

Introduction

- The educational landscape in the Philippines has been evolving due to several considerations such as globalization, ASEAN integration, and inclusions of ICT in the teaching and learning activities,
- The Philippine department of education supports the importance of doing action research
- Doing action research is significant to the educative process
- A dwindling number of completed action research within the locale is observed which prompted to explore researchers' perspectives

Research Questions

1. What is your perspective of an action research?
2. How do you describe your experiences as you undertake action research?
3. What are the benefits in conducting action research?
4. What challenges did you encounter in conducting action research

Methodology

- The study employed the qualitative method of research to explore the perspectives of researchers in engaging in research.
- Specifically, the study used the phenomenological approach to explore the research engagements of the researchers.
- The convenience and purposive sampling techniques were used to select participants of the study.
- There were nine (9) participants who volunteered to join the online interview via Zoom since the present study is done during the pandemic.

Methodology

- The interview was open-ended focusing on the probing questions that seized the research engagement experiences of the participants of the study.
- Significant statements reflective to participants' experiences were identified, extracted, and categorized.
- Colaizzi's seven steps of phenomenological analysis were used to gather in-depth information from the participants.

Results and Discussions

Researchers' Perspectives and Experiences

The themes that emerged during the data analysis were identified using the acronym **SOFIA**:

1. Skills in Getting Reliable Sources and data are Important

Gathering research materials and sources requires rigorous time. It involves skills in evaluating and assessing the available information.

- One of the participants disclosed that (P1) *“Gathering resources, it is easier because we are always facing the computer but you really have to rely on your own effort and your own skill in gathering the... what do you call this gathering the reliable sources that you can get from the internet.”*

Results and Discussions

- Another participant (P5) explained, *“Of course I did my best to come up with the data with the information that we needed to accomplish the research and it’s also a very good experience I get to learn that I didn’t know before like how to collect information, what are the possible sources of this different information.”*
- While the participants of the study found facility in data collection, the study of Morales et al. in 2016 however reported that gathering data, those that were valid and accurate, was viewed by the researcher-respondents to be a problem one that entailed difficulty. Data collection was also found to be challenging by the teacher-researchers, in a study conducted by Ulla in 2018.

Results and Discussions

2. Obstruct the Scheduled Time- Frame due to Suspensions of Classes and Other Related Activities

- The planned activities for a particular time were hampered and suspended as well. The participants diverted from their planned activities due to suspension of classes and other related school activities.

Participant (P4) divulged this experience “ Nagtagal kami ng ilang, uh, months, though meron tayong time frame na sinusunod for that, pero parang nagkaroon lang kami ng parang, uh, delay, dahil nga yung mga klase- dahil dun sa mga- uh, tawag dito, yung mga hindi namin- hindi namin ine-expect na, like, yung mga suspensions, yung mga ganyan, na-delayed nang na-delayed yung lessons, and syempre dahil nga may time frame na sinusunod, minsan- uh, tawag dito- yung supposed na topic na- na kailangan namin, uh, kasi syempre, uh, dapat yung MELCS namin, or may sinusunod kaming MELCS “ The actualization of MELCS happen every week.

Results and Discussions

Participant (P4) divulged this experience “ *Nagtagal kami ng ilang, uh, months, though meron tayong time frame na sinusunod for that, pero parang nagkaroon lang kami ng parang, uh, delay, dahil nga yung mga klase- dahil dun sa mga- uh, tawag dito, yung mga hindi namin- hindi namin ine-expect na, like, yung mga suspensions, yung mga ganyan, na-delayed nang na-delayed yung lessons, and syempre dahil nga may time frame na sinusunod, minsan- uh, tawag dito- yung supposed na topic na- na kailangan namin, uh, kasi syempre, uh, dapat yung MELCS namin, or may sinusunod kaming MELCS “ The actualization of MELCS happen every week.*

(“We extended our research for months, though we are following time frame, but it was delayed because of unexpected school activities and suspensions of classes, resulting to a delayed lesson and of course the time-frame that we set are not followed since we have this MELCS (Most Essential Learning Competency) to follow every week.”)

Results and Discussions

- Another participant (P7) explained his experience of an interrupted schedule for data collection from the students because of pandemic which resulted to unfinished research. *“ Yung action research namin has something to do with work immersion and during the time na I co-conduct na namin yung action research , is that hindi na available yung mga students natin kasi nandyan nga dumating yung pandemic so hindi sila ma.. matatalaga dun sa mga designated workplace na naka assign sa kanila aligned doon sa strand or track na kanilang kinuha.”*

(“The action research that we were doing was about work immersion, however when we were about to conduct it the students were not available due to covid-19 pandemic thus they can no longer be assigned to their respective workplace that is aligned to their strand or track.”)

Results and Discussions

- An article released by UNICEF (United Nations Children’s Fund) in 2020 authored by Cappa and De Castro explained that “During the coronavirus pandemic, many of the constraints to producing inclusive data have tightened, due to the competing urgency of multiple public health threats that require monitoring as well general disruptions to data collection protocols. Ongoing monitoring efforts, including surveys and censuses, have been severely affected”. Furthermore, the collection of data protocols has largely been replaced by those conducted over the telephone or internet.

Results and Discussions

Another participant revealed that *“Diba po gumagawa po tayo ng calendar, sa action research tapos meron pagbabago meron hindi inaasahan na mababago yung calendar kasi may mga instances na maaring magkaroon ng holiday or nagkaroon ng biglaang event na nag postpone doon sa iyong action research”*.

(“We also have calendar of activities in doing action research then it will be changed due to holidays or unexpected school activities that resulted to postponement of the conduct of action research.”)

- These lived experiences of the participants revealed the situations that hinder the systematic flow in conducting action research.

Results and Discussions

3. Finding Solutions to the Problem Inside the Classroom and Giving Remediations and Interventions to the Learners

- In the present study, participants construed that doing action research helped them find solutions to the problems inside the classroom and give appropriate and tailored-fit remediations and interventions. Participant (P4) stated that *“kino-conduct ng mga teachers para mabigyan ng kaagarang remediation yung nakikita nating- or intervention yung nakikita nating, uh, problem within a particular, uh, area or within a particular place. Like, school ganyan po or in a classroom.”*

(“The teachers are conducting action research to give the students immediate remediation and intervention within a particular area or place, like school or classroom.”)

Results and Discussions

- This supported the study of Morales et al. (2016) which highlighted that one of the potentials of action research is its utilization as a tool serving as basis for solutions and interventions to classroom concerns on pedagogy, achievement, and behavior. Tindowen, Guzman, Macanang (2019) posited that action research is a process of systematic, reflective inquiry to improve educational practices or resolve problems in any operating unit and office (Department of Education, 2017).

Results and Discussions

- Another participant (P5) surmised that *“Research is usually done to address a problem inside a classroom, so when you are doing an action research you should focus on classroom-based problem that you want to find solution. And it could be a form of teaching strategy or a way to improve the academic performance of the students.”*
- Tindowen et al. (2019) surmised that “this means that teachers view action research as an important tool in the successful delivery of instruction in the classroom that will lead to positive learning outcomes”.

Results and Discussions

- Additionally, participant (P7) reported that doing action research means to be *“able to unlock new knowledge lalo na if our research has something to do with yung mga strategies or interventions na magagamit natin inside the classroom, Alamin muna natin ano ba yung problem na dapat nating bigyan ng solution or problem inside the classroom na dapat natin bigyan ng intervention or solution”*.

(“Doing action research means to unlock new knowledge especially if it’s about teaching strategies or interventions that can be used. We need to know the problem first before we can give solution.”)

Participant (P8) added that “It solves problems inside a classroom and also pwede tayo ding mag innovate, sa action research, ng ating mga strategies sa- inside the classroom.”

(“Doing action research can solve problems inside the classroom and we can also innovate and use some strategies.”)

Results and Discussions

4. Improved Teaching Strategies and Approaches

Morales et al. (2016) emphasized that self- evaluation and reflection are underlined in the conduct of action research which improves teacher's reflective practice in the classroom. The result likewise bear similar results from the past studies, and this was elaborated during the interview with the participants.

Results and Discussions

P3 remarked, *“makakatulong doon sa ating sistema po syempre po nasa teaching po tayo mas makakatulong po kung mag ko-conduct po tayo ng action research which is related doon sa ating profession para madvelop at madagdagan ano ba yung kakulangan, ano ba yung dapat i- enhance doon sa pagtuturo. Maaring makita natin yung mga kakulangan yung mga kailangan pang dagdagan”.*

(“Doing action research helps us develop strategies that can be used in teaching and augment what is needed to enhance in teaching.”)

- Tarrayo, Hernandez, and Claustro (2021) explicated that teachers’ involvement in research refine their own voices, questioning and reflecting on their practice. Therefore, when teacher conducts action research, it gives them the opportunity to learn and improve their craft.

Results and Discussions

- Participant (P4) explained her experience as *“And then, magandang experience yun, kasi nakita namin na pwede palang ituro yung ganung topic sa ganitong approach, in-open namin ni sir sa ibang teachers about sa guided approach na malaking bagay siya, wherein, ma- mabigyan ng intervention yung mga batang nahihirapan doon sa topic na ‘yon”.*

(“It was a nice experience because we were able to discover that we can also teach the same lesson using different approach to teach students who are struggling with the lesson.”)

- The result is consistent with the study of Morales et al (2016) who emphasized that through action research, teachers can discover new strategies and different methods that will help them in their teaching.

Results and Discussions

5. Additional Paper Works and Stress to the Teachers.

- Some of the participants shared the same sentiments with other teachers, Participant (P8), reacted that *“feeling ko ang research ay stressful. Medyo nakaka i-stress talaga”*. (*“I felt that doing research is stressful.”*)
- Teacher’s perception on action research corroborates with Tarrayo et al. (2021) who noted that doing research is additional workload to teachers and the nature of the work being too complex and demanding, causes stress as well.
- Moreover, Tindowen et al (2019) stressed that action research proceeding in a spiral steps and each of which is composed of planning, action, and the evaluation of the result of action (Lewin, 1946). The rigors that go with research undertaking is coupled with the additional paper works that teacher need to fulfill and accomplish.

Results and Discussions

- Another participant (P7) surmised *“Nung una ko sya narinig nung na introduce sa atin itong action research parang burden sya sa mga teachers lalo na nung dumating yung IPCRF kasi sa case ng mga master teachers parang kailangan nila, one of the MOV’s that kailangan nila atleast makapag conduct ng research in a school year”*.

(“the first time I heard this action research it really seems a burden to us teachers, especially to master teachers because of IPCRF (individual performance commitment and review form). They need to submit action research as part of MOV’s (means of verification).

- Master teachers are required to conduct at least one action research in every school year as part of his duties and responsibilities (DO 2,s.2015). This explains that doing research gives stress and additional paper works to teachers.

Results and Discussions

Benefits in Conducting Action Research

- According to Tarrayo et al. (2021) “professional benefits may refer to the rewards or merits they received in doing research related to their teaching profession”.
- Participant (P1) shared that *“when it comes to our professional growth, okey if you will be having or engaging in ranking of course you will gain points that will help you to have a career growth or to be in the position that you are eyeing for”*.
- This corroborates the study of Ulla (2018) who reported that doing research is a way of promotion in the job and results to increase in salary.

Results and Discussions

- Furthermore, one participant (P5) explained that “professionally speaking, it would benefit you to become a better teacher to discover new things that would improve your teaching and learning process, also help the students because you would find the weaknesses or the problems that really need the immediate attention.”

Results and Discussions

Consequently, this career growth gave opportunities to teachers in different facets of teaching.

“ Una , we would be more become familiar in doing research, nai-is strengthen nya yung knowledge na we are able to come up with a possible solutions doon sa mga situation or problems na na e encounter natin sa loob ng ating classroom (P7).

(“ first, we would be more familiar in doing research, it also widens my knowledge in coming up with solutions to the problems that we encounter inside the classroom.”)

Results and Discussions

Challenges in Conducting Action Research

- Insufficiency of time and unavailability of respondents are the themes that emerged from the present study. Most of the participants stressed that the major challenge in conducting an action research is their insufficiency of time.
- *Participant (P8) stated that “Challenges- uh, finding extra time po para, harapin or gawin yung action research”. (“ challenges, finding extra time to do action research.”)*
- The study of Tindowen (2019) reported that insufficiency of time is one of the challenges that teachers faced in doing action research. The participants experienced difficulty in allotting time to conduct action research because of the different tasks that they do within their waking hours.

Results and Discussions

- *“Next is since I’m a mother, of course I really have to attend to other tasks. I mean, it will come a time that there are some distractions at home of course that you need to attend to and prioritize especially if you have kids which are requiring also your attention” (P1).*
- It is noticed that teachers are also attending to the needs of their children as part of their obligation as a parent. Lack of time is the most prominent challenge that surfaced from the participants’ responses, thus it explicated that job assignment and other responsibilities of teachers caused this limitation and similar difficulties as may be found in the study of Terrayo, 2021; Ulla, 2018; & Morales, 2016).

Results and Discussions

- *Another participant (P3) shared that “Yung oras mam parang ano mam kasi diba mam nagtuturo din tayo tapos hindi mo alam kung saaan mo isisingit yung oras ng paggawa ng action research kasi parang sa pagtuturo palang , pag rerecord palang nung mga gawain ng mga bata parang nag co consume na po sya ng time”.*

(Time is very limited, we are teaching inside the classroom and recording their outputs and then we still need to do research.”)

- *Conducting action research requires time. “Research is very intensive so you really have to dig deeper to look for different resources to look for different probably maybe source of problem, source of information. And it requires really a lot of time,” confided another participant.*

Results and Discussions

- Moreover, the pandemic also hit the research fieldwork by hampering the availability of the respondents. One of the participants (P9) explained “It’s difficult reaching out to respondents since it requires a level of access to technology (gadgets and budget), getting access requires a strong internet connection to carry out making research it’s really difficult compared to face to face”.
- Further, participant (P7) stated that *“Yung mga challenges na na encounter namin during na... in engaging yung action research ay una of course yung available materials, although it was funded, available materials pati doon sa mga estudyante kasi nga nagkaroon ng pandemic kaya nahirapan kami pag dating doon”*.

(The challenges that we experienced are available materials although it was funded and the access to students because it is pandemic.”)

Results and Discussions

- *(P8)“ and, during this pandemic ma’am, uhm, isang, uh, challenge ko yung participation po ng mga learners, kasi di natin sila kaharap, di nakakapag online, so yung participation po nila sa research ang nagiging problema”.*

(“during the pandemic the students’ participation are difficult. They cannot do online because of some reasons.”)

- The respondents’ participation in every study plays a crucial role because they provide data through interview or survey question which will be analyzed and interpreted.

Conclusions and Recommendations

- It can be gleaned from the study that teachers are empowered when they do action research hence it adds to their decision-making skills to apply teaching strategies and approaches as a result of their systematic process. Skills in getting reliable sources and data are important to researchers to strengthen the foundation of their topic. In addition, addressing the problems and finding solutions to those are essential in giving tailored fit remediation and intervention to learners which is significant in doing action research. Support and acknowledgement in doing research-related activities from the institution is paramount to them. Acknowledging their efforts in the process of conducting action research is important.

Conclusions and Recommendations

- The findings also revealed that suspensions of classes hamper the systematic flow of the process which postponed the data collection and other important related activities. Researchers need to make contingency plan to or adjusted time-frame to minimal the delay provided in the calendar of activities.
- Although the participants are willing to conduct action research, sometimes the workload and other paper works do not permit it. Furthermore, working hours devoted in teaching and other domestic chores require time to accomplish. Time management and tolerable demand of workload is actualized to perform another task and researching

Conclusions and Recommendations

- The result also unveiled the challenge or difficulty in collecting data from the respondents. Especially in the time of pandemic that prompted them to gather it via internet and over the phone.
- The study provided a thorough description of the lived experiences of the participants in engaging in research. Consequently, future researchers may consider other study sites in undertaking a similar investigation.

References

- Johnson, M.J., & Button, K. (2000). Connecting graduate education in language arts with teaching contexts: The power of action research. *English Education*, 32 (2), 107-126 <http://www.ncte.org/journals/ee/issues/v32-2>
- Lewin, K. (1998). *Resolving social conflicts*. New York: Harper
- McTaggart, R. (1997). Reading the collection. In R. McTaggart (Ed), *Participatory action research* (pp1-12). Albany, NY: SUNY Press.
- Morales, M.P.E., Abulon, E.L.R., Roxas-Soriano, P., David, A. P., Hermosisima, V.H., & Gerundio, M. (2016). Examining teachers' conception of and needs on action research. *Issues in Educational Research*, 26 (3), 464-489. <http://www.iier.org.au/iier26/morales-2pdf>
- Tarrayo, V., Santos-Claustro, J. & Santos-Hernandez, P.J.(2021). Research engagements by English language teachers in a Philippine university insights from a qualitative study. *Asia-Pacific Social Science Review*. <https://www.researchgate.net/publication/354345440>
- Tindowen, D.J., Guzman, J., Macanang, D. (2019). Teachers' conception and difficulties in doing action research. *Universal Journal of Educational Research* 7(8) 1787-1794 DOI:10.13189/ujer.2019.070817
- Ulla, M.B. (2018). Benefits and challenges of doing research: Experiences from Philippine public school teachers. *Issues in Educational research*, 28(3), 797-810 <http://www.iier.org.au/iier28/ulla.pdf>

References

- Johnson, M.J., & Button, K. (2000). Connecting graduate education in language arts with teaching contexts: The power of action research. *English Education*, 32 (2), 107-126 <http://www.ncte.org/journals/ee/issues/v32-2>
- Lewin, K. (1998). *Resolving social conflicts*. New York: Harper
- McTaggart, R. (1997). Reading the collection. In R. McTaggart (Ed), *Participatory action research* (pp1-12). Albany, NY: SUNY Press.
- Morales, M.P.E., Abulon, E.L.R., Roxas-Soriano, P., David, A. P., Hermosisima, V.H., & Gerundio, M. (2016). Examining teachers' conception of and needs on action research. *Issues in Educational Research*, 26 (3), 464-489. <http://www.iier.org.au/iier26/morales-2pdf>
- Tarrayo, V., Santos-Claustro, J. & Santos-Hernandez, P.J.(2021). Research engagements by English language teachers in a Philippine university insights from a qualitative study. *Asia-Pacific Social Science Review*. <https://www.researchgate.net/publication/354345440>
- Tindowen, D.J., Guzman, J., Macanang, D. (2019). Teachers' conception and difficulties in doing action research. *Universal Journal of Educational Research* 7(8) 1787-1794 DOI:10.13189/ujer.2019.070817
- Ulla, M.B. (2018). Benefits and challenges of doing research: Experiences from Philippine public school teachers. *Issues in Educational research*, 28(3), 797-810 <http://www.iier.org.au/iier28/ulla.pdf>

Appendix

Research Engagements: Perspectives of Researchers (Transcripts)

QUESTIONS	P1	P2	P3	P4	P5	P6	P7	P8	P9
<p>1. What is your perspective of an action research?</p>	<p>–“Uhm okey an <u>action research</u> for me is a tool especially for teachers, it can <u>actually help each of us, teachers to address whatever the problem is inside, for example our classroom or within the institution that we are in</u>, so the more that you actually find problems inside your classroom, the more that you should be vigilant on how you will be solving each problem. So, it is your responsibility not only as a</p>	<p>“Ma’am action research, so <u>pag sinabi po kasi nating action research</u>, let me speak in Filipino language, when we say action research this is a kind of research wherein there is an outcome, an instant outcome that’s why we call it as an action kasi <u>mayroong abrupt na gagawin at the same time merong resulta qaad qaad, yun kasi ang kadalasang naqkakaroon ng</u></p>	<p>“<u>Syempre ma’am from the action research hindi lang siya, research sya na makakatulon g doon sa ating Sistema po syempre po nasa teaching po tayo mas makakatulon g po kung mag co conduct po tayo ng action research which is related doon sa ating profession</u></p>	<p>“Uh, It is a research na wherein kino-conduct ng <u>mga teachers para mabigyan ng kaagarang remediation yung nakikita nating- or interventio n yung nakikita nating, uh, problem within a particular, uh, area or within a</u></p>	<p>“From what I know an action research is a kind of <u>research that usually done to address a problem inside a classroom , so when you are doing an action research you should focus on classroom-based problem that you want to find solution. And it could be a form of teaching strategy or a way to</u></p>	<p>“Action research is a scientific and systematic procedure of <u>bringing out transformative change in an academic institution</u>. Specifically, it articulates the trends, issues, objectives and most importantly it can give a lot of contribution to the body of knowledge”.</p>	<p>“<u>Ahh siquro yung perspective ko regarding sa action research nung una ko sya narinig nung na introduce sa atin itong action research parang burden sya sa mga teachers lalo na nung dumating yung IPCRF kasi sa case ng mga master teachers parang kailangan nila, one of the MOV’s that kailangan nila atleast makapag conduct ng research in a SY. Although may positive side din naman yun kasi yung pag co conduct , Nakita ko rin naman na I was also</u></p>	<p>“Perspective- but, first, ma’am, uhm, parang uhm- <u>feeling ko ang research ay stressful. Medyo nakaka i-stress po noh, tapos yung-time consuming, yun po yung first, ah, first perspective ko on the negative side. Pero kung sa positive side, ahh, sorry po ah may gso, sandali lang ma’am- sensya na ma’am. And- it solve problems inside a classrom, and also it is the- and pwede tayo ding mag innovate, sa action</u></p>	<p>“Pleasant afternoon Ma’am, thank you for inviting me. So for me, action research is a way of making a thorough study <u>after finding out a problem and systematic collection and analysis to come up with effective solutions that will improve and promote students’ learning</u>”.</p>

Appendix

Location of significant Statement (Participant, Page, Question)	Statement	<u>Formulated Meanings</u>
P1, P1, Q1 P1, P2, Q1	<p>-- <u>it can actually help</u> each of us, teachers to address whatever the problem is inside, for example our classroom or within the institution that we are in.</p> <p>--to find solutions to the problems experiencing, for example you have the same topic with the other researchers, you will be able to help them ahh find other facts or other solutions to the problems they are facing in their own set up.</p>	Finding solution to the problems inside the classroom or institution
P2, P2,Q1	<p>action research on my perspective it is within the school-based what are the current issues within the school <u>na kailangan lapatan agad ng karampatang aksyon.</u></p>	Issues need to be addressed and solved within the school
P3,P1,Q1	<p><u>makakatulong doon sa ating Sistema po syempre po nasa teaching po tayo mas makakatulong po kung mag co conduct po tayo ng action research which is related doon sa ating profession para mdevelop madaagdaan ano ba yung kakulangan ano ba yung dapat I enhance doon sa pagtuturo.</u> <u>Maaring makita natin yung mga kakulangan yung mga kailangan pang daagdaan parang ganun mam".</u></p>	Improve teaching strategies
P4,P1,Q1	<p>kino-conduct ng mga teachers para <u>mabigyan ng kaagarang remediation yung nakikita nating- or intervention yung nakikita nating, uh, problem within a particular, uh, area or within a particular place. Like, school ganyan po or in a classroom."</u></p>	Giving remediation and intervention to a problem inside the classroom
P5,P1,Q1	<p><u>Research that usually done to address a problem inside a classroom , so when you are doing an action research you should focus on classroom-based problem that you want to find solution. And it could be a form of teaching strategy or a way to improve the academic performance of the students or ahh the yun.</u></p>	Finding solution to address problems inside the classroom. Teaching strategy to improve <u>students</u> academic performance

Thank you for listening!