Needs Analysis on the Teacher's Perception of an Action Research: Inputs for a Proposed School-Based Research Training Program at Real Elementary School

Leonora L. Sauquillo, LPT, MAED

Department of Education, Real Elementary School, Cavite City, Philippines

Abstract: Education is far more successful and can possibly meet the end goal of giving quality education to every school's clientele – the pupils when every faculty possess the right kind of knowledge and skills in resolving small to complex problems inside and outside of their classrooms.

As the new normal of education ceases, each school must have the right kind of research culture to enable each educator to address problems encountered in their respective classrooms using the data and the right approach.

Keywords: Research culture, Professional competence, addressing classroom problems

RESEARCH BACKGROUND

Education is vital to everyone. Just like how Benjamin Franklin describes it, "An investment in knowledge always pays the best interest." according to Caburnay (2020). This is indeed what needs to be given full attention by the Department of Education. Capacitate teachers, especially the schools, if possible, with the kind of skills and knowledge that help easily address problems in the school. The researcher believes that with the right motivation and an extra push from the schools' head, like herself, a culture of research can be easily built. Casci and Adams (2020) is in line with the researcher's view on the essence of research to teachers that said, to improve research culture, start from the priorities that you think matter most to your organization; those that reflect its values, fit with what your community really cares about, or align to the activities that are already in progress.

In the same manner Sherab and Schuelka (2019) supported the idea that research is one of the important lenses for practitioners and policy makers to view their practices and policies. They concluded that are a great number of challenges for Bhutan to overcome to develop a research culture. They also believed that their country has so much to offer to the rest of the world but only if the research culture is vibrant and sustaining.

With all the trainings and seminars attended by the researcher herself, she was able to witness how research paramount to attaining a whole new level of knowledge gained and would give so much to the one who possess such skills and knowledge. Santos, Dimagiba and Luntang (2022, personal communication) posited that every teachers in their respective school assignments must also possess the right knowledge and skills to motivate them to write research. Writing research supports the development of enquiring minds and inspires innovation, creativity, critical thinking, and problem-solving specially to resolve classroom problems easily with the guidance of their school heads. Thus, it is important to gather the perceptions of the teachers on action research to know where and what to include in the training program as part of the output of this study.

RESEARCH INQURIES

This action research aims to identify the teachers' concepts of action research and how these concepts help in the promotion of the culture of research in school.

1. What are the teachers' conceptions of action research?
2. What are the needs of the teachers in conducting research in terms of the following?
2.1 Preferred areas of research,

2.2. Time and place of action research,

3. As a result of this study, what training program can be developed and proposed?

Scope and Limitation

This study was limited to explore the participants' concepts of action research and how these concepts help in the promotion of the culture of research at Real Elementary School for the School Year 2022-2023.

It is limited to 10 participants alone for the qualitative part as the population of the school is small. Participants from the initial 10 to establish a sound structured questionnaire were also from the other school as the teachers' number in the home school of the researcher.

METHODS

Research Design

The study has employed mixed methods of research to answer the questions of the study. In general, mixed method research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon (Leech & Onwuegbuzie, 2009).

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies.

According to Manuel and Medel (2019), descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

Sample and Sampling Technique

For this study, the researcher used a purposive sampling technique in which teachers with five years' experience and above in their present position was identified as the respondents. While for the quantitative part of this study, the researcher utilized the simple random sampling technique in getting the sample size of the total population of the respondents through the aid of the online Rao soft calculator showing a margin of error of 5% and with 95% confidence level.

Also known as deliberate or judgment sampling technique, purposive sampling is defined as the deliberate choice of an informant due to the qualities the informant possesses. It is a non-random technique that does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Foley, 2018).

Crossman (2020) asserted that a purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling.

Data Collection

The respondents in this research involved twenty (20) teachers at Real Elementary School for both quantitative and qualitative participants. Included in the interview were teachers who have at least three years in the service. The researcher conducted interviews with 10 teachers at the school who were not participants in the research. From there, their answers were tabulated and thus a survey questionnaire was conceptualized. For the qualitative part, the researcher used the interview guide to better gather the needed data for research question No. 2. The respondents were then subjected to interviews and focus group discussions apart from the survey questionnaires they needed to

answer.

Data Analysis

Using Phenomenology, the responses gathered were tabulated and analyzed in thematic form. To be able to interpret the qualitative and quantitative data, responses were properly arranged and shown in tables.

For research question No. 1, weighted average mean was used to interpret the data.

For researcher question No. 2, Phenomenological Data Analysis was employed to present and analyzed the data gathered from the interview,

RESULTS AND DISCUSSION

1. What are the teachers' perceptions of an action research?

Table 1 Perceptions of teachers on action research

Items	Mean	Interpretation
1. Action research is an important aspect of my duties as a teacher.	4.25	Agree
2. Action research is one way of discovering solutions to everyday problems in the classroom.	4.15	Agree
3. Action research is a way of life as a teacher.	3.75	Neither Agree nor Disagree
4. Action research is inevitable because there are problems everywhere: in school, in the classroom and within the academe.	4.50	Agree
5. Action research is a part and parcel of the teaching-learning experience.	3.75	Neither Agree nor Disagree
Total	**4.08**	**Agree**

Table 1 shows the teachers' perception on action research. Data shows that all the teacher respondents agree with 4.08 mean score in regards to how they viewed action research. The indicator having the highest mean score of 4.50 is under "Action research is inevitable because there are problems everywhere: in school, in the classroom and within the academe." On the other hand, the indicators action research is a way of life as a teacher; and action research is a part and parcel of the teaching-learning experience." with a mean score of 3.75 appeared to be the lowest among the indicators. The study of Yigit and Bagceci (2017) is parallel to the result of this study that the result of their study showed that the teachers expressed that action research had a positive impact on their professional development in various aspects.

Table 2 Teachers' perceptions on the importance of conducting action research

Items	Mean	Interpretation
1. Action research helps in developing my knowledge and skills as a teacher.	4.15	Agree
2. Action research helps in developing my skills as a teacher-researcher.	4.15	Agree
3. Action research helps me in understanding my learners and their behaviors in the classroom.	4.50	Agree
4. Action research keeps me abreast with the changes in the curriculum.	4.50	Agree

5. Action research helps me understand the behaviors of my co-teachers and the administration.	4.25	Agree
Total	**4.31**	**Agree**

Table 2 presents the importance of conducting action research by teachers. Data shows that all the teacher respondents agree that they perceived conducting action research is important with an over-all mean score of 4.31. This result is supported by the study of Olvido (2021) who said that the development of research culture is an investment and is therefore evidence-based consisting of observable and measurable outputs in terms of performance and product.

Table 3 Teachers' Reasons Why Teachers Do Not Want to Conduct an Action Research

Items	Mean	Interpretation
1. Action research is time-consuming.	4.75	Agree
2. Action research should be done by the researchers (**i.e.,** those taking up Graduate Studies) and not by the teachers.	3.75	Agree
3. Doing **action** research means **spending** it.	4.75	Agree
4. Action research will not give a viable solution to problems	3.25	Agree
5. I am a **teacher,** and my duty is to teach and not to research.	4.75	Agree
Total	**4.25**	**Agree**

Table 3 illustrates the reasons why they find it hard to do research. The data showed that teachers agreed on the indicators why they do not want to conduct action research with an over-all mean score of 4.25. On the other hand, 3 indicators which are: action research is time-consuming; doing **action** research means **spending** it; and I am a **teacher,** and my duty is to teach and not to research which gained the highest main score of 4.75. While 3.25 received the lowest main score under action research will not give a viable solution to problems. This only goes to show that teachers are very much aware of the action research's importance and only failed to take steps to make it happen.

2. What are the needs of the teachers in conducting research in terms of the following: preferred areas, of research, and time and place of action research?

When interviewed, teachers responded to open-ended questions on what they are thinking of the long-term effects of conducting action research inside their classrooms. It can be noted that the teachers were able to identify two areas where action research was most valuable, namely: professional growth and development, and understanding children's behavior.

2.1. Preferred Areas of Research

Table 5 Teachers' Needs in conducting research in terms of Preferred Areas of Research

Themes	Participants	Meaning
Professional competence	1,3,4,5,7,9,10	Refers to personal qualities and attributes of teachers
ssing classroom problems	1,2,3,4,5,6,7,8,9,10	Refers to the skills and ability of teachers to properly address problems arising between and within the school
Upgrading learners' achievement	1,3,4,5,7,8,9,10	Helps in ensuring that learned learn what they are supposed to learn

Table 5 shows the teachers' preferred areas of research. There were three themes that emerged from the researcher's interview. 1st theme is about professional competence. For participant 1, she said that "I wanted to study the teachers' professional competence to better learn how to teach quality education", while participant 3 uttered, "Gusto ko malaman galing sa mga kapwa ko guro kung ano-ano ang personal and professional qualities nila lalo na ang nakikita kong magaling na guro para makapgturo ng may kasanayan sa mga bata.". Participant 4 stated, "Maliban

sa personal qualities na meron ako, I want to do research on how other seasoned teachers use their professional competence in delivering quality education."" Meanwhile, participant 10 also talked about professional competence which said, "Magandang topic sa action researches ko ay professional competence."

It can be noted that teachers perceived that doing action research could help them improve their competence as a teacher. Through action research, teachers might be able to discover new techniques in teaching which might be valuable in the teaching-learning process. Moreover, it increased their passion for teaching because of the outcomes of the research.

The second theme that emerged is addressing classroom problems. All the participants opted this theme to be their preferred area of action research. Wherein, participant 1 uttered, "Ang mga problema sa loob ng classroom ko ang isa sa mga nais ko na maging topic ng aking research." For participant 2, "I have a lot of problems in my classroom, and I guess this topic is the best area for conducting my action research." Meanwhile, participant 9 and 10 agreed that "We both want to focus on addressing problems we encountered in our classroom."

It can be deduced from the responses of the participants that they are aware of the range of time allotted for action research to be done. That can be done to simply resolve a problem inside their classroom and to create a means for other teachers to emulate their best practices in resolving problems in their respective classrooms. Osiris educational (2021) also mentioned teachers must have the ability to identify, analyze and work out a solution is a valuable skill that is not only useful in the classroom, but also outside of school time. Implementing such practices into your classroom plan will help improve cognitive and social development. Once equipped with the tools they need to address and solve problems, students begin to take more control of their learning experience.

The 3rd theme that surfaced is upgrading learners' achievement. Participant 1 said, "I want to also do research on how to improve my students who are struggling", while participant 3 mentioned, "Gusto ko gawing action research ang kung paano ko mapapataas ang grado ng aking mga mag-aaral sa klase mo." Meanwhile, participant 10 also stated, "Napakagandang gawin ding action research para sa akin ang kung paano mapapataas ang mga grades ng mga pupils ko."

From the responses of the participants, it only means that teachers are very eager to improve their student's academic performance in any way they can.

2.2. Competence in Writing Action Research

Table 6 Teachers' Needs in conducting research in terms of Competence in Writing Action Research

Themes	Participants	Meaning
Lack all the competencies in writing action research	1,2,3,4,7,8,9,10	Refers to personal qualities and attributes of teachers

Table 6 illustrates the teachers' needs in conducting research in terms of competence in writing action research. There is a sole theme that emerged from this variable which is "Lack all the competencies in writing action research." Out of 10 participants, 8 participants agreed that they lack competencies in writing action research. For participant 1, "I have the knowledge about writing action research, only that I lack the skills in writing research of any sort." Participant 2 agreed, "Ay naku, iyan ta;aga ang napahirap sa lahat. Waterloo ko iyan ma'am." Additionally, participant 3 and 4 uttered, "Ganoon din kami ma'am, hirap na hirap din po kami sa skills na iyan kung paano ang pagbuo ng lalo ang simulant ang action research na iyan." Meanwhile, participant 10 said, "Kulang na kulang ma'am ang kaalaman naming kung paano ang pagsusulat ng action research. Sana magkaroon tayo ng training on how to easily write action research po."

It can be deduced from the participants' responses that they all need the right skills in writing action research. Although they are aware of what are the possible topics to be used in conducting action research, skills are what they need. The result of this study is supported by the study of Alipio (2021) about improving the Research Skills of Teachers through Revitalized Research and Development Program. Results revealed that 32 purposively selected teachers through the local research initiative had significantly improved the research skills. With this action

research, proposals will be made to also create a culture of research in our school and other schools who would want to benchmark.

3. As a result of this study, what training program can be developed?

I. Proposed Title: Real Elementary School- Based Research Training Program

II. Rationale:

In line with the action research result, a training program is devised to utilize the training program as the proposal of this study. The program aims to provide support for public elementary school teachers, like the researcher's school with the needed skills to create a culture of research in the school. Llego (2022) enumerated 8 benefits of action research for teachers and students. Three remarkable statements he stated are: It helps teachers to become more reflective practitioners. Through reflection, teachers can learn new strategies for improving student outcomes; it helps teachers to develop a shared understanding of teaching and learning. This can lead to collaboration among educators and improved communication between teachers and students; and it is a cyclical process, so researchers can continue to refine their practices based on the feedback they receive.

I. Proponent: Leonora L. Sauquillo
II. Venue: Real Elementary School
III. Matrix of Activities

School- Based Research Training Program

Time	1st Week	2nd Week	3rd Week	4th Week	5th Week
7:45am-8:00am	Management Of Learning (MOL) Attendance Nationalistic Song Prayer Energizer	Management of Learning(MOL) Attendance Nationalistic Song Prayer Energizer	Management ofLearning (MOL) Attendance Nationalistic Song Prayer Energizer	Management of Learning (MOL) Attendance Nationalistic Song PrayernEnergizer	Management of Learning (MOL) Attendance Nationalistic Song Prayer Energizer
8:00am-10:30am	Introduction on whatAction Research is	The How'sand Why's of Action Research	Tipson the Steps in Writing Introduction and Rationale Of Action Research	How to formulate Data Gathering Tools based on the researchquestions	Techniques in Writing and Presenting Conclusions/ Recommendations
10:30am-11:00am	Break	Break	Break	Break	Break
11:00am-12:00pm	Open Forum	Open Forum	Open Forum	Open Forum	Open Forum
12:00pm-1:00pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30pm	Plenary Session	Plenary Session	Plenary Session	Plenary Session	Plenary Session

1:30pm-3:00pm	DepEd Order No.028 s. 2022, Adopting Tools to Improve Quality Management of Completed Research at the Department of Education	How to Formulate aSound Title	How to Write Action Research's Methodology	How to Present and AnalyzedGathered Data	Crafting Dissemination and AdvocacyPlans for ActionResearch
3:00pm-4:00pm	Open Forum	Practical Exam/ Demonstration and Presentation of output	Practical Exam/ Demonstration andPresentation of output	Practical Exam/ Demonstration and Presentation of output	Practical Exam/ Demonstration and Presentationof output
					Closing Program Awarding of Certificate

VII. Monitoring and Evaluation

To ensure the program's progress of the project whether it is in right direction/track. The program monitoring and evaluation below is to be used. The evaluation employed below is a **QAME Form F:** End of Program Evaluation (Adopted from STRIVE-developed T and D System*)*

PROGRAM EVALUATION

Name (Optional):_____**Sex:** ☐ **Male** ☐ **Female**

Program Title:_____**Start Date:**_____**End Date:**_____

Directions: Please assess the effectiveness of the training program according to the indicators below. Put a tick/check (/) under the appropriate column.

Strongly Disagree		Agree Strongly AgreeDisagree

A. Program Management

- Training program was delivered as planned
- Training program was managed efficiently
- Training program was well-structured

B. Attainment of Objectives
- Program objectives were clearly presented
- Program objectives were attained

C. Delivery of Content
- Program content was appropriate to trainees'roles and responsibilities
  - Content delivered was based on authoritativeand reliable sources
  - Session activities were effective in generatinglearning
- Adult learning methodologies were used

- Program followed a logical order/structure
- Contribution of all trainees were encouraged

D. Provision of Support Materials
- Appropriate to trainees' needs
- Adequate
- Given on time

E. Program Management Team
- Members were present when needed
- Members were courteous
- Members were efficient
    - Members were responsive to the needs oftrainees
- Well lighted

F. Training Venue
- Well-ventilated
- Sufficient space for program activities
- Adequate soundproofing
- Availability of equipment
- Serviceability of equipment
- Internet access was usable

Please provide your honest response to each of the following questions:

1. What do you consider your most significant learning from the training program?

2. How will your learning impact your work?

3. Do you have any comments/suggestions to improve the training program?

VII. Conclusion/Recommendations Conclusions

Based on the results of the study, the following conclusions were drawn:

1. The teachers' perception of an action research a way of life as a teacher and inevitable because there are problems everywhere: in school, in the classroom and within the academe that needs to be given solution, whereby it is like an air to the human being.
2. The teachers' needs in conducting research in terms of the following: preferred areas of research are professional competence, addressing classroom problems, and upgrading learners' achievement. While under competence in writing action research, data showed one theme emerged which is they lack all the competencies in writing action research.
3. A training program entitled: Real Elementary School- Based Research Training Program is developed as the result of this study

Recommendations

Based on the findings and conclusions, the following are hereby recommended:

1. The school head should give more motivation and engage the teachers to doing the school's action research to manifest the right kind of attitude towards writing action research.
2. The school head must craft a good training program to address the gaps/results from this study.
3. Implement the training program.

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