

Teachers' Motivations, Challenges and Difficulties in Action Research: A Narrative Study

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Abstract. Action research is a powerful tool for teachers to engage in reflective practice and drive educational improvement in addressing context-specific issues within schools. While action has been widely recognized as a valuable tool for improving teaching practices, there remains a limited understanding of the specific motivations, challenges, and difficulties teachers face in conducting action research, particularly in the context of public schools in the Philippines. Existing studies often focus on quantitative data, leaving a gap in narrative-driven, teacher-centered insights. This study explored the motivations, challenges, and difficulties of teachers at Isulan National High School (INHS) face when conducting action research. A narrative research design was employed to capture in-depth responses, with data collected through semi-structured interviews. Five teachers were selected using purposive sampling to represent various positions, including Teacher I to Master Teacher II. Thematic analysis revealed that teachers are primarily motivated by a desire for positive change, real-world engagement, skill enhancement and personal growth, collaboration, and adaptability in addressing educational challenges and improving pedagogical practices. However, significant challenges hinder their ability to conduct action research effectively. These include time constraints due to heavy workloads, resistance to change from colleagues and administrators, sustainability issues in implementing research findings, negative perceptions and attitudes toward research activities, and a lack of conceptual knowledge about research methodologies. Despite these barriers, participants believed that action research is vital for professional development. It provides opportunities for skill enhancement, critical reflection, self-improvement, and exploration of innovative strategies to impact teaching and learning positively. Furthermore, the study recommends the need for targeted professional development programs, improved resource allocation, and the establishment of a supportive research culture. These measures are essential to ensure the sustainability and effectiveness of action research in enhancing educational practices at INHS.

Keywords: Challenges and difficulties; Motivations; Negative perceptions; Pedagogical improvement; Positive change.

1.0 Introduction

In today's educational system, research is stipulated in the K to 12 education curriculum as one of senior high school's most important essential learning competencies. Students are required to conduct research in their subjects, Practical Research 1 and 2. Teacher researchers, administrators, school counselors, and other teaching and learning stakeholders conduct action research to better understand school operations, teaching, and student learning. Castro and Castro (2022) emphasized that the Department of Education (DepEd) continues to advocate for a research culture because it is critical to improving the delivery of high-quality educational services. As

specified in DepEd Order No. 43, s. 2015, DepEd is required to conduct national educational research and studies that will serve as the foundation for necessary policy changes, reforms, improvements, and innovations.

According to Bullo et al. (2021), conducting research that leads to improvements and innovations is an effective way to help individuals acquire essential skills to complement their knowledge. However, producing new information and applying it has proven to be challenging for most teachers working in research. Likewise, teachers must research as mandated by the DepEd under the Basic Education Research Agenda (BERA), anchored on DepEd Order No. 13, s. 2015. DepEd is also mandated to "undertake national educational research and studies," which can form the basis for necessary reforms and policy inputs (Chapter 1, Section 7 (5) of RA 9155). Moreover, including research as one of the Key Result Areas (KRAs) on the Individual Performance Commitment and Review Form (IPCRF) for Master Teachers highlights research's vital role in education. All Department teaching and non-teaching staff must engage in research for priority improvement projects for future reference and adjustments. Unfortunately, many teachers are reluctant to engage in research due to the perception that research is complex (I. G. Tanate and R. Llorente, personal communication, December 15, 2022). It is also important to note that action research can be a pathway for professional growth and development, which could lead to promotion (Salacdanan, 2022). This could result in salary increases and opportunities for professional development.

Similarly, Gebeyew (2017) points out that teachers and students rarely engage in action research. As a result, instructors' classroom expertise is often overlooked, and teachers do not utilize action research to modify and improve their teaching methods. Isulan National High School (INHS) is in its first year of institutionalizing a culture of research. This initiative was introduced during the School Learning Action Cell (SLAC), where teachers from Grades 7 to 12 were encouraged to submit action research proposals to the region. Several studies have been conducted on teachers' lived experiences and attitudes toward conducting action research (Castillo, 2009; Namanji & Ssekyewa, 2012; Shafqat et al., 2018; Bahadori et al., 2015). However, limited literature has been published that explores the motivations, challenges, and difficulties of conducting action research in specific schools using a qualitative research approach.

INHS is one of the largest schools in the Division of Sultan Kudarat, with over 5,000 students and 195 teaching and non-teaching staff. However, only seven action research proposals were submitted for the 2023 Basic Education Research Fund; of those, only three were granted funding. Unfortunately, the majority of educators do not find research appealing. One of the critical barriers is the lack of skills in conducting research and limited background in research writing, which hinders their confidence and ability to engage in scholarly activities. Many teachers struggle with understanding research methodologies and the technical aspects of proposal writing, data analysis, and interpreting findings. Additionally, the scarcity of seminars and training programs to enhance teachers' research skills worsens this problem. Although many school interventions are data-based, schools face numerous problems and challenges that would make excellent subjects for research, particularly in investigating how to implement school interventions more efficiently and successfully.

Additionally, INHS has many teachers capable of using action research methodologies to investigate and improve their pedagogy. Given the challenges mentioned, the researcher aims to conduct this study to explore the motivations, challenges, and difficulties teachers face in institutionalizing a culture of research. This will help establish an intervention program to address the problems and concerns of teachers in conducting action research. The results of this study may serve as a basis for strengthening the School-Based Research Program, the proposed Mentoring and Coaching Program in the School Learning Action Cell (SLAC), the School-Based Action Research Competition, and the researcher's initiatives.

2.0 Methodology

2.1 Research Design

The study utilized a qualitative narrative research design to understand teachers' motivations, challenges, and difficulties when conducting action research.

2.2 Research Locale

This study was conducted at Isulan National High School (INHS) in Isulan, Sultan Kudarat, Region XII. INHS is one of the largest secondary schools in the Sultan Kudarat Division, serving a diverse student population and

employing teachers across various subject areas. The school was chosen for this study due to its active participation in institutionalizing a culture of research among its faculty. INHS has implemented action research initiatives to address classroom challenges, innovate teaching strategies, and contribute to overall educational improvement

2.3 Research Participants

The study participants were five (5) teachers holding various teaching positions, each with experience conducting action research. According to Creswell (2012), 3-15 key informants are sufficient for a qualitative inquiry, provided they can offer adequate information for the study. Written consent was obtained to ensure the participants' voluntary involvement in the research. The criteria for selecting participants included having at least one year of teaching experience, prior involvement in action research, willingness to participate and share insights, and holding a teaching position relevant to the scope of the study. These criteria ensured that participants could contribute meaningful and relevant data to the research.

2.4 Research Instrument

This study utilized an evaluation instrument to assess the validity of the developed semi-structured questionnaires, which were validated by three validators: one Master Teacher I and two Teacher III, both currently pursuing their doctorate degrees. A survey instrument adapted from Sacdalan (2023) was used. The study employed a five-point Likert scale type of questionnaire.

2.5 Data Gathering Procedure

Prior to the interviews, written informed consent was obtained from all participants, ensuring their voluntary involvement and maintaining the confidentiality of their responses. Semi-structured interviews were conducted in a private and comfortable setting within the school premises. The interviews, lasting between 30 and 60 minutes, followed a validated guide with open-ended questions designed to elicit detailed responses related to the research questions. With the participants' consent, all interviews were audio-recorded to ensure data accuracy, and the recordings were transcribed verbatim. Following the transcription process, the participants were allowed to review their interview transcripts through member checking, ensuring the accuracy of the recorded data. All personal identifiers were removed from the transcripts to maintain confidentiality, and the data was securely stored and accessible only to the researcher.

2.6 Data Analysis

The researcher utilized Thematic Narrative Analysis using the Collaizi Method to systematically examine the qualitative data collected from teacher interviews. This method emphasizes a systematic and structured approach to analyzing qualitative data, ensuring the findings remain rooted in participants' authentic narratives while identifying common themes and patterns. It aligns with the research questions by allowing the researcher to delve deeply into participants' experiences, uncovering rich, detailed insights about their personal and professional journeys.

The analysis process began with the familiarization stage, where the researcher repeatedly listened to the audio recordings of the interviews and thoroughly read the transcriptions to gain an in-depth understanding of the data. During this phase, initial notes were taken to capture early observations and insights about shared experiences and challenges faced by the participants. Next, the researcher performed initial coding by carefully reading the transcriptions and highlighting key phrases or ideas that directly answered the study's research questions. Each data segment was assigned a specific code representing a relevant theme. Once all the codes were generated, the researcher used the Affinity Diagramming Technique (KJ Method) to organize similar codes into broader categories. This allowed the researcher to group related responses, forming categories representing various aspects of teachers' experiences with research.

After forming these categories, the researcher identified overarching themes by examining deeper connections within the data. Themes emerged from the categories to capture the key ideas that encapsulated the participants' experiences about their motivations, challenges, and difficulties. Once the themes were established, the researcher proceeded to the interpretation phase, linking the results to the research objectives and existing literature. This allowed the researcher to explain the identified themes and place the results within the broader context of teacher-

research and educational practices. The researcher maintained an audit trail throughout the analysis by documenting all coding decisions, category formations, and theme developments. It ensured that the analysis was transparent, systematic, and traceable, providing credibility to the study's results.

2.7 Ethical Considerations

Before conducting the study, the researcher ensured ethical guidelines were followed by obtaining approval from the school division Superintendent and securing the principal's endorsement. The researcher also prioritized obtaining informed consent from all participating teachers. The purpose of the study and its potential outcomes were clearly explained, highlighting that their participation was entirely voluntary. To protect the participants' privacy, the researcher ensured confidentiality and anonymity by safeguarding all personal information and preventing any sensitive details from being disclosed. These measures were implemented to protect the identities and the information shared by the teachers during the study.

3.0 Results and Discussion

3.1 Teachers' Motivations

There were 13 initial themes under Teachers' Motivations. From this, there were five (5) relevant themes generated: (1) Motivation for Positive Change; (2) Real-World Engagement; (3) Skills Enhancement and Personal Growth; (4) Collaboration and Adaptability; and (5) Improving Educational Practice.

Motivation for Positive Change

Motivation for a positive change in conducting action research reflects why teachers are eager to engage in research, such as improving student learning outcomes or addressing classroom challenges. This motivation often derives from a desire to refine teaching methods, meet curriculum demands, or respond to feedback from school leadership. These internal drivers encourage teachers to actively pursue and sustain research initiatives, demonstrating their commitment to continuous improvement and professional development. It is exemplified in the excerpt below:

Informant 2: "My motivation for conducting action research stems from the desire to drive positive change and enhance practical outcomes."

The teacher's response to a positive change in conducting action research reflects the intrinsic drivers that inspire teachers to actively embrace research as a tool for professional growth, ultimately contributing to a positive transformation in teaching practices and educational outcomes. According to Klassen and Tze (2014), teachers who engage in research activities are likelier to experience a sense of accomplishment and empowerment, contributing to a positive change in their professional outlook. It is supported by the study of Garet et al. (2015), which emphasizes the connection between teacher motivation and professional development outcomes. Teachers who are intrinsically motivated to improve their practice through activities such as action research are more likely to experience positive changes in their instructional methods.

Real-World Engagement

Teachers underscore the practical involvement of educators in authentic and context-specific research endeavors. It emphasizes the application of research in addressing actual challenges within the school environment, promoting a hands-on and impactful approach to professional development, as mentioned here:

Informant 3: "By actively engaging in research within real-world contexts, I aim to identify effective solutions, refine strategies, and contribute to continuous improvement in areas that matter."

Nowadays, researchers and educators design action research projects with clear real-world goals and strategies for dissemination and implementation. This is indeed a strong engagement for teachers, as Bongcayao (2023) provides insights into the collaborative nature of school action research. He suggests that real-world engagement in collaborative action research fosters a culture of shared responsibility and collective problem-solving, aligning with the collaborative nature of the theme.

Skills Enhancement and Personal Growth

Engaging in reflective processes is closely tied to personal growth, as teachers gain insights into their practices, enhance their analytical skills, and foster a deeper understanding of their role in the educational setting. It emphasizes the professional development aspect of teachers in conducting action research, highlighting how they can enhance their skills and knowledge through engaging in systematic inquiry, as pointed out by one participant:

Informant 1: *"One of the factors that motivated me to conduct research is my personal growth, which developed my skills, expertise, and a sense of accomplishment."*

Teachers involved in action research experience enhance personal and professional growth, including developing new skills and a deeper understanding of their teaching practices. Johannesson and Olin (2023) reported that teachers' involvement in action research projects contributes to skill development, empowerment, and a heightened sense of professional efficacy.

Collaboration and Adaptability

Collaboration among teachers can be crucial for the success of the research projects. Teachers may need to work together to gather data, share resources, and provide feedback on each other's research. Moreover, adaptable teachers can respond to unexpected issues by adjusting their research plans, methodologies, or interventions. This flexibility is crucial for effective problem-solving. To wit:

Informant 2: *"This approach allows for collaboration, adaptability, and meaningful impact on the issues at hand."*

This idea is supported by Moser et al. (2017), who state that collaborative action research can lead to more impactful interventions due to broader perspectives and collective problem-solving. Moreover, adaptability allows teachers to tailor their research approaches to the specific context. It ensures that the action research is relevant to the school environment's unique needs, challenges, and opportunities (Wasmuth & Pedder, 2017).

Improving Educational Practice

Teachers often conduct action research to address specific challenges or gaps in their teaching methodologies. It could involve exploring new instructional techniques, incorporating technology, adapting curriculum materials, or refining assessment methods. The statement below emphasizes the commitment to providing high-quality education and fostering better learning outcomes for students:

Informant 5: *"For me, that motivates me to conduct action research; I know that action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection, and it is a process to gather evidence to implement change in practices."*

Action research is not merely a process of inquiry but a transformative journey for educators committed to enhancing their teaching and educational practices. Through collaborative inquiry, teachers engage in a cyclical process of planning, acting, observing, and reflecting. Dana and Hoppey (2019) supported this iterative approach, allowing for the refinement and evolution of instructional strategies, ultimately fostering a culture of continuous improvement in educational practice. In this way, action research becomes a dynamic force driving positive change within classrooms and school communities.

3.2 Teachers' Challenges and Difficulties

There were 12 initial themes under Teachers' Challenges and Difficulties. From this, there were five (5) relevant themes generated: (1) Time Constraints, (2) Resistance to Change, (3) Sustainability Challenges, (4) Negative Perceptions and Attitudes, and (5) Lack of Conceptual Knowledge.

Time Constraint

Action research involves a systematic inquiry process that demands time and effort to plan, implement, reflect, and analyze results. Teachers often juggle various responsibilities, including classroom teaching, administrative duties, and personal commitments. Balancing these demands while effectively conducting action research can be challenging. It is evident in this response:

Informant 2: *"For me, in time constraints, conducting action research requires a significant time investment, which can be challenging for educators and professionals with busy schedules."*

Informant 1: *"Especially time constraints (we often have busy schedules) on how to balance our roles (as a teacher and a researcher)."*

Most participants affirmed the previously mentioned themes, expressing their willingness to engage in action research. Consistently, participants highlighted the significance of time and heavy workloads as critical challenges in conducting action research. Collectively, they perceived research as a challenging endeavor. It aligns with Biruk's (2015) assertion that most teachers avoid undertaking action research due to time scarcity, a lack of research background, and insufficient experience. Despite the valuable role of action research in enhancing teachers' practices and addressing challenges in the teaching-learning process, teachers refrain from participating due to the mentioned issues.

Resistance to Change

Resistance to change is a common phenomenon observed in various organizational contexts, and educational settings are no exception. When teachers engage in action research involving reflective and transformative practices, they may encounter resistance from various stakeholders, including colleagues, administrators, or themselves. The statement below raises concerns about teachers' challenges:

Informant 2: *"Another thing is resistance to change; implementing interventions might face resistance from stakeholders, especially if changes disrupt established routines or norms."*

Teachers might resist change if they perceive it as a loss of control over their classroom, curriculum, or teaching methods. A study by Morales (2016) found that the support and guidance provided by school leaders play a pivotal role. If administrators actively endorse and participate in action research, it can foster a more positive attitude among teachers. Ulla's study (2017) supports the idea that involving teachers in the decision-making process and actively seeking their input can foster a sense of ownership and reduce resistance.

Sustainability Challenges

Teachers delve into the difficulties they encounter in maintaining and embedding positive changes resulting from their research initiatives over the long term. In addition, overcoming sustainability challenges may require additional resources regarding time and funding. Limited resources can constrain the ability to address these challenges adequately, as noted by another participant:

Informant 4: *"Maintaining the long-term viability of positive changes resulting from interventions poses a challenge in ensuring sustainability."*

The continuous effort required to overcome sustainability challenges can contribute to burnout and fatigue among researchers. It may impact the overall well-being of individuals involved in the research process. However, Caingcoy (2020) emphasized that developing a well-thought-out research plan that includes strategies for addressing sustainability challenges and its implementation should be flexible enough to adapt to unforeseen obstacles.

Negative Perceptions and Attitudes

This theme explores the challenges and difficulties teachers may face due to unfavorable attitudes or perceptions toward the concept of action research. It involves understanding how teachers' preconceived notions, skepticism, or resistance towards action research which gives impact to their motivation, engagement, and overall experience with the research process, which is evident in this statement:

Informant 5: *"Being a teacher has many responsibilities to his students and workplace. The challenges and difficulties in conducting action research include negative perceptions [...]."*

Insufficient training and inadequate resources for implementing action research can contribute to negative perceptions among teachers. Negative perceptions and attitudes among teachers can significantly impact their engagement in action research, hindering the successful implementation and outcomes of such endeavors. It is supported by Denessen et al. (2020), wherein they had identified institutional barriers that contribute to negative perceptions. These barriers may include limited support from school administrators, lack of resources, and insufficient time for teachers to engage in meaningful action research projects.

Lack of Conceptual Knowledge

This theme reflects the participants' struggles with understanding the foundational concepts, frameworks, and methodologies essential for conducting meaningful research. Many teachers reported lacking the theoretical grounding necessary to design, execute, and analyze their research projects effectively. This issue often stems from insufficient exposure to research training or limited opportunities to apply research skills in real-world contexts. It is evident in this response:

Informant 5: *"...lack of conceptual knowledge and unresponsive nature to critiques, lack of time and resources."*

Informant 2: *"I do not have a solid grasp of research methodologies, which makes the whole process seem daunting."*

The participants expressed concerns about their limited understanding of research methodologies, making conducting action research challenging. Teachers feel ill-prepared to engage in research because of insufficient knowledge of key concepts such as research design, sampling, and data analysis. This theme indicates the need for more structured and practical research training for teachers, focusing on developing their conceptual understanding. This challenge is supported by the study of Landicho (2020), which highlights that inadequate research preparation is standard among educators. Gebeyew (2017) further points out that teachers' lack of research skills often leads to reluctance to conduct research, as they feel overwhelmed by the complexity of research methodologies.

3.3 Informants' Perspectives on the Conduct of School-based Action Research

There were nine (9) initial themes under informants' perspectives on the conduct of school-based action research. From this, there were five (5) relevant themes generated: (1) Skill Development and Enhancement; (2) Reflection and Self-Improvement; (3) Exploration and Knowledge Acquisition; (4) Impact on Teaching and learning; and (5) Professional Development.

Skill Development and Enhancement

Skill Development and Enhancement emerged as a significant theme in the participants' perspectives on the conduct of school-based action research. This theme reflects how engaging in action research helps teachers develop and improve their professional skills. It is exemplified in the excerpt below:

Informant 2: *"By conducting school-based action research and documenting my findings in well-structured reports, I not only improve my writing skills..."*

Teachers reported that action research provided opportunities to refine their research abilities, improve their problem-solving skills, and enhance their pedagogical practices. By systematically addressing issues in their classrooms through research, educators were able to cultivate critical thinking, analytical, and reflective skills, which are essential for both professional growth and improving student outcomes. The Basic Education Research Agenda (2015) highlights the importance of research in building teachers' capacities to innovate and improve educational practices. Similarly, Johannesson (2020) emphasizes that action research is a form of professional learning that directly enhances teaching competencies. Involving teachers in an inquiry-based process fosters the development of practical and theoretical skills that directly apply to classroom settings.

Reflection and Self-Improvement

Teachers used action research to engage in deep reflection about their teaching practices, identifying areas for self-improvement. Through action research, educators became more self-aware of their instructional methods,

classroom challenges, and the impact of their decisions on student learning. This reflection often led to meaningful changes in their approaches, fostering both personal and professional growth, as mentioned here:

Informant 3: "*... an opportunity to reflect on the action taken to familiarize oneself with the initial prompt of creating school-based action research.*"

Reflective practice enables teachers to align their values and goals with the broader educational objectives, fostering a culture of self-improvement within the school community. In the Philippines, the Department of Education (2015) promotes reflective teaching as part of the Philippine Professional Standards for Teachers (PPST), emphasizing its role in improving student learning outcomes through continuous teacher self-assessment and improvement.

Exploration and Knowledge Acquisition

Teachers viewed action research as an opportunity to explore new teaching strategies, pedagogical approaches, and educational tools. Through this exploration process, they acquired new knowledge and insights that enriched their understanding of educational practices and enhanced their effectiveness in the classroom. It can be seen in the response:

Informant 5: "*...explore what others are doing in that field, and experiment with practice in a controlled fashion.*"

The Department of Education has encouraged school-based action research for professional development and knowledge acquisition in the Philippines. Through DepEd's Research Management Guidelines, teachers can explore different aspects of teaching and learning, gather relevant data, and use that information to improve classroom practices. Furthermore, McNiff and Whitehead (2017) argue that exploration is a key component of action research because it allows teachers to experiment with different teaching strategies, gather data on their effectiveness, and refine their approaches based on evidence.

Impact on Teaching and Learning

Action research directly influences teachers' instructional methods and students' learning experiences. Participants highlighted how the research process helped them identify areas for pedagogical improvement, implement innovative strategies, and assess the effectiveness of their teaching in real-time, resulting in enhanced learning outcomes for their students. It is reflected in the response:

Informant 5: "*...practical training supports participants in improving teaching and learning through classroom-based research.*"

Action research is considered a powerful tool for improving classroom practice. It gives teachers the means to reflect on their instructional approaches, make informed adjustments critically, and directly measure the impact of those changes on student performance. This process enables educators to bridge the gap between theory and practice, leading to more personalized and effective teaching strategies. Furthermore, Manfra (2019) emphasizes that action research's impact on teaching extends beyond individual teacher development. When conducted collaboratively, action research fosters a community of practice where educators share insights, collaborate on new methods, and contribute to the collective improvement of teaching standards within the school.

Professional Development

Teachers viewed action research as a means of refining their skills, staying updated with current educational trends, and enhancing their overall effectiveness in the classroom. This theme highlights the role of action research as a crucial tool for continuous teacher growth and learning, as pointed out by one participant:

Informant 4: "*With constant activities, workshops, and write shops given to us during seminars and pieces of training for making action research from inset and SLACs, I was able to determine and improve my skills on the processes in conducting the action research.*"

Teachers who collaborate on research improve individually and contribute to the professional learning community within their schools. This collaborative effort leads to shared knowledge, collective problem-solving, and a unified vision for improving educational practices. As noted by Ocal (2017), action research supports teachers in becoming reflective practitioners, which is essential for professional development. By engaging in this research, educators can identify challenges, implement solutions, and evaluate the outcomes, fostering an ongoing cycle of learning and improvement. This process deepens teachers' pedagogical knowledge and builds their confidence in experimenting with new approaches.

4.0 Conclusion

In conclusion, the study reveals significant insights into teachers' motivations, challenges, and difficulties in action research. The results highlight the comprehensive nature of action research as both a catalyst for professional growth and a challenging endeavor. Teachers are primarily motivated by the desire for positive change, real-world engagement, and skill enhancement. This intrinsic motivation aligns with literature suggesting that educators engaged in research are likely to experience a sense of empowerment and professional satisfaction. However, despite these motivating factors, teachers face significant challenges, such as time constraints, resistance to change, and a lack of conceptual knowledge. These challenges hinder the effective implementation and sustainability of action research.

Moreover, the results highlight that while action research holds substantial potential for improving teaching practices and fostering professional development, its success is contingent upon addressing the identified challenges. Teachers' engagement in action research offers opportunities for skill development, reflection, and exploration of new pedagogical strategies. However, overcoming barriers like time limitations and resistance to change is essential for maximizing the benefits of action research. It is crucial to provide ongoing professional development, allocate adequate time and resources, and foster a supportive environment that values research as a tool for continuous improvement. Policymakers and the school research committee at Isulan National High School can establish policies requiring action research training as part of new teacher orientation or in-service training programs. These policies could also include mentorship programs and pairing experienced teacher-researchers with novices to build a stronger research culture. Future research may explore the long-term impact of action research on teaching practices and the effectiveness of intervention programs designed to support teachers in action research.

5.0 Contributions of Authors

The sole author reviewed the research findings, wrote the manuscript, and analyzed the data to ensure the accuracy and reliability of the final paper.

6.0 Funding

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7.0 Conflict of Interests

There is no conflict of interest.

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