



Action Research Skills of Elementary School Teachers: Advancing Educational Quality and Professional Growth

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ABSTRACT

The ever-changing landscape of education requires constant adaptation to meet the evolving needs of students and society. Action research has become an essential tool for teachers to assess their teaching methods, identify areas for improvement, and make evidence-based changes. This study focuses on action research within ALBAGO Schools and MP SPED Center in Bontoc, Mountain Province. It assesses teachers' research knowledge and skills, uncovers challenges, and proposes solutions. Using a sequential explanatory mixed-method approach, the research began with a quantitative assessment of 37 teachers' research skills using a structured questionnaire. The data showed a lack of essential research competencies, with teachers scoring an average of 1.63. This deficiency not only hampers their professional growth but also affects education quality. The study found that teachers are eager to conduct research but face challenges due to heavy teaching responsibilities. Key obstacles include limited research backgrounds, time constraints, a lack of mentorship, insufficient resources, and staffing issues. To address these challenges and enhance teachers' research abilities, the study recommends partnering with higher education institutions, collaborating with university research experts, conducting workshops, implementing monitoring and evaluation processes, and establishing mentorship programs. These measures aim to provide guidance, resources, and support to foster a culture of research within schools and bridge the gap between current research skills and the proficiency needed for meaningful contributions to educational advancement.

Keywords: Action research, Mentorship gap, Time constraint, Research proficiency, Professional growth.

Introduction

Rationale

The field of education is a dynamic realm that continually evolves to meet the ever-changing needs of students and society. Within this context, action research emerges as a vital tool for educators to assess their practices, identify areas for improvement, and implement evidence-based changes (Stringer, 2014; Southern Illinois University, 2024). Action research, often referred to as practitioner inquiry and teacher self-study, entails a systematic process of problem posing, data collection, and data analysis to enhance teaching practices (Cochran-Smith & Lytle, 2009; Dana & Yendol-Hoppey, 2013; Illaga & Celis, 2021).

Previous research endeavors, such as those by Tshomo and Lhaden (2015), Sherab (2015) and Illaga, Jr. and Celis (2021), have showcased the effectiveness of action research in improving classroom strategies and enhancing student engagement. These studies have reinforced the notion that action research can empower educators to make informed decisions regarding teaching methods and approaches tailored to specific student needs (Liu *et al.*, 2022; Mobeen & Dawood, 2022; Yoong *et al.*, 2022).

Received: 19.03.2025 –Accepted: 21.06.2025 –Published: 15.07.2025

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The significance of research culture in education cannot be understated, as it provides the framework within which research activities are expected, discussed, produced, and valued (Bennett & Starmar, 2017; De Guzman & Estrella, 2024; Insorio, 2024). The Department of Education (DepEd) in the Philippines recognizes the importance of research in addressing gaps in educational services, aligning with Republic Act 9155, which mandates DepEd to "undertake national research and studies." This commitment is echoed by successive administrations, emphasizing evidence-based policy development and encouraging teachers to engage in research. Overall, RA 9155 recognizes the importance of research in the professional development and accountability of teachers. It encourages them to engage in research activities to improve their teaching practices, contribute to school improvement, and enhance the overall quality of basic education in the Philippines (DepEd, 2001).

Bontoc and other towns in Mountain Province, Philippines, is a culturally rich region where indigenous traditions coexist with contemporary education (Bennagen, 2004; Local Biodiversity Outlooks, 2021; Abdelmuhsin *et al.*, 2022; Fiodorova *et al.*, 2022; Zakinyan *et al.*, 2023; Negreiros *et al.*, 2024). ALBAGO Schools MP SPED Center is a pivotal institution in this context, serving as a pillar of education and community development. Evaluating the action research skills of their teaching cohort is essential for the continued growth and success of these institutions.

Further, this research holds immense significance as it has the potential to enrich educational practices in Bontoc, Mountain Province, by fostering a culture of evidence-driven decision-making among educators. By scrutinizing and addressing the action research prowess of educators, the study could lead to improved teaching and learning outcomes. Evaluating the action research capabilities of teachers in the focus schools is a crucial step toward further enhancing the quality of education in the area. This study seeks to deliver valuable insights and recommendations that can inform future professional development initiatives, contributing to the holistic advancement of educational practices. Ultimately, the aim is to empower educators to continually improve their teaching methods and, in turn, enhance the educational experience for students in Bontoc, Mountain Province.

This is derived from the situational analysis, which reveals a significant shortfall in the submission and documentation of action research initiatives among educators in said schools over the past five years. It is important to note that this lack of research activity extends beyond the target schools; in the case of other schools in the district, only one has also undertaken action research during this period (DepEd Mountain Province District Research Records, 2022).

Addressing this issue is crucial for improving the overall quality of education in the region and fostering the professional development of teachers. It requires collaborative efforts involving educational authorities, school administrators, and teachers themselves to instill a culture of research and evidence-based practice not only in the target schools but also across the district. These collective endeavors have the potential to reinvigorate educational approaches and bring about positive changes in teaching and learning experiences.

With the above discussions, this study is guided by the following primary objectives: (1) To assess the proficiency of action research skills among educators in Alab, Balili, and Gonogon Schools and MP SPED Center; (2) To identify the factors that facilitate or hinder the practice of action research among educators in these schools; and, (3) To propose practical recommendations for enhancing the capacity for action research among educators in the schools.

The outcomes of this research encompass: (1) a comprehensive evaluation of the action research skills of educators within ALBAGO Schools and MP SPED Center; (2) an identification of factors driving or hindering action research within these educational institutions; and, (3) recommendations to enhance the action research capabilities of educators, guiding the design of future professional development programs through partnerships in extension activities.

Review of Literature

High-quality education relies on competent and research-informed educators. Teachers, as key actors in the educational system, play a pivotal role in facilitating student learning and academic achievement. Enhancing their research skills is essential for promoting educational quality and facilitating their professional development. This literature review explores the existing body of research on the implications of enhancing the research skills of teachers for educational quality and professional growth.

Research Skills and Teacher Competence: Research skills encompass the ability to critically analyze and evaluate existing knowledge successful treatments, design and conduct studies, collect and interpret data, and apply research



findings to inform classroom practices (AlHumaidi *et al.*, 2022; Alnemer *et al.*, 2022). Teachers equipped with robust research skills are better equipped to address educational challenges, implement evidence-based instructional strategies, and adapt to diverse student needs, thus promoting educational quality. Further, the action research approach plays a crucial role in developing confidence, pedagogical knowledge, and enthusiasm for teaching and offers a model for future teacher professional development (Poulter & Cook, 2022).

Evidence-Informed Instructional Practices: Evidence-informed instructional practices are more likely to be used by educators who possess improved research abilities. They are skilled in finding and analyzing pertinent research literature, figuring out successful teaching techniques, and modifying them to fit their particular situations. They are therefore better able to accommodate each student's particular learning requirements, which improves both the quality and the results of instruction. To put it another way, classroom action research can raise the standard of instruction. In reality, improving the quality of learning through reflective action is one of the pedagogical competencies of teachers, whereas professional competence necessitates that instructors use reflective action to advance their professionalism. One way to take reflective action is to reflect on the learning exercises that were completed. Reflective learning exercises help teachers identify the shortcomings of their lessons (Latif *et al.*, 2017).

Engaging in Action Research: Enhancing research skills empowers teachers to engage in action research, which involves systematically investigating and reflecting on their own classroom practices. Action research enables teachers to identify areas for improvement, make informed instructional decisions, and develop innovative teaching strategies. By engaging in action research, teachers contribute to their own professional growth while simultaneously enhancing educational quality within their classrooms and schools.

The current understanding of educational action research can serve as a vehicle for transforming their learning, including under current global conditions of more performative accountability (Hardy *et al.*, 2017; Oranga & Gisore, 2023).

Career Advancement and Professional Development: Teachers with enhanced research skills are more likely to engage in ongoing professional development opportunities. They actively seek out research-based workshops, conferences, and courses to further enhance their knowledge and skills. Research skills also contribute to the creation of knowledge networks, encouraging teachers to actively contribute to the field of education through research publications, presentations, and grant applications. These endeavors not only enhance their professional standing but also promote educational quality by expanding the collective knowledge base. In other words, classroom action research can improve the quality of learning at the same time as professional development of teachers (Latif *et al.*, 2017).

With the above discussions, enhancing the research skills of teachers is crucial for promoting educational quality and facilitating their professional development. By equipping teachers with the necessary tools, knowledge, and skills to engage in research, educational institutions can create a culture of evidence-informed practices, collaborative learning communities, and continuous improvement. As teachers become more research-savvy, they are better positioned to meet the diverse needs of their students, adapt to changing educational landscapes, and contribute to a high-quality educational system.

Analysis of the Problem

The primary goal of this study is to evaluate public school teachers' action research abilities and the ways in which certain tactics might enhance them (Alharbi *et al.*, 2022; Mubayrik *et al.*, 2022). First, it examines these instructors' present research skills, which serve as the basis for creating successful treatments (Prada *et al.*, 2024; Samaranayake *et al.*, 2024). In order to better understand how to support teachers in acquiring these abilities, the study also looks into the difficulties they encounter when performing action research. To help instructors become more proficient in action research, the researchers have also developed targeted intervention ways to address these issues. The study concludes by assessing how well these intervention techniques have improved the instructors' capacity for conducting research. In summary, this study encompasses a broad range of topics, including the evaluation of basic skills, customized treatments, and the evaluation of their efficacy.

Objectives



The aim of this study is to investigate the effects of the intervention in enhancing the action research skills of the teachers of ALBAGO schools, including the MP Sped Center. Specifically, it seeks to:

1. Determine the action research skills of the teachers of Alab, Balili, and Gonogon (ALBAGO) schools and Mountain Province Special Education Center.
2. Determine the challenges in the execution of action research within these schools.
3. Determine the effects of the specific strategies in enhancing the action research proficiency of teachers in Bontoc, Mountain Province.

Conceptual Framework

This research finds its foundation in the dynamic nature of education, emphasizing the imperative need for continuous adaptation to meet the ever-evolving requirements of students and society. In this pursuit, it acknowledges the essential role of action research in assisting teachers in evaluating and refining their teaching methods. It is also pertinent to note that the research is framed within the context of ALBAGO Schools and MP SPED Center in Bontoc, Mountain Province. These institutions face distinctive challenges in research, as reflected by zero records in the past years. These issues resonate with the directives of the Department of Education (DepEd) in its commitment to promoting quality education and facilitating the professional development of educators. By identifying these challenges and suggesting practical remedies, this research aspires to bridge the gap between the current research skills of teachers and the competence required to enhance the quality of education in the local community, thereby aligning with DepEd's goals of ensuring quality education and the growth of teaching professionals. In essence, this framework underscores the significance of fostering a research-oriented culture among educators to meet the benchmarks set by DepEd for quality education and professional development.

Materials and Methods

Research Design

This research adopts the explanatory sequential mixed-method design. It commenced with an initial assessment aimed at evaluating the research and writing skills of the teachers (Wilhelmy *et al.*, 2022; Macri *et al.*, 2023; Tabassum *et al.*, 2023; Suchy & Jurkowski, 2024). From this assessment, various challenges were identified, and it also paved the way for the emergence of recommendations for actionable steps to be taken as part of extension activities through collaborative partnerships.

Participants

The study entails the active participation of 37 teachers from Alab, Balili, and Gonogon Schools, including the Mountain Province Special Education Center (MP SPED) in Bontoc, Mountain Province. Series of workshops undertaken- March 16 – 19, 2022, and April 1 and 8, 2022.

Data Collection

To accomplish these objectives, a mixed-methods approach was embraced, encompassing:

- *Surveys*

A structured questionnaire was administered to gauge the research and writing skills of educators and collect demographic information.

- *Interviews*

Group interviews were conducted with a cross-section of participants to gain profound insights into their action research experiences. It carried a cross-section of participants to a series of meetings with diverse representation of teachers, master teachers, and principals. This ensures that multiple viewpoints and experiences are included in the event, promoting inclusivity and a broader range of perspectives. A cross-section of participants may include people of different ages, genders, ethnicities, socio-economic backgrounds, professions, and interests.



- *Document Analysis*

Existing action research reports and documents from the schools were analyzed to comprehend the breadth and quality of prior research endeavors.

Data Analysis

Quantitative data was subjected to statistical analysis via software like SPSS to evaluate the proficiency of action research skills among educators (Creswell & Creswell, 2017). Qualitative data, sourced from interviews and document analysis, will be analyzed thematically to unearth prevalent themes and patterns (Braun & Clarke, 2006).

Results and Discussion

The Research Skill Level of the ALBAGO and MP SPED Center Teachers in the Pre-test Assessment

Table 1. Level of Research Skill of Teachers in ALBAGO Schools and MP SPED Center

Research Skills	Mean	DE	SD
1. Conceptualize a researchable problem	1.65	NA	0.75
2. Determine a problem which can be the subject of an action research	1.70	NA	0.70
3. Differentiate a descriptive problem from an inferential problem	1.51	NA	0.65
4. Choose between a quantitative and qualitative study to conduct	1.72	NA	0.70
5. Review literature related to proposed study	1.77	SA	0.65
6. Identify research problems to be studied from the literature review	1.56	NA	0.56
7. Prepare a framework for the study based on the reviewed literature	1.51	NA	0.56
8. Draw a paradigm of the study showing the relationship of variables in the study	1.69	NA	0.63
9. Write the statement of the problem	1.69	NA	0.59
10. Choose the appropriate research design for the study	1.56	NA	0.56
11. Choose the locale of the study	1.65	NA	0.75
12. Identify the population of the study	1.89	SA	0.63
13. Decide whether to use sampling or total enumeration in determining the respondents/participants of the study	1.58	NA	0.55
14. Compute sampling size, if needed	1.51	NA	0.61
15. Choose the appropriate sampling technique	1.53	NA	0.58
16. Enumerate the data-gathering procedures to be undertaken in the study	1.61	NA	0.60
17. Prepare the data-gathering tool needed to answer the problems of the study	1.56	NA	0.65
18. Identify the appropriate statistical tool to be used in the study, when needed	1.49	NA	0.52
19. Gather the needed data	1.76	SA	0.72
20. Present gathered data using the appropriate method	1.75	SA	0.69
21. Interpret gathered data	1.61	NA	0.55
22. Analyze results	1.67	NA	0.53
23. Formulate conclusions	1.67	NA	0.63
24. Forward recommendations that can be implemented	1.61	NA	0.60
25. Prepare a publishable article on the results of the study	1.47	NA	0.61
26. Prepare an ICT-based material to present the results	1.75	SA	0.73
27. Present results of the study to an audience	1.66	NA	0.64
Overall Mean	1.63	NA	0.63



Table 1 shows that the level of research skills of teachers of ALBAGO schools is at a level of 1.63 ($SD = 0.63$) described as not abled. As seen in the standard deviation, the responses of the respondents are mostly clustered around 1.63. This suggests that they do not have the necessary skills to conduct research. Furthermore, this means that the result is far-reaching in the sense that research skills are fundamental not only for personal and professional growth but also for enhancing the quality of education.

The above finding is further substantiated by the research proposals submitted by teachers to the Department of Education's research division. An analysis of these manuscripts conducted by the research coordinator highlighted a notable deficiency in teachers' understanding of action research principles. According to the research coordinator at the DepEd Division of Mountain Province, the teachers often lack the essential skills required to effectively formulate action or basic research proposals. The paucity of submissions related to action research is evident, with very few proposals making their way to the regional fora and only one gaining approval. As a result of these findings, the research coordinator felt compelled to reach out for assistance from the State College of Mountain Province. Hence, a series of seminar-workshop activities is being planned out to cater to the needs of the teachers with respect to action research.

Also, during interviews with teachers from various ALBAGO schools and the MP SPED Center, a common theme emerged: that is, teachers have a genuine interest in conducting research, but the demands of their teaching duties create difficult obstacles. These educators find themselves burdened with extensive teaching loads, leaving them with limited time and energy for research pursuits. Additionally, many teachers serve as advisors for various school events, further diminishing the time they can allocate to do research. Their predicament and this present claim confirm the findings of recent studies conducted by Alcazaren *et al.* (2022), Obliopas and Borines (2022), and Magnaye (2022) that teachers and pre-service teachers struggle to undertake research owing to their large teaching workloads and other work given to them.

In addition, the teachers of ALBAGO and MP SPED schools have a research skill of 1.89, described as slightly abled in identifying the population of the study. This shows that teachers tend to focus primarily on the population in their classroom and the school as a whole. While this localized perspective is valuable, especially in action research, this can limit the scope and breadth of their research, potentially missing opportunities for broader insights, especially in doing basic research.

It is worth noting that the public-school teachers do not have the necessary skills and are not capable of identifying the appropriate statistical tool needed to answer the problem of their study ($\bar{x} = 1.49, SD = 0.53$). This shows that the teachers have difficulty determining the appropriate statistical tools to be used. This finding is consistent with the studies of Caingoy (2021), Paragas *et al.* (2021), and Fongkanta *et al.* (2021), who reported that teachers struggle in terms of the use of appropriate statistical tools.

Challenges in the Execution of Action Research within the ALBAGO and the MP SPED of Teachers

The challenges teachers face in executing action research are multifaceted and encompass various aspects such as limited research background, time constraints, lack of motivation, and uncertainty regarding approval processes.

- *Limited Research Background*

In the course of our interviews with teachers, a recurring theme emerged regarding the challenges they face when it comes to executing action research. A prevailing sentiment was expressed by one teacher, who lamented, "Nabayag kamit adin res research. The first and last were in college. Too long ago..." This sentiment reflects a prevalent issue among educators, which is a limited research background. Many teachers, despite encouragement to engage in research, have not pursued it since their college years. This gap in research experience can lead to hesitancy and a lack of confidence in undertaking research initiatives.

This finding posed an academic challenge as it consists of a lack of teachers' theoretical knowledge about action research and a lack of skills in researching, as further shared:

Teacher 1 notes,

"I don't know how to English what I meant. (Laughing) I know I can determine that some of my pupils cannot read, cannot solve problems, and the like; they need to improve on something. Let's say reading, writing, solving math, and



other lessons they should know.... But ... (sigh) writing this is another thing ... “especially that we seldom write already ... hmm ... long ones—such as this research, apart from that of what we teach.”

Teacher 2 added,

“You see... in elementary what we teach are basic skills and we somewhat forget how to write these things— [research] already.”

Teacher 4 claims,

“I’ve long been teaching. [But] I never wrote research...we never did again after our bachelor’s degree”.

Teacher 5 adds,

“We don’t know [research]. What to do with it, how is it, and how to conduct it? Yes, DepEd mandates us to innovate teaching, especially in addressing our pupils’ needs. We have the format to follow...but even that seems difficult to do”.

It is to be noted that the challenge of teachers lacking the necessary knowledge and skills for conducting research is a well-documented issue. Research by Hattie (2017) as cited again in Hattie (2023) highlights that many teachers enter the profession without formal training in research methodologies. This knowledge gap often inhibits their ability to engage in rigorous research activities effectively. Thus, targeted professional development programs are imperative to bridge this gap and enhance educators' research competencies. Consequently, according to Messikh (2020), action research provides a chance for teachers to develop their critical thinking skills to become effective self-reliant problem-solvers to the actual unique challenges that no one, but them, can better understand and administer in the classroom. Thus, they become enthusiastically involved in structuring and sharing a more comprehensive view of education (Aleidi *et al.*, 2022; Alnemer *et al.*, 2022).

However, finding suitable and meaningful problems for action research can be quite challenging. It is necessary to conduct research to pinpoint the problems that are most relevant and meaningful to the research process. Additionally, it is important to accurately identify the problems and ensure that the research's scope is appropriate. Before starting the research, it is crucial to have a clear understanding of the research objectives. Recognizing research-worthy issues that align with educational goals and students' needs requires a nuanced understanding of the context and its challenges.

Teachers often ask us, "What are the problems? What should we focus on?" Answering these questions can be difficult because problems are often complex and have multiple facets. It is important to consider all stakeholders when identifying a problem since their decisions and actions can shape the research. Moreover, it is essential to choose a problem that can be managed and accomplished within the given time frame. What should we not consider? What research questions can we explore? When stating or restating problems, research questions should be clear, concise, and well-defined in scope. They should address a specific problem and have the potential to answer an important question about that problem. Furthermore, these questions should be measurable and achievable within the time frame and resources available.

Indeed, the challenge of identifying relevant research problems aligns with the findings of Cochran-Smith and Lytle (2009) as confirmed by recent studies like Dresden and Curcio (2024), and Jilcha (2025). They recommend that researchers be aware of the potential difficulties in problem identification and explore alternative strategies. Starting with brainstorming a list of potential research questions and then narrowing them down to the most relevant and manageable ones is suggested. Finally, researchers should clearly articulate the research problem, noting its scope and boundaries. Emphasizing context-specific research questions that align with educational goals and student needs is crucial. Providing educators with guidance and mentorship to refine their research questions can empower them to conduct more meaningful action research.

- *Time Constraints*

Time limitations pose a significant challenge in conducting action research, leaving little room for comprehensive research activities. The second major hurdle highlighted by the teachers is the scarcity of time. As one teacher put it, "We do not do it because we don't have time. Writing seems to eat our time, though we always do interventions to



address our students' needs in class." This concern underscores the demanding nature of teaching, with teachers dedicating substantial hours to lesson planning, classroom management, and addressing student needs. The prospect of allocating additional time to research endeavors can be daunting and often appears unfeasible.

Time constraints, as a significant hurdle, are widely acknowledged in the literature. Darling-Hammond (2017) discusses the heavy workload carried by teachers, including teaching, administrative tasks, and extracurricular duties, leaving limited time for research. For instance, teachers may only have 45 minutes per week for research, making it difficult to achieve meaningful results.

- *Mentorship Gap*

Third, the lack of mentors to guide and teach action research is a significant barrier. Effective mentorship plays a crucial role in developing educators' research capabilities and providing valuable insights throughout the research process. Mentors can offer guidance on selecting research questions, appropriate methods, writing up results, and communicating findings. Without mentorship, teachers may struggle to understand research steps, including data collection, analysis, and dissemination. Mentors can also provide support and feedback to boost educators' confidence and motivation to continue their research.

The importance of mentorship in educational research, as highlighted by Dana and Yendol-Hoppey (2014), emphasizes the need for effective mentorship to develop educators' research capabilities and foster a collaborative learning environment. Mentors can guide and support educators, helping them gain the confidence and skills required for research. Furthermore, mentors can facilitate relationships with other researchers, promoting collaboration and innovation. Establishing mentorship programs aligns with best practices in promoting research among educators, as observed in the CHed CAR – Kabadang program from 2020 onwards, which encourages research and publication culture in Higher Education Institutions. Additionally, mentorship programs provide a support system for educators, granting access to resources and guidance when needed. They also create a platform for educators to share ideas and experiences, fostering a sense of community.

- *Limited Resources*

Limited access to resources is another challenge faced by educators. This may include inadequate access to research materials, data collection tools, technology, and funding to support research endeavors.

The challenge of limited access to resources aligns with the broader issue of resource disparities in education. Fullan and Langworthy (2014) discuss the need for equitable access to resources, including research materials and technology. Schools and educational authorities should explore avenues to provide necessary resources to facilitate research activities. Collaborative partnerships with external institutions, as suggested, can help secure additional resources, a strategy often used to address resource limitations.

- *Staffing and Personnel Issues*

The revelation that the Research Coordinator for the Mountain Province District has no staff and personnel under him highlights an organizational challenge. A lack of dedicated personnel for coordinating and supporting research activities can impede the effective implementation of action research initiatives. The organizational challenge highlighted in the lack of dedicated personnel for research coordination is indicative of the importance of administrative support structures. Dana and Yendol-Hoppey (2014) stress the need for strong administrative backing to facilitate research initiatives effectively.

The challenges faced by ALBAGO schools and the MP SPed Center in executing action research align with well-established issues in educational research. These challenges are interconnected and complex, underscoring the need for a comprehensive and collaborative approach. By implementing the proposed strategies and drawing on existing research and best practices, ALBAGO and MP SPed schools can create an environment conducive to action research, ultimately fostering continuous improvement in education, a goal shared by educational researchers and practitioners. The identified challenges in executing action research within these schools underscore the complexity of promoting research culture and capacity among teachers. Similar to Nagibova's (2019), Bialen (2025) findings, teachers face academic and non-academic challenges in conducting action research.



Effective Strategies in Enhancing Action Research Proficiency of ALBAGO and MP SPed Teachers

The results of this study provide insight into effective tactics that have quickly raised educators' action research competency in Bontoc, Mountain Province. Notably, encouraging others was greatly aided by the promotion of two educators who successfully finished and received permission for their action research projects. Smith (2022) claims that this promotion served as a strong motivator, acknowledging their dedication and highlighting the value of doing action research for career progress. Furthermore, the effectiveness of these elevated master instructors indicates that knowledge exchange and mentoring were essential elements (Anderson, 2020). They promoted a culture of cooperation and shared learning by assisting instructors in navigating the action research process in their capacities as mentors or facilitators.

Moreover, the success of these action research projects underscores the importance of documenting research outcomes and acknowledging exemplary work (Clark, 2019; Insorio, 2024). Documenting the process and results of action research can inspire others to embark on similar journeys, creating a culture of research-driven improvement. Integration of action research into broader professional development programs is also effective, aligning research with career growth opportunities and motivating educators to develop their research skills (Davis & Wilson, 2022). Finally, a supportive environment within schools and the educational district, which provides resources, training, and research opportunities, significantly enhances action research proficiency (Uy & Callo, 2023).

The tangible benefits and recognition gained from the promotion of educators who completed action research projects demonstrate that incentives can effectively motivate teachers to participate actively in research endeavors. These strategies, when implemented within a supportive educational environment, can measurably enhance action research proficiency among educators in Bontoc, Mountain Province, within a reasonable timeframe.

The success in enhancing action research proficiency among teachers in Bontoc, Mountain Province, within a reasonable timeframe, can be attributed to a well-structured series of workshops and ongoing monitoring-mentoring initiatives conducted over two distinct periods: from March 16 to 19, 2022, and subsequently on April 1 and 8, 2022.

During the initial phase, educators participated in a series of workshops meticulously designed to enhance their capacity for conducting action research. These workshops encompassed various aspects of the action research process, including problem identification, research design, data collection, analysis, and reporting. Key elements of the workshops included hands-on training, resource sharing, and expert facilitation, all contributing to a comprehensive learning experience.

Following the workshops, the support for educators continued through monitoring and mentoring, recognized as vital for sustaining and reinforcing their newly acquired research skills (Smith, 2022). This phase involved personalized mentoring sessions, progress-tracking mechanisms, and peer learning circles. Educators received individualized guidance, allowing them to discuss their research projects, challenges, and progress with experienced mentors. Systematic progress tracking ensured timely interventions and adjustments, while peer learning circles facilitated knowledge exchange and collaborative problem-solving (Anderson, 2020).

The combination of intensive workshops and sustained monitoring-mentoring initiatives proved to be a potent strategy for enhancing action research proficiency (Davis & Wilson, 2022). Educators not only acquired the necessary research skills but also benefited from ongoing support and guidance, ensuring their successful planning, execution, and completion of action research projects. As a result, the promotion of two teachers who completed and gained approval for their action research projects exemplifies the tangible benefits of this comprehensive approach to capacity building. This outcome reflects findings from Samosa (2021), who emphasized that capacity-building programs significantly improve teachers' self-efficacy, reduce research anxiety, and foster positive attitudes toward conducting action research.

Conclusion

The research skills level of the public-school teachers of ALBAGO schools and the MP Sped Center is considered not abled indicating that they do not have the necessary skills to conduct research. In other words, this means that the teachers lack the essential competencies required to effectively conduct research. This underscores the need for specific intervention and professional development programs aimed at enhancing the research skills of the teachers.



In addition to their lack of necessary skills, the teachers experienced challenges in developing action research, such as limited research background, time constraints, lack of motivation, and uncertainty regarding approval processes. Recognizing these obstacles is crucial to implementing effective strategies and support systems to address them. By offering targeted solutions and a supportive environment, the teachers can overcome these challenges, facilitating their engagement in meaningful action research.

Even with the challenges faced by the teachers in developing action research, the teachers still developed action research studies with the help of the capability workshops that were conducted.

Implications and Recommendations

The study is conducted in specific geographic places, which are Alab, Balili, and Gonogon Schools and Mountain Province Special Education in Bontoc, Mountain Province. The findings may not be directly applicable to other educational contexts with different challenges and resource constraints. The recommendations provided are tailored to this particular context and may need to be adapted to suit the unique circumstances of other schools.

To address the limitation and make the research more widely applicable, the following recommendation is suggested: Researchers should conduct similar studies in diverse educational settings and schools to understand the specific challenges and needs of teachers in those areas. By doing so, a more comprehensive set of strategies can be developed that takes into account the unique characteristics and constraints of different school systems. These studies should involve collaboration with educators, administrators, and policymakers to create tailored solutions that can be implemented effectively in various contexts, ensuring that the benefits of action research can be realized more broadly in education.

Acknowledgments: None

Conflict of Interest: None

Financial Support: None

Ethics Statement: This study has passed the IREC Review. We followed all protocols.

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