



TEACHERS' ANXIETY AND CHALLENGES IN WRITING ACTION RESEARCH IN BASIC EDUCATION: INPUT FOR AN ENHANCEMENT TRAINING PROGRAM

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Abstract

This study unraveled the teachers' anxiety and challenges in writing action research in basic education. The study determined the anxiety and challenges, as well as the views of the teachers in writing action research in basic education. Seven (7) basic education teachers in Annafunan Integrated School participated in the study. Focus Group Discussion was utilized in gathering the data. Also, thematic analysis was used to interpret the gathered data. The teachers viewed action research as difficult yet beneficial undertaking. The anxiety of the teachers in writing action research emanated from teacher and work-related factors. Teachers attribute their research anxiety to the challenges they face such as tedious process of completing an action research, heavy workload, and minimal budget provided to them. The teacher-researchers deliberately coped with the difficulties of writing action research through the enabling factors. The researchers recommend that DepEd Technical Working Group may provide mentorship programs such as continuous training and writeshop to make sure that teachers have adequate knowledge in the conduct of action research. Also, DepEd Division office should reduce the teachers' workloads to ensure that teachers can write action research with enough time and elude teachers from other work-related disruptions. Finally, Cagayan State University's research and extension program team may initiate interventions such as seminars and writeshop that may enhance teachers' level of competencies and may reduce the level of teachers' anxiety in writing action research.

Keyword: teachers' anxiety, teachers' challenges, action research, mentorship, teachers' level of competencies

1 INTRODUCTION

1.1 Background of the Study

Action research is primarily conducted to produce practical knowledge that is useful for people in the everyday conduct of their lives (Kaukko & Fertig, 2016). In educational context, this means that teachers write action research to further improve their day-to-day instructional practices and pedagogies. In the ASEAN context, the Philippines maintained its 5th rank in the recent census on the



production of research papers on the Scopus Journal. With an annual growth rate of 19.19%, which revealed that the country has improved its number of publications and productions of research paper as compared with the neighboring countries (Guido & Orleans, 2020).

The Philippine educational system is continuously evolving to adapt to the demands of society and to provide high quality education. This implies that our educational system plays a significant role in shaping our society towards social progress, to further enrich the quality of research and developments in the educational sector. With these, various factors should be appraised for basic education institutions to cope with the demands of the fast-changing world (Tindowen et al, 2019). One of these factors is the incorporation of Action Research as one of the major responsibilities of teachers in the 21st century teaching.

The Department of Education (DepEd) has issued an order to all of its school heads, supervisors, and teachers for the adoption of “the enclosed basic education Research Agenda” which promotes the “conduct of education research” in the country (DepEd, 2016). In fact, the DepEd implemented many activities and programs for the institutionalization of action research in the Basic Education. In accordance to the DepEd Order No. 66, s. 2007, one of the criteria for promotion is Outstanding Accomplishments under this criterion is the research and development projects are assessed and given corresponding points based on the different level where the action research was conducted such as school, district or division level (Abrenica & Cascolan 2022).

Action Research provides enhancement of quality instruction and caters the different needs of the learners as well as addressing classroom- based problems and issues. It is an investigative method to assist teachers in understanding their practice and improving student achievement. Specifically, action research in education can be defined as the process of studying a school situation to understand and improve the quality of the education process (Johnson, 2012).

However, despite of the initiatives of DepEd to include research and development as a criterion for promotion, previous studies found out that the involvement of teachers in conducting action research are still low (Tindowen et al., 2019). Moreover, it was revealed in the study of Enerio (2020), that Action research cannot influence the total performance rating of a master teacher so they are less motivated to do it.

Department of Education (2020), cited that in academic year 2018, there were 652 completed educational researches across regions in the country. Moreover, in the academic year 2019, there was an increase in number of educational researches with 1,453 research papers produced. The production of educational researches decreased the following years due to the constraint caused by the COVID-19 Pandemic. It is anticipated that these numbers will



escalate consequently with the post-pandemic era's commending situations of school administration, teachers and students.

Thus far, there are limited action researchers in Annafunan Integrated School. The problems transpire with the challenges and anxiety encountered by the teacher-researchers in writing action research. This may create adverse effects to the continuous development of the quality of education in our country.

Hence, this study was conducted to unravel the teachers' anxiety and the challenges encountered in writing action research in basic education. With this study, the result will address the root causes of this anxiety of teachers in doing action research. This paper also tries to fill that gap to provide a baseline data in formulating an enhancement training programs that may enhance the teachers' productivity in conducting action research.

1.2 Statement of the Problem

The study unravelled the teachers' anxiety and the challenges encountered in writing action research. Specifically, the study answered the following questions:

1. How do the teachers perceive the action research writing?
2. What are the causes of teachers' anxiety in action research writing?
3. What challenges were experienced by the teachers in action research writing?
4. What are the enabling and restraining factors in writing action research?
5. What recommendations do teachers proposed to address their anxiety and challenges in action research writing?

2 METHODS

2.1 Research Design

This study utilized descriptive qualitative design in unraveling the teacher's anxiety and challenges in writing action research in basic education. Specifically, this study employed a focus group discussion (FGD) as a method.

2.2 Locale of the Study

This study was conducted in the basic education program of Annafunan Integrated School in the Division of Tuguegarao City, Cagayan. The study locale was chosen since barangay Annafunan and the mentioned school were the Research and Extension program partners of Cagayan State University-Andrews Campus.

2.3 Participants of the Study

There were seven (7) Elementary and Secondary Teachers in the study that was selected through purposive sampling. The participants were teachers



four (4) with experience and three (3) without experiences in writing action research.

2.4 Research Instruments

Focus Group Discussion was employed in gathering the data. The questions were grounded on the objectives set in the study. The interview questions went through content and face validation by experts prior to its usage in the data gathering.

2.5 Data Gathering Procedure

The Researchers utilized focus group discussion. The participants were notified first through a formal letter about the conduct of the study. In conducting the interview, the graduate school extension team together with the student researchers administered the research instrument. The researchers considered the anonymity and privacy of the respondents and followed the ethical guidelines of the study.

2.6 Data Analysis

Thematic Analysis was used in the data analysis to ensure connection of textual data with regard to the research questions (Baxter & Jack, 2008; Abig et. al, 2021). The researchers utilized coding approaches to systematically interpret and analyze the data. These coding techniques aided in recognizing the major themes and interconnect the concepts and categories found to be related and different. The researchers employed self-reflexivity during the process of data analysis by sustaining the contemplation on the codes and themes. Personal biases were set aside and study participants' responses were granted with fairness and equal value to ensure objectivity.

2.7 Ethical Considerations

The ethical standards deliberately complied with in the conduct of the research. Furthermore, participants have the right to withdraw at any stage if they wish to do so. The adequate level of confidentiality of the research data was ensured. Moreover, the anonymity of the teachers in the research was protected. Any type of communication in the study was applied with integrity and transparency. The researchers strictly followed the guidelines set in the conduct of interview questions.

3 RESULTS

3.1. Teachers' Perception in Writing Action Research

Table 1. Theme, Sub-theme, Sample Participants' Responses Teachers' Perception in Writing Action Research

Themes	Sub- Themes	Sample Participants' Responses
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Challenging	Several Revisions	<i>P4: "It was difficult since my action research went through series of corrections and revisions."</i>
	Laborious Process	<i>P1: "In preparation, I found it difficult because it was hard to picture out what process I need to do"</i>
	Compelled by the School	<i>P2: "Our names were directly submitted to the office; we were mandated to conduct action research."</i>
	Lack of Knowledge	<i>P5: " We don't really know to start the writing and the process, honestly, we don't have enough knowledge to do it."</i>
Beneficial	Responsive Contextualized Needs	to <i>P6: "Action Research helps to Learners' identify the problems of the learners inside the classroom."</i>
	Promotion	<i>P3: "Conducting Action Research is important particularly for promotion, the pointing system for regional adaption is 12 points and 9 points for school adaption."</i>
	Professional Development	<i>P2: "Yes, action research is part of our professional development."</i>
	Recognition	<i>P2: "It is a commitment for every school to produce action researches for awards and recognitions."</i>

From the participants' transcripts, it was revealed that teachers viewed action research as a challenging process. This perspective emanated from the first-hand experiences in their attempt to write action research characterized by,



several revisions, laborious process, compelled by the school, and lack of knowledge. As noted by the participants, writing action research is perceived as difficult because teachers went through series of revisions and rejections. Also, the teachers struggle much on how to start the process of writing. Some teacher-participants admitted that they do not have enough knowledge to conduct action research. They viewed action research procedure as an added labor on their part as teachers and some of them were forced to conduct action research as prescribed by their school principal.

On contrary, amidst the challenges encountered by the teacher-respondents, the participants perceived action research as beneficial. This theme emitted on the following factors: require to contextualize learners' needs, promotion, professional development and recognitions. As claimed by the participants, writing action research is helpful in the improvement of the teachers' pedagogies because it is an effective tool in identifying classroom-based issues and problems that need to be resolved. Furthermore, majority of the teacher-respondents stated that action research is an essential part of their professional development and promotion. Consequently, this process fosters awards and recognitions for teachers and for the school.

From the themes discussed, the teacher-respondents collectively agreed that action research is challenging but a beneficial undertaking. They find it tedious but they consider it as a fitting response to the specific learning needs of their respective classrooms. They believed that action research will improve the quality of learning and overcome the list mastered competencies.

3.2 Teachers' Anxiety in Action Research Writing

Table 2. Theme, Sub-theme, Sample Participants' Responses on Teachers' Anxiety in Action Research Writing

Themes	Sub- Themes	Sample Participants' Responses
	Inadequate Knowledge	P5: "First of all, we don't know how to start and what are the steps we need to do. In short our knowledge in doing action research is limited." P3: "I am anxious in writing action research specifically on title formulation and the entire process of writing and I am thinking if my proposed intervention will be approved."



Teacher-related factors	Lack of Confidence	<i>P5: "I have low level of confidence in writing action research."</i>
	Fear of Rejection	<i>P4: "I doubt myself If i can be able to finish it." P4: "The fact that the title is actually being checked has already made me stress and I am worried that it will be rejected."</i>
Work-related factors	Unavailability of Technical Support	<i>P6: "We really need someone to support and guide us who is an expert in action research writing."</i>
	Time Constraints	<i>P2: "I am bothered if I can manage basic and action research simultaneously and I am afraid if I can finish it on time."</i>
	Overlapping School Activities	<i>P2: "Yes, I am tensed because there are a lot of activities to do and It is hard since it requires too much process that should be done."</i>

Table 2 reveals that the participants experienced anxieties in action research writing; these are classified into two groups: personal and work-related factors. The presented factors are identified as barriers that hinder their motivation to write. First, the personal factors show that teachers are anxious because they don't have adequate knowledge on how to begin the step-by-step process of writing action research. Secondly, the participants agreed that they are nervous about engaging in action research because they lack confidence and are skeptical. Finally, the fear of rejection that the participants may encounter in writing action research is another matter of concern among the teachers.

Another reason why teachers experience anxiety when writing action research is work-related. As described by the teacher participants, they were worried because they don't have support systems in writing, particularly the lack of a research committee, which contributes to their work-related anxieties. Furthermore, it also includes the teachers' time and schedule in writing the action research. One of the teacher-respondents emphasized that conducting action research and postgraduate research made them anxious since they had to write their research simultaneously. Another recurring worry of the teacher-



respondents is their formulation of title and intervention. Teachers are tasked with thinking of effective interventions and creative titles; with these, they experienced anxiety in the process of writing their study.

It is also apparent that, due to the teachers' overlapping tasks and activities set by their school heads, they felt anxious when writing their action research. Teachers' involvement in coordinators, advisers, and subject loads further affected their anxiety in the conduct of their action research. Thus, it is clear that the majority of the teacher participants experienced anxiety while writing action research.

3.3 Teacher's Challenges in Writing Action Research

Table 3. Theme, Sub-theme, Sample Participants' Responses on Teachers' Challenges in Action Research Writing

ies	s	Sample Participant's Responses
Tedious process	Struggles in writing the Research parts	P4: "I find title formulation a difficult process, since I need to think of catchy and creative title."
		P1: "Creating research questions is one of my weaknesses in writing action research."
	Limited Time frame	P2: "Doing the intervention is challenging. It is necessary to find out the situation of the children, get the interest and availability of the respondents"
		P4: "The process of writing is indeed challenging. Especially in data analysis. We have to find available statisticians from the division office P3: "We need to conduct our actionresearch in the span of 6 months."
Heavy Workloads	Overlapping Activities	P1: "It is difficult for us to focus since we have our teaching loads, house-hold chores and we are also responsible in the adaption of our action research."
	Implementation of Research Intervention	P2: "The division office should be the one who is responsible to adapt



the research, but we researchers are the ones who do it."

Minimal Budget Financial assistance

P1 and P3: "Though we are under BERF, We still shouldered all the expenses on our research but mostly what we spent was bond paper, printing and hardbound."

P2 and P4: "Meanwhile some members under BERF got only half of their total expenditures on their research

Table 3 reveals the challenges experienced by the participants particularly in the process of writing action research. One of the major themes that were transcribed in the study is that the participants struggles in writing the parts of action research.

For formulating the research title, the participants find it a difficult process since they need to make it creative and catchy. Also, the participants had encountered problem in generating research questions whereas they have to come up with four to five questions. In terms of proposing an intervention, the teacher-participants are struggling as they have to come up with interventions that would be suitable for the students' needs and interests. Moreover, they mentioned that they had encountered problem in doing data analysis since they have to find available statisticians from the division office.

Another theme that were construed based from the responses of the participants is that teachers are having difficulty in doing action research as this serves as an additional workload and burden on their part. Specifically, the teachers are experiencing workload problem due to limited time, overlapping activities and additional responsibility in adaptation of their research. The participants mentioned that they were behind in reaching the timeline because they need to finish their action research in the span of 6 months. Furthermore, the participants had a difficult time in focusing in writing their action research as they have excessive teaching loads at the same time, they have other responsibilities at home like doing household chores. Besides, one of the participants stated that it is difficult to do action research while taking care of their children. Also, the participants find difficulties in the adaption of their research intervention because according to them, it is the responsibility of the division office to adapt their action research, but unfortunately they were the ones who went to different schools for its adaptation.

The last theme that were derived from the accounts of the participants is they have minimal research fund. As some teachers that are members of BERF



(Basic Education Research Fund) did not receive any financial assistance so they shouldered all the expenses. Meanwhile some teachers who are members of BERF received half of their total expenses and they only had it after several months of completing their action research.

Table 3.4 Facilitating and Impeding Factors in Writing Action Research

Table 4. Areas, Themes, Sample Participants' Responses on the Facilitating and Impeding Factors in Writing Action Research

Theme	Sub- Themes	ample Participants' Responses
Facilitating Factors	Adequate Support System	P4: "We are receiving assistance from the division office research committee who will help us in the data interpretation."
	Enhanced awards and recognition	P3: "Action research for promotion is important because you will gain 12 points when your research is adapted by the region."
	Contionuous trainings/mentorship	P2: "With the help of trainings and seminars, and enough fund, we will be motivated to write."
Impeding factors	Lack of motivation	P3 "It's difficult to encourage the older teachers than the newbies, because younger teachers have more time and energy."
	Lack of mentors	P2: "In our school, there is no existing school-based research committee, the problem is, the assigned school committee is sometimes busy."
	Inadequate knowledge	P4: "Rating our selves on how adequate are we in writing action research, we would rate oursleves as 3 out of 5, we need more rooms for improvements."

Table 4 shows the enabling and restraining factors of teachers in writing action research. Under facilitating factors, includes, support system, merit system, trainings and financial assistance. According to the participants, the



support system helped them to conduct action research, particularly in data analysis, they have sought the assistance of the division statisticians and research committee. They also emphasized the aids they got from their co-teachers who have been involved in action research. Another enabling factor that contributed to the teacher-respondents is the merit system. This enabled teachers to engage in action research writing, they highlighted the relevance

of awards and recognitions to their success as professionals. They pointed out how action research contributes to their promotion points. Additionally, the teacher-respondents opined the relevance of research trainings and seminars to their action research writing skills, these factors enabled them to perceive action research as a positive aspects of their professional development. As one of the respondents testified: *“Dahil sa research workshops at trainings, natutunan ko gumawa ng action research intervention”* –P1 (Translated: "Because of research workshops and trainings, I learned to do action research intervention").

Furthermore, one of the enabling factors that deals with the fulfilment of teachers in completing their research is derived from their outputs. The teacher-respondents accentuate the contentment they gained in their outputs, specifically when their intervention have been adapted by the school. As one of the participants proudly declared: *“Feeling fulfilled lalo na kapag naipresent sa INSETS at na-adapt ng school ang aming interventions”*—P1 (Translated: "I feel fulfilled especially when our interventions were presented to INSETS and adapted by the school")

Another theme that was deduced from the responses of the teachers was the restraining factors which includes: lack of motivation, lack of mentors, inadequate knowledge. The respondents stressed that older teachers usually don't engage themselves in action research writing because they are already satisfied with their standing. In terms of mentorship, the availability of the research committee members for statistical analysis and the lack of research committee in the Annafunan Integrated School inhibits their engagement in action research writing. When asked if the mentioned school has its research committee, all of the respondents disagreed. However, the respondents noted that they seek assistance from the appointed research committee by the division office but sometimes it was not provided since the assigned research committee is busy. Additionally, based on the accounts of the participants, they admitted that their knowledge in writing research is insufficient and this is one of the reasons that hinders them in conducting action research.

Table 3.5 Proposed Recommendations of Teachers in Addressing their Anxiety and Challenges in Writing Action Research

Table 5. Areas, Themes, Sample Participants' Responses on Proposed Recommendations of Teachers in Addressing their Anxiety and Challenges in Writing Action Research



Theme	Sub-Theme	Sample Participants' responses
Mentorship	Trainings and Write shops	P2: "They should conduct a lot of training" P7: "We really need a write shop, because what happens when there is a seminar is usually it is just pure discussion." P6: "We need someone who can guide us in writing action research."
	Reducing Workloads	P6: "Reduce the workloads and teaching responsibilities. Personally, I am teaching the whole day and I can't afford to spare time making action research."
Financial Assistance	Reduce teaching loads and coordinators	P1: "Financial support comes from the school's MOOE funds, even if they only provide the ink and bond paper to be used."
	Provide financial Support	P3: "The school does not have a research committee, and if there is one, it is not active because they lack knowledge."
Teachers' System	Institutionalize research committee	P2: "I rely on my fighting spirit and I always tell myself that I can do it then I sought assistance from my colleagues who already completed their action research."
	SupportEmphasize collegial support	

With respect to the anxiety and challenges experienced by the teachers in writing action research, Table 5 revealed that majority of the study participants recommended programs and interventions to the Department of Education Technical Working Group, School Administrator and the teachers. For the participants, Division office plays pivotal role in their action research writing through reducing teaching loads for them to have time to write action research. The participants also recommended that Division office should take responsibility in the process of adaption of research intervention. According to them, it is still part of the teachers' duty to process the adaption procedure of their papers. On the testimony of the participants: "Reduce the workloads and teaching responsibilities. Personally, I am teaching the whole day and I can't afford to spare time making action research."—P6 " DepEd Division Office must have the duty to create adaptions to our paper, it is difficult to travel from one place to another." –P2



Correspondingly, the teachers suggested that the DepEd Technical Working Group (TWG) must provide mentorship and support in writing action research. When we asked them how adequate they were in writing, they all agreed that they were still in the process of improvement. According to the participants, DepEd TWG should focus more on the conduct of trainings and write shops. As revealed by one of the participants: "We really need a write shop, because what happens when there is a seminar is, usually it is just pure discussion. "—P7 The

teachers also proposed to increase the budget assistance in BERF and create mentorship programs. As testified by the respondents: "*The fund coming from BERF is not enough*"—P4 : "*We need someone who can guide us in writing action research*" —P6

The teachers also urged the school principal to include the action research writing in the school fund. They mentioned to grant them financial support coming from MOOE fund in cash or in kind. The teachers also recommended to establish research committee in their institution to provide more assistance and resources. Two of the respondents mentioned: "*Financial support comes from the school's MOOE funds, even if they only provide the ink and bondpaper to be used*." —P1 "*Conduct seminars during INSET so that we can disseminate our knowledge to our fellow teachers*"—P4

The teachers gave emphasis on the support system coming from their colleagues, with these, it fosters self-motivation and encouragement. The participants proudly narrated: "*I rely on my fighting spirit and I always tell myself that I can do it then I sought assistance from my colleagues who already completed their action research*"—P2 "*We present our completed action research in our LAC sessions and in this way we also encourage other teachers, especially those who have not done it yet*"—P1

Proposed Enhancement Plan for Writing Action Research in Basic Education

Enhancement plan is a vital factor in achieving sustained quality in writing action research in basic. Its implementation serves as an avenue for addressing gaps in the process of action research writing. This study was able to unravel the challenges and anxiety that teachers encounter in writing action research in basic education, thus, this serves as a baseline data for the researchers to craft action plan.

Significantly, the teachers' anxiety and challenges in writing action research in basic education is related to the production of action research in basic education, particularly in Annafunan Integrated School. This is attributed to the fact that teachers are experiencing various challenges and anxieties in writing action research papers. On the other hand, the study showed the perceptions of teachers in the writing action research. The teachers considered action research as a challenging undertaking, but they also perceived it as a beneficial process

since teachers use this as a tool for the development of their instructions and pedagogies. The study also uncovered work-related anxiety which consisted of unavailability of support system, limited time to do action research, and overlapping of school activities. Moreover, the teachers ascribe their anxiety to the challenges they encountered in writing. These challenges include tedious process of writing, heavy workloads, and minimal budgets.

In view of these factors, it is imperative to give focus on these components in the action research writing. The following framework summarizes the foregoing concepts, and it shall be used to guide the implementation of the proposed enhancement plan.



Figure 1. Proposed Framework in Enhancing Training Program in Action Research Writing in Annafunan Integrated School, Tuguegarao City

First, the Mentorship Enhancement Plan, it comprises Mentoring program as the main component of the program plan. Its objectives include enhancing knowledge, attitude, and skills in writing action and influencing stakeholders in their engagement in the writing of Action Research in Basic Education. Strategies such as training courses, seminars, and workshops on Action Research Parts will be applied.

Second, on the Institutionalizing Research Committee Enhancement Plan, incorporates the establishment of School Research Committee. The researchers found that in Annafunan Integrated School, the absence of school research committee constrained them in conducting action research. This component aims to establish an internal research committee for the Annafunan Integrated School. The strategies to be employed in this plan include action research conferences, regular research congress and research developments.

Third, on the last plan in the proposed enhancement framework, the Collaboration and Engagement Enhancement Plan. This component consists of Enhancement of Collegial Support and Implementation of Team Building programs. On the component of collegial support, its objective is to foster teachers' support system in writing action research. This component's strategy focuses on brainstorming and research-based open forums. On the other hand, under the team building component, its aim is to motivate teacher-researchers implementers to work together, to develop their strengths, and to address any weaknesses in action research writing. This component also aims to evaluate

how each teacher-researcher perceive, face challenges, and increase cooperation in writing action research in basic education. The strategies are composed of, organizing team processes, and strengthening communication within the group.

The overall enhancement plan is designed to enhance teachers' level of competencies and reduce the level of teachers' anxiety and challenges in writing action research. The enhancement plan also addresses specific action research writing needs. Budget allocation in the programs and projects will be funded by the school MOOE. The enhancement plan's time frame will be in school year 2023-2024.

4 DISCUSSION

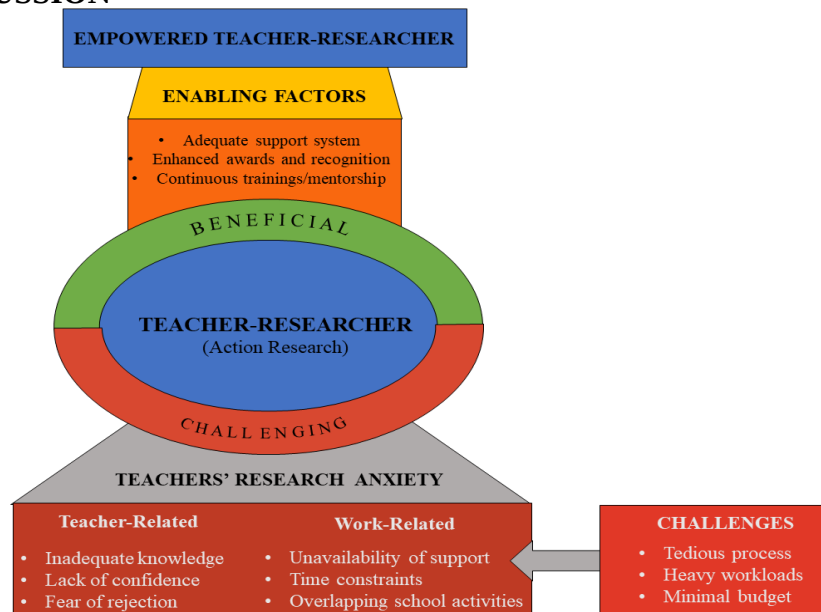


Figure 2 Schematic Diagram Showing Teachers' Anxiety and Challenges in Writing Action Research

The present study unraveled the teachers' anxiety and challenges in writing action research in basic education. First, the teachers considered action research as a challenging undertaking, but they also perceived it as a beneficial process since teachers use this as a tool for the development of their instructions and pedagogies. This affirms on the study of Usman et. Al (2021) that most teachers



initially did not understand action research, there was an increase in their understanding and interest in implementing action research because of the benefits they can derive from it. Ado (2013) also found out that action research projects as a professional development structure contribute to the development of a supportive professional culture, feelings of context-specific support, and feelings of empowerment.

Second, on the teachers' causes of anxiety in writing action research, the study identified two causes of anxiety arising from teacher-related and work-related factors. Teacher-related factors comprised of inadequate knowledge, lack of confidence in writing and fear of rejection. As revealed by the study of

Tindowen (2019), teachers have difficulty in data gathering and the process of writing the full action research. Toquero (2021), highlighted in their study that teachers encountered difficulties creating their action research, such as in the literature review and the research conceptualization.

Moreover, the study uncovered work-related anxiety which consisted of unavailability of support system, limited time to do action research, and overlapping of school activities. Alda et. Al (2020) cited that teacher education institutions are not ready in terms of research programs and initiatives. Thus, there is a need for teacher education institutions to rethink planning, redesign research initiatives, and strengthen teacher-training capabilities. Vecaldo and Asuncion (2019) revealed that teaching loads may be reasonably decreased to facilitate better productivity in the research process, since the reduction of workload means increased time for research.

Third, teachers ascribe their anxiety to the challenges they encountered in writing. These challenges include, tedious process of writing, heavy workloads and minimal budgets. Teachers are experiencing workload problems since action research is a stressful task (Tindowen et al., 2019). According to Jomud et. al (2021), workload has a significant impact on the level of burnout experienced by teachers. Workload has an impact on teachers' performance as well. David et. al (2019) underscored that the workload of public-school teachers is not only limited to teaching but also to other non-teaching tasks. Given this workload, actual teaching is increasingly being sidelined by the multitude of other responsibilities and roles that teachers play. As claimed by Gonzales et. al (2020), the officials of DepEd must provide the public school teachers monetary and non-monetary incentives and adequate management support to polish their research skills and capability in disseminating and publishing their research papers.

Fourth, the study uncovered that the enabling factors that urged the teachers to engage in writing action research involve support system, merit system and training. As revealed by the study of Wong (2019), the more supportive the institution, the better the research capability of the master teachers. Another



important finding in the study of Gonzales et.al. (2020), technical assistance, working arrangements, a culture of research, and motivational support are some factors that would encourage teachers to undertake research. Abrenica & Cascolan (2022) showed that most teachers believed that conducting action research will assist them in their professional growth through promotions and ranking because research output can be considered a factor in the merit system/advantage for employment purposes.

5 CONCLUSIONS

Action research is viewed as a challenging but beneficial undertaking. It is challenging because of teachers' limited knowledge, laborious process of doing it, and experience of several revisions in the proposed and completed studies. Interestingly, teacher-researchers find action research to be beneficial because it is a valuable tool for promotion and recognition, and it is responsive to contextualized learning needs. Notably, the study has uncovered the existence of research anxiety among teachers emanating from teacher-related and work-related factors. Teachers attribute their research anxiety to the challenges they face such as tedious process of completing an action research, heavy workload, and minimal budget provided to them. Despite the challenges, the teacher-researchers deliberately cope with the difficulties of writing action research through the enabling factors such as adequate support system, enhanced awards and recognition, as well as continuous training and mentorship, which may empower them to become capable, competent, and productive teacher-researchers. Hence, this study advances a continuing discourse on the experiences of basic education teachers in action research writing that may serve as input for an continuing enhancement training program.

6 RECOMMENDATIONS

Since several problems were noted in the study as to the challenges encountered by the teachers as well as the anxiety they experienced in writing their action research. The following are the researchers' recommendations:

1. DepEd Technical Working Group may provide mentorship programs such as continuous trainings and write shops to make sure that teachers have adequate knowledge in the conduct of action research. A team of experts in the division and school levels may be created to conduct incessant trainings and workshops about research.
2. DepEd Division office should reduce the teachers' workloads to ensure that teachers can write action research with enough time and elude teachers from other work-related disruptions. Since minimal budget was found to be one of the challenges of the teachers in writing action research, the School Administration may provide financial assistance to the teacher-researchers.



3. The school administration may finance the teacher-researchers through MOOEs and canteen fund. Moreover, they should establish institutionalize research committee to standardize the process of selection and cater support to the teacher-researches. It is suggested that teachers may emphasize collegial support to foster teachers' support system in writing action research.
4. Cagayan State University's research and extension program, may initiate interventions such as seminars and write shops that may enhance teachers' level of competencies and may reduce the level of teachers' anxiety in writing action research. Furthermore, the CSU may design and implement action research writing mentorship plan with teacher-researchers of Annafunan Integrated School which may address their specific action research writing need.



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