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**EXPERIENCES OF TEACHERS AND SCHOOL HEADS IN DOING  
ACTION RESEARCH: BASIS FOR INTERVENTION  
PROGRAM**

**NELFA S. AMORTE  
TEACHER III  
LIBERTAD INTEGRATED SCHOOL  
etromasaflen@gmail.com**

**ABSTRACT**

The qualitative research study using phenomenological research design aimed to formulate a program implementation for teachers and school heads in doing action research. A researcher made interview guide was used to thirteen participants of the Schools District of Banate. Five teachers came from elementary, five from secondary schools, and three school heads from elementary and secondary schools. The instrument was subjected to face to face and content validation by a panel of experts. The teachers and school heads of elementary and secondary schools' understanding of action research were solve problems and provide solution and investigate the existing issue. As to their experiences in doing action research, results include develop and improve skills in research and lack of financial support from the school. The challenges encountered by the teachers and school heads were lack of time, lack of self-confidence and self-determination and lack of training. As to how they manage those challenges,

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results revealed that they gave more time in research, seek the help of experts and patience and perseverance.

**Keywords:** *Teachers, School Heads, Action Research, Intervention Program*

## INTRODUCTION

Teachers' professional development has included action research since then. Furthermore, action research is associated with high-quality classroom instruction (Oestar, 2022). As a result, action research has gained popularity as a major professional development concern for teachers and school administrators. Merle (2016) discovered in DepEd that action research can solve problems in teachers' classrooms, but many teachers need more technical expertise in research writing.

The DepEd Vision emphasizes the value of education in the Philippines. To benefit stakeholders, educators must constantly improve their instructional and management approaches (Merle, 2016). This could be accomplished through the use of action investigation, which could become a critical tool for improving educational practices, child protection, governance and leadership, sensitivity and gender, and disaster risk awareness, among other recurring and intersecting issues. Through action research, they become change agents and promote learning in their classrooms. Understanding the issues in the classroom enables them to innovate and find solutions to implement changes. Action research is a systematic, reflective process.

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According to the Department of Education (2017), investigation is needed to improve educational practices or address issues in any operational unit, such the school, classroom, and workplace. The ideas of the reflective teacher and the teacher as a researcher are also related to action research. Action research comprises a rigorous, self-reflective evaluation of one's teaching situations. The next step is to purposefully enter the problematic circumstance to effect changes and improve practice.

Teachers and school administrators control action research. Teachers' examination of their teaching methods included reflection, action, and transformation (Burns, 2014).

The promotion of action research usually aims towards different objectives: giving teachers knowledge and skills for better production of research and sustainable practices, giving environment education a sustainable and practical dimension, and changing attitudes towards the conduct of action research to combat the needs of the school for professional development (DepEd Region VII, 2020).

The researcher found many challenges as a classroom teacher in this situation. Minimizing risks, dealing with stress, worrying about finances, and staying COVID-19 free - the performances of my learners and the implementation of the school's program - have become the top recurring concerns in this pandemic.

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For the researcher, there is a need to do action research for better program implementation. The result will motivate and encourage the researcher to develop an intervention program during the school year 2022-2023.

## MATERIALS AND METHODS

### Research Methodology

The research process is described in this chapter.

Design, sample design, study participants, data collection techniques, research tools, research tool reliability, and data analysis techniques were all used in this study.

### Research Method

The study utilized the descriptive method using in-depth interviews.

Descriptive research is a set of methods for specifying, establishing, or characterizing phenomena that occur naturally in data without the use of experimental manipulation. The goal of descriptive qualitative research is to describe the data, facts, and characteristics of the topic of interest in an accurate and factual manner (Isaac & Michael, 2010).

"In-depth interviewing" is a qualitative research technique that entails conducting intensive individual interviews with a small number of respondents to explore their perspectives on a specific idea, progress, or situation (Boyce & Neale, 2006).

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## Research Design

The study employed phenomenology as a qualitative research method. The investigation of phenomena is typically conducted through in-depth interviews. Then, the researcher attempted to identify and describe aspects of each teacher's perceptions and reactions to their experience concerning teachers and school heads' challenges in doing action research to design an intervention program in the Schools District of Banate during the school year 2022-2023.

The phenomenological approach was used in this qualitative study. An approach centered on the shared experience of a group's members. The primary goal of the course is to arrive at a description of the phenomenon's nature (Creswell, 2009).

For documentary analysis, pertinent data relative to determining the challenges of teachers and school heads in doing action research were carefully examined and evaluated.

Qualitative analysis has several stages that work from the bottom up, including data transcription, categorizing information with codes, creating themes or categories, describing themes, and interpreting data (Creswell, 2009).

These steps are critical to checking for the accuracy and consistency of the findings. In a qualitative study, interviews allow interviewees to provide their viewpoints, perceptions, and explanations without predetermination by the researcher (Galanes, 2003).

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The existing literature supported the findings regarding the experiences and challenges the educators and school principals encountered during action research in the Schools District of Banate during the school year 2022-2023.

### Participants in the Study

The study's participants included five (5) elementary school educators, five (5) junior high school educators, and three (3) principals of schools who were doing action research in the Schools District of Banate during the academic year 2022-2023.

The participants were the teachers in elementary and junior high schools, and the school heads who were primarily involved in action research. They implemented research studies at their respective schools.

### Sampling Design

In the study, a purposive sample design was employed.

A non-probability sample with a purpose is chosen depending on a population's traits and the purpose of the research.

Purposive sampling, or selective or subjective judging, is non-probability sampling used by researchers. Survey participants should be chosen based on their best

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judgment. The researcher identified the participants and those significantly involved in the study. The researcher employed discretion in selecting a sample that they believed would provide the necessary data based on prior knowledge. The researcher's judgment may be incorrect, or he or she may be incorrect in estimating the representativeness of a sample or expertise regarding the information required (Fraenkel & Wallen, 2007).

### Research Instrument

A researcher-made interview guide for the in-depth interview was used to gather information about the teachers' and school heads' challenges in doing action research.

The interview guide focused on the purpose of the study. Depending on the participants' permission, a video recorder was also used for data gathering and documentation.

The analysis utilized to compile the study's findings into a single theme was thematic.

### Validity of the Research Instrument

A panel of jurors chosen for their expertise in research and instrumentation reviewed the experiences and challenges teachers and school leaders faced during action research for face-to-face content validity. Each item was assessed by the jurors as either to be revised, rejected, or retained. The panel of jurors was composed of experts in research, tests and measurements, and evaluation.

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## Data Gathering Procedures

The study's approval was obtained from the thesis adviser, the graduate school dean, the superintendent of the schools' division, the public schools' district supervisor, and lastly, the principals of Banate's integrated schools.

Individual participant permits were obtained so that the researcher could conduct the study. The interview is conducted in person at the schools during recess or at the participants' homes.

Prior to this, the researcher needed the participants to sign a waiver or permission form pertaining to the study's execution.

Using in-depth interviews, a video and audio recorder were made available in order to fully record the participant's views and responses. Respondents sat comfortably with the person conducting the study to get answers to their questions. The goal was to find out what respondents thought about the research study. Following a series of interviews, the person conducting the study compiled all of the information gathered. The researcher followed the existing health protocols and policies imposed by the Inter Agency Task Force and the school campus in gathering the data.

For ethical considerations, the data from the study was treated with the utmost confidentiality and was used for academic purposes only.

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## Data Analyses

The information gathered in the study was analyzed correctly using a thematic approach. The method examines qualitative data by looking through data collection and discovering, examining, and documenting recurring patterns (Braun & Clarke, 2006). This data representation technique included interpretation in the selection of codes and the development of themes.

Then, using those themes, the researcher composed a narrative account of the phenomenon (Fraenkel & Wallen, 2007).

## RESULTS AND DISCUSSION

### Summary

The qualitative research using the phenomenological research design aimed to formulate an intervention program for action research. This study included five teachers of elementary school, five teachers of junior high school, and three heads of schools. The study's participants were chosen using the purposive sampling technique.

An interview guide on the experiences of teachers and school heads was used to gather the data. A panel of experts validated the data-gathering instruments in person. After incorporating the comments and suggestions of the jurors, the tool was conducted on the identified participants of the study.

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As to the results of the study, the narrative outcome of the extensive interview was interpreted and examined using thematic analysis.

Based on the data gathered during the in-depth interview, teachers' understanding of action research was solving problems, providing solutions, and investigating existing problems. For school heads, it was studying and delivering solutions.

Without a doubt, research is the foundation for more knowledge, experience, and, most importantly, the ability to solve problems both theoretically and practically.

Regarding teachers' experiences in doing action research, the results were developing and improving skills and a lack of financial support. For school heads, it was short on time.

Regarding teachers' challenges in action research, results revealed a need for more time, self-confidence, self-determination, and training. For school heads, it was a lack of self-confidence.

As to how teachers manage the challenges encountered in doing action research, results revealed that giving more time to research, seeking help from experts, and patience and perseverance were among the challenges. For school heads, it was attending seminars and training.

## Insights

Based on the study's findings, the following insights were drawn:

The understanding of teachers and school principals in doing action research builds and maintains an effective and constructive network with the other teachers and school heads to

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produce a quality output. The development and implementation of a plan or strategy to address the research's focus is an example of action integration.

The research abilities of teachers and principals are an important part of the writing process because they allow them to find information and create an outline for the project. Depending on the research, it can be creative, inspired, productive, or academic writing.

The difficulties that teachers and school administrators encountered while conducting action research provided them with a valuable perspective on how action research is conducted. Despite this, teacher researchers and school leaders regularly ensure the continuation of the action research program because it is so important in the lives of teachers and students.

Finding solutions to problems can motivate and inspire teachers and school leaders to conduct action research.

## Recommendations

The recommendations based on the study's findings are that teachers and school heads of elementary and secondary schools should be encouraged to build a partnership where both are willing to share their expertise in conducting action research in the interests of both students and the educational system.

Schools may help teachers and school heads sustain and improve their participation in action research.

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Seminars and trainings may be held at the school level to disseminate basic information about the importance of conducting action research.

School officials may vigorously develop solid commitment and dedication among teachers in elementary and secondary schools to build a convincing and viable program.

The school may provide resources to teachers and school heads doing action research. Deloading of assignments to teachers who are doing action research to give them ample time can be considered. Providing incentives to teacher researchers to boost their confidence in doing action research may be given attention. DepEd policy on the implementation of action research must be properly defined. Commitment among the teachers and the school heads must be ensured, confirmed, and verified.

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