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## **Teachers’ Impressions, Issues, Challenges, and Technical Problems in Doing Educational Research: A Phenomenological Study**

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### **ABSTRACT**

*The study explored impressions of teachers towards research, issues, challenges, and technical problems experience by teachers in writing research. The study utilized phenomenological qualitative research approach following the model postulated by (Creswell, 1998). The study was conducted in the Division of Malaybalay City for the school year 2021-2022, which involved three school districts. In detail, the participants of the study were nine (9) elementary school teachers who were also serving as school research coordinators. They were chosen based on criteria and considerations established by the researchers. The study utilized basic qualitative study data gathering tools such as interview, FGD, and analysis of documents. The study revealed three emerging themes described the impression of teachers towards research. They shared that research improves the practice of teaching and learning, positively affects learners’ performance, enhances teachers’ competence in teaching, and serves as edge over other applicants during promotion. The study further revealed four emerging themes that described issues and challenges encountered by teachers in writing research. The participants shared that they have no time to conduct research, research is an added work and burden, they lack of knowledge in conducting research, and they have problems in writing. Moreover, six surfacing themes described technical problems teachers experience in writing research. The themes described the following challenges: identifying researchable issues, identifying qualitative and quantitative research, searching for pertinent literature, collecting data, identifying the most well-fitted research method, and processing qualitative and quantitative data. The significant statements indicated that teachers are very much aware of the benefits that writing research may bring them. However, teachers encounter issues, challenges, and technical problems in conducting research. The division office and school leaders may help teachers overcome these challenges and problems by initiating batteries of development programs that are well-fitted to the need of teachers highlighted in the study.*

**KEYWORDS:** *research, impressions, issues, challenges, technical problems*

### **INTRODUCTION**

Research is a way of investigating sources and materials in order to come up with new conclusions, so that we can establish facts. It is use to systematically discover new information, to answer question, or to improve the previous discoveries with an end-goal that

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can benefit society. One type of research that is commonly used is action research. It attempts to render social and day-to-day problems. Nowadays, action research is widely used in different organizations and institutions so that they can come up with facts that can solve the problems they are encountering, with regards to their daily operations.

Education is one of the organizations that uses action research. In the last 20 years, action research in education has gotten a lot of attention. It is considered as a practical yet systematic research method by teachers. It allows them to investigate their own teaching and the learning of their pupils. It is also used to investigate current problems in the classroom and to seek change and solutions through action. It is to learn via doing in order to advance professionally or personally. Teachers can generate unique knowledge and insight that cannot be replicated by other forms of study by examining from the inside out (Cochran-Smith & Lytle, 2009). (Goswami, et al., 2009). This knowledge and understanding can help to enhance teaching techniques and, as a result, raise student achievement.

In the Philippines, the Department of Education encourages teachers to conduct action research by publishing and promoting it. It has issued DepEd Order No. 39, series 2016 to its constituents, urging them to implement the "Basic Education Research Agenda.". The mandate encourages the country's teachers to perform research. The goal of this project is to identify teachers' and departments' concerns and problems, as well as to offer remedies based on the conclusions and findings of the research. Teachers have always been related to teacher professional development in the sphere of education, and they have absolutely become researchers. This will allow teachers to experiment with fresh and updated teaching methodologies as well as recent trend pedagogies. This will assist them in determining which method will be most effective.

Professional development is required for educators to overcome limiting applications in teaching and learning, according to Pea (2018). Teachers must grow and acquire new knowledge to construct a conceptual grasp of it. A professional development framework that encourages on-going professional development is needed. Teachers should look at models and examples that aim to investigate instructional and practical understanding of a specific research. Teachers can also integrate new knowledge and ideas into individual and collective initiatives for curricular and instructional reform. Action research, according to Marcelo (2018), is a rational approach for studying and collecting data that can assist teachers and other educational employees in recognizing and improving their practice. Action research can benefit from any instructor or a school-based inquiry, topic, or problem.

Despite the aforementioned trends, thrusts, attraction policies, and apparent pressures to mobilize teachers to participate in creating a vibrant research culture within and beyond the department, it is disheartening to note that only a small percentage of teachers are genuinely involved in research. The developing concept of "publish or perish" (Ulla, Acompañado, & Barerra, 2017) has become a challenge and an encouragement to generate research articles that warrant scientific publishing and credible dissemination to many stakeholders. However, conducting action research in Philippine public elementary and secondary schools may be difficult due to a lack of information among many teachers about what action research is and how to conduct it.

In the Division of Malaybalay City, there are only few studies that were published and only few teachers are doing action research. Probably, this happens because there are only

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minimal training or seminar-workshops on how to do action researches. The fear in making them is still observed. Additionally, teachers are not quite expose in research matters which may be one of the reasons why they are hesitant to enter the world of research. Moreover, it might be because of personal reasons, professional routines, and workloads that hinder them in doing so.

As a result, this research was conducted to determine the teachers' perceptions and challenges in conducting action research. Knowing and comprehending their perceptions and challenges in conducting research will have an impact on the Department of Education's research policy, not just in the Philippines, but globally. Through the results of this study, all institutions of learning will be able to develop guidelines to address the issues in terms of doing and publishing research studies.

## **LITERATURE REVIEW**

This part presents the literature and studies on impression, challenges, and technical problems in doing or writing educational researches. It also contains theories and models use as the bases of experiences. The researcher carefully organized and arranged the discussion thematically. It includes impression of teachers about research, challenges in research writing and leadership styles, roles and responsibilities of school heads, and challenges in leading schools through the integration of technology.

### **Legal Basis**

To promote an evidence-based environment, the Department of Education released DepEd Order No. 39 Series of 2016 which is the Basic Education Research Agenda. This will serve as a guide to all DepEd researchers from schools up to the central office, as to what type of research they want to focus on depending on the themes presented by the agenda. It may be Teaching and Learning which focuses on the classroom setting. The different strategies, instructions, assessments, visuals and interventions used in order to give quality education to our learners. Mostly, teachers are the ones who conduct this kind of study.

The second theme is about child protection. The Department's commitment to address these comes up a separate section on Child Protection. It is about reported incidents of bullying, teen-age pregnancy, addictive behaviors, and child labor and how to address these things. While policies and laws are the things that can address this, there is still a need for the department especially in schools to have in-depth studies on these things. The need to assess the effectiveness of previous interventions, and the potential of new approaches to better protect learners in schools (DO No. 39 s, 2016). This kind of study is also commonly conducted by teachers also.

The third theme is Human Resource Development. This extends to teacher education institutions, particularly on ways as to how to upgrade pre-service preparation and DepEd's role in providing continuous quality trainings to its people. In addition, about Career Enhancement of both teaching and non-teaching personnel in order to address and upgrade their capacity needs and to examine various dimensions and determinants of their professional growth. This is conducted by the human resource personnel. And the last theme is Governance. This theme of the Research Agenda covers planning, finance, program management, transparency and accountability, and evaluation, underscores DepEd's

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commitment to ensure that its systems, processes and structure, contribute to the achievement of basic education outcomes (DO No. 39 s, 2016). It covers the planning, finance, program management, transparency and accountability, and evaluation. This theme in research is commonly conducted by the school heads, supervisors and other personnel whose works is related to handling people and organizations. This agenda will also be shared for consideration of external partners, such as other government agencies, teacher education institutions, higher education institutions, research institutions, and non-government organizations, among others (D.O No. 39 s, 2016).

There are also other DepEd orders released by the department to strengthen more the conduct of research like DO No. 43 s. 2015 and DO No. 4 s. 2016. It is to provide financial support in conducting research. And it sets guidelines on the use of Basic Education Research Fund. Another DepEd order is DO No. 16 s. 2017 which is the research management guidelines. It talks about how your study will be evaluated by the research committees depending on the range of your research. It may evaluated by the schools division committee, regional committee or national committee. These policies and guidelines help the department in strengthening the culture of research.

### **Impressions of Teachers Towards Research**

The conduct of action research helps you decide and make actions logically. It is one technique for teacher researchers, school administration employees, and other educational stakeholders to improve the school's curriculum. The major purpose of action research is to identify strategies to improve the lives of students in education while also improving the lives of people who work in educational systems. Teachers should engage in action research because it provides a collaborative, methodical, and interactive process of analysis that actively seeks out areas of concern or remedy for them. Action research equips instructors with specific information and technical skills needed to influence positive change in classrooms, schools, and communities (Galarion, 2018). According to Mahani et al. (2012), for teachers to identify immediate and practical solutions to the issues they face in classrooms, they are encouraged to engage in action research in order to tackle and solve these issues for the upliftment of the quality of teaching and learning.

Vasquez (2017) identified the benefits of teachers participating in research. Among the benefits, one that stands out is the focus on employing research to improve teaching conditions and the lives of community members. Here in the Philippines, Ulla et al. (2017) conducted a study at the different educational institutions in Mindanao that looked at the different perspectives, motivations, challenges, and needs of teachers using a survey questionnaire and an interview, the study discovered that, despite the limitations of doing research, teachers had a good attitude about it. They hoped that by conducting research, they would be able to enhance their teaching practices, which would benefit their students' learning. Conducting research is one of the most critical stages toward maintaining knowledge by informing other education researchers, practitioners, and governmental bodies about current trends and challenges in education. Dehghan et al. (2015) studied views of teachers on research and its application in their classrooms. The researchers emphasized that teachers who conduct research remarked research as a very vital step in ensuring that they are able to guide, assist and help learners maximize their learning in school though the use of a research- based actions.

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According to the studies of Morales (2016) and Grima-Farell (2017), doing a research study improves and develops teaching skills, techniques, and subject matter knowledge, as well as enriching their professional experiences. It allows teachers to consider the present state of their local school and solve any educational concerns they may have. It also allows them to interact with other education scholars, practitioners, and policymakers and share the fresh empirical knowledge they've obtained with them. Their professional network will grow as a result of this. It is not only a method to grow, but it is also a way to learn. Rahimi and Weisi (2018) found out that claimed that their research practice makes them become more self-confident in their teaching practice. As they read and do research studies, they have logical justifications for their teaching practice in the classroom which makes them more confident and proficient. Likewise, Edwards and Burns (2016) proposed that teachers' research practice makes them more versatile in teaching and confident in their teaching performance. And another thing that spices up teachers in doing research is because of their competence especially in promotion. Ulla et al. (2017) found out that teachers are motivated to do research because they wanted to be promoted.

### **Issues and Challenges in Writing Educational Research**

Teachers have different reasons why they are hesitant to conduct actions research. One study that looked into the beliefs of 52 English language professors in a Turkish public university about undertaking research and their research level was involved in reading or performing research (Kutlay, 2012). The study discovered that teachers rarely do read research papers or articles. They believed that research does not provide a practical solution in the classroom setting. They primarily do not engage in research because of lack of time and hectic schedule.

Going back to Varquez (2017), aside from the advantages mentioned, he also determined some challenges of teachers in doing action research. The study found out that a lack of research expertise could lead to teachers or organization implementing off the beam strategies and initiatives. Biruk (2013) revealed that only a few teachers were engaged in research due to lack of enough research knowledge. It was also revealed that there was a limited number of training, seminar and workshop regarding research.

Heavy teaching loads opted teachers not to do research (Varquez, 2017) Moreover, Vecaldo, et al. (2019) found out that Faculty-researchers face a variety of difficulties when conducting research. Teachers when conducting action research, are having a hard time due lack of time because of heavy workload and various designations, as well as a lack of financial aid. It was supported by Ulla (2018), when he said writing research is an additional workload and burden in the part of the teacher, due to some excessive tasks that the teachers are carrying, conducting research has become a burden and is treated less.

Tindowen et al. (2017) found out four challenges encountered by teachers in writing researches. They emphasized that writing issues and anxiety is one of the factors that affects teachers in writing researches. As a result, some teachers do not conduct research or employ research in their classrooms.

### **Technical Problems in Writing Educational Research**

Aside from the personal issues and challenges encountered by teachers, they are also having difficulties in widening their knowledge about doing action research. Biruk (2013) did a

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study on the practices and problems of doing research and found out that it is because of lack of research understanding that's why only few are involved in research. Also, there were just a few research-related training, seminars, and workshops available. Sarkar (2014) listed the following hurdles that teachers have when conducting research: obtaining permission to gather data, recruiting intended participants, and difficulties with survey forms. Teachers still conducts research for it will bring a better understanding of how to develop new ideas and tactics in the teaching and learning process. Research, according to Marcelo (2018), is a rational approach for studying and collecting data that can assist teachers and other educational employees in recognizing and improving their practice.

With this, teachers find it hard in identifying problems to be studied. Any teacher or a school-based question, topic or problem is important to action research and may be used to start the process of conducting action research (Marcelo, 2018). Also, according to De Borja (2018), there are several difficulties encountered by a researcher. One of this is teachers' lack of competence in identifying variables needed, recognizing difficulties or problems. Another one is teachers may be unable to execute the different methodologies because they lack the necessary abilities due to a lack of in-depth knowledge about action research procedures (Biruk (2013). With this, teachers have uncertainties in doing research. It was supported by another author Ulla (2018) wherein he said that one of the challenges of teachers in research writing is insufficient knowledge of how to do research because others were unable to attend any trainings on research. Also, there are certain difficulties in conducting research, one of which is a lack of sufficient references. The term "materials" alludes to the absence of a school library and other sources of information, such as current periodicals and magazines, as well as an internet connection. Teachers also have difficulties establishing frameworks or theories linked to the topics they explored (De Borja, 2018).

With this difficulty in the different methodologies and gathering of data, the next step will somehow become difficult also. It is found by Madzniyah (2006) that teachers' reflection skills tend to be low. But nevertheless, research can be a foundation for making decisions (Othman, 2011) which means that it is necessary for us to give exact results.

These studies and literature are very relevant to the present study. They provide insights to the researchers in support to this study regarding the experience of teachers, their impressions, and the challenges they encountered in doing research. Further, they provided the researchers in-depth ideas in the conceptualization and formulation of the study. The studies and the legal bases from the different DepEd orders and authors made the researchers realized its similarities and differences from the result gathered. There were results from the studies that may confirm, validate, and disapprove some of the possible findings that this current study may gain.

## **RESEARCH QUESTIONS**

The study explored the impression of teachers towards research, issues, challenges, and technical problems in writing educational researches. Specifically, it sought to answer the following research questions:

1. What are the impressions of teachers towards conducting research?
2. What are the issues and challenges that teachers encounter in doing and writing educational research?

3. What are the technical problems that teachers experience in doing and writing educational research?

## **SCOPE AND LIMITATION**

The study explored impressions of teachers towards research and studied on the issues, challenges and technical problems of teachers in doing and writing educational researches based on their experiences. The study was conducted in the Division of Malaybalay City for the school year 2021-2022.

The study was performed in only three school districts of the Division of Malaybalay City, namely: Malaybalay City District I, Malaybalay City District VIII, and Malaybalay City District VI. Particularly, the researchers purposely included most of the schools in every district. Each district was represented by three (3) individuals. Furthermore, the study involved only nine elementary school teachers who served as participants of the study. Since not all schools in the districts were included, the selection of the schools and participants was based on the following considerations: availability of internet access, number of researches the school has produced, and its distance away from the researchers' current stations. The availability of internet access was given importance since face-to-face interview was somewhat risky. Virtual platforms were used in the data gathering stage.

The impressions of teachers towards research include possible outcomes that teachers may gain in conducting research endeavors. These gains may range from personal to work-related outcomes that research may bring to them as teachers. Issues and challenges merely include personal and work-related factors that might inhibit teachers from doing and writing educational researches. Furthermore, technical problems of teachers include research skills that teachers need in doing and writing educational researches.

The study utilized phenomenological qualitative research approach, which is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem (Cresswell, 1998). It focused on a concept or phenomenon and sought to understand the meaning of experiences of individuals who have experienced or "lived" the phenomenon (Cresswell, 2007). Responses from the researcher-made interview questions served as the primary source of data in the study. Focus group discussion, and document analysis supplemented and validated the data for analysis.

## **RESEARCH METHODOLOGY**

### **Sampling**

The participants of the study were the elementary school teachers who were also serving as school research coordinators of the Division of Malaybalay City, particularly in Malaybalay City District I, Malaybalay City District VIII, and Malaybalay City District VI. Moreover, purposive sampling was done. The researchers deliberately selected the participants who could bring richness and depth to the understanding of the phenomenon of the study. The researcher chose the participants based on their lived experiences as teachers and researchers. Additionally, these teachers have been in the Department of Education for at least two (2) years.

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## **Data Collection**

The researchers utilized the needed data gathering tools for qualitative research such as interviews, focus group discussions, and analysis of documents. The researchers imposed rigor by employing triangulation. It was applied to make the research outputs valid and substantial. Creswell (2008) emphasized that triangulation in research can validate and enhance research projects. The more complex the project, the more likely that triangulation will move toward a synergistic emphasis rather than act as justification alone.

### **A. Interview**

The researchers laid down the interview schedules for the participants. The researchers visited the schools and observed relevant concerns that may contribute to the purpose of the study. Guide questions were given before the interview session so that participants are given a chance to prepare and frame their answers. Interview questions were researcher-made questions. Every question was validated to ensure suitability and rightness to the setting of the study.

The validity of the questions was verified through content validation. The researchers submitted the sets of questions to experts to check the construct and correctness of every question. Experts analyzed questions based on the concept of educational research more particularly in the context of the Department of Education. Creswell & Miller (2000) define the process as determining whether the data to be gathered are accurate from the standpoint of the researcher, the participants, and the readers of the account. One of the most significant sources of qualitative studies is the interview. The interview will appear to be guided conversations rather than structured queries.

### **B. Document Review**

For case studies, the most remarkable use of documents is to corroborate and supplement evidence from other sources like interviews and direct observation. Furthermore, documents help validate the correct spelling and titles of organizations that might have been included in an interview. Most of the time, documents can offer specific details. These could both be corroboratory or contradictory. Significant inferences may be created out of the documents. However, one should consider implications only as hints worthy of additional investigation rather than as conclusive findings because assumptions could later turn out to be deceitful leads (Yin, 2003).

In the study, the documents were reviewed by the researchers including the documents that have a connection with research: School Improvement Plan, School-Based Training Designs, and School Research Action Plan. The researcher asked for permission from the school heads and teachers for the disclosure of these documents. These documents are records of the school found in their data center. These documents are useful for they contain substantial data.

### **D. Focus Group Discussion**

Focus Group Discussion is a group interview, which serves as a valuable research tool that captures stories that would better tell the story of the study (Nagle & Williams, 2013). The researchers utilized the focused group discussion to solicit more comprehensive answers from the participants. In the conduct of the FGD process, issues that are not clarified during the one-on-one interview will be reviewed. This process will allow the researcher to confirm the



unanimity of the responses provided. The researcher recorded and transcribed the proceedings accurately.

## DISCUSSION OF RESULTS

The researchers transcribed the audio file of the interview based on how the participants responded to the questions. From the data in the interview, important testimonials were elicited. These were those with the potential to be used to answer to the main research questions: “What are the impressions of teachers towards research?”, “What are the issues and challenges that teachers encounter in doing and writing educational research?” and “What are the technical problems that teachers experience in doing and writing educational research?” There were so many significant responses; caution was done to ensure that the significant responses were relevant to the studied phenomenon. Data were further reduced by formulating ‘meaning units’, from where the themes finally emerged.

Four themes were identified in the experiences of teachers as to how they personally view writing and doing research. Teachers perceived that writing or doing research (1) improves the practice of teaching and learning, (2) positively affects learners’ performance, (3) enhances teachers’ competence in teaching, and (4) serves as edge over other applicants during promotion.

The participants clearly understand the purpose of writing research in one’s self, schools, school districts, division offices, regional offices, and the whole Department of Education in general. Frame 1 highlights the impression of teachers towards research. The first emerging theme focus on how research improves the teaching and learning process in every classroom in school. According to the participants, they view research as an important way to look for solutions to difficulties that they encounter in the implementation of their tasks in school. Undeniably, these problems have something to do with the process of teaching and learning. A participant raised that

### Frame 1 Impression of Teachers Towards Research

Formulated Meanings	Meaning Units	Theme
Writing research helps teachers in making solutions to problems that may enhance the process of teaching and learning	Create solutions	Improves the practice of teaching and learning
Writing research allows teachers to explore more in the field of teaching that affects how learners perform and respond in class.	Improves performance	Positively affects learners’ performance
Writing research lets teachers increase their efficiency and effectiveness in their craft.	Boosts skills	Enhances teachers’ competence in teaching
Writing research gives teachers advantages and credits over other applicants during promotion.	Advantage and a plus factor	Edge over other applicants during promotion

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*“Para sa ako, research is about finding out what is the problem and making solutions on it para sa learning. Research is educations way of solving problems for good teaching and learning to take place and we do research para mas mapa inprove pa ang dagan saatong pagtudlo ug pagtoun sa mga bata.”*

Similarly, some participants raised an idea how important research is in solving classroom-based problems. Resolving these problems through research helps teachers a lot in the field of teaching and in the concept of human learning.

*“Makatabang ang research sa teaching and learning kay maka solve man siyag problems sa classroom.”*

*“Makatabang gyud ang research in terms sa teaching and learning. Mao na main reason gyud nganong ga research ta.”*

Furthermore, some other participants highlighted that conducting research makes teaching and learning fun and easy. Additionally, it will make the flow of teachers’ lesson attractive and interested in the part of the learners. They emphasized that

*“Research is about making ways in order for our teaching to be fun and easy to learn.”*

*“Para mas ma chada pa ang flow sa pag impart nato ug knowledge sa mga bata,ug sa pagdawat nila sa learnings sad. Research based man ato interventions, murag interested ang mga bat aba sa atong mga ga buhaton.”*

Theme 1 further revealed how teachers consider the conduct of research as the most objective and scientific way of improving the efficiency and effectiveness of the teaching and learning processes. Research allows teachers to diagnose the cause of the problems in the classroom by conducting basic researches that will identify the factors that cause the occurrence of these problems. This also allows teachers to craft and design possible interventions well-suited to the identified bottlenecks. Moreover, research allows teachers to test the efficacy of their classroom-based interventions that is contributory to the improvement of the teaching and learning. According to Mahani et al. (2012), for teachers to identify immediate and practical solutions to the issues they face in classrooms, they are encouraged to engage in action research in order to tackle and solve these issues for the upliftment of the quality of teaching and learning. Likewise Ulla et al. (2017) discovered that, despite the limitations of doing research, teachers had a good attitude about it. They hoped that by conducting research, they would be able to enhance their teaching practices, which would benefit their students' learning.

The second emerging theme dwells on how research impacts the performance of learners in school. Research in school somewhat provides qualitative and quantitative data that teachers can use to fine-tune the scope of the curriculum, delivery, and instructional practices. The availability of these data help teachers adjusts well and best serve every learner resulting to enhancement of student learning to its maximum. The participants of the study consider that research is a way to create notable progress in the performance of every learner. Some participants shared these concepts:

*“Research is conducting a study para maka improve sa performance sa bata.”*

*“Para mas makasabot ang mga bata sa mga lessons na na identify na least mastered skills nila, maong gabuhat tag research.”*

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Even if most of the teacher participants honestly admitted that they are really struggling in writing research, but they still consider how research could make informed change. This informed change may likely create an impact in the capabilities of learners to learn. It is further validated in the following excerpts:

*“Aside sa teaching and learning, another goal of research is to increase the level sa performance sa bata sa classroom.”*

*“Mao gyug gahimo ta ug research kay para gyud na sa mga bata para mas mapadali ang ilang pag kat-on.”*

In our schools in the Department of Education, teachers cannot just simply predict why some learners encounter difficulties in some competencies that are presented in our curriculum. Every quarter of the school year via School Monitoring Evaluation and Adjustment, schools are able to identify least mastered skills. Teachers cannot just afford to consider their assumptions which will back up their future actions. They have to dig in and look into the constraints that instigate these inefficiencies. If teachers will just duplicate, copy and implement existing actions from other schools, functionality and fitness problems may conceivably exist in the long run. In short, the actions might not be tailored-fit to the context of our learners. The participants regard research as one of the things they can do to make classroom actions effective that will somehow result to increase in pupils’ gains. Dehghan et al. (2015) studied views of teachers on research and its application in their classrooms. The researchers emphasized that teachers who conduct research remarked research as a very vital step in ensuring that they are able to guide, assist and help learners maximize their learning in school through the use of a research- based actions.

The next identified theme based on the responses of participants has something to do on how research will have an effect on the teacher’s proficiency in delivering tasks at hand. Participants consider many advantages research could bring more particularly to teachers who are committed to a significant, fact-finding process of improving one’s practice. The notion was raised:

*“As professionals, it can help us become better teachers especially sa pag handle sa classroom challenges nga atong gaka encounter. Mas logical akong mapaagi sa pagsulbad kay gi conduct gyud siya ug gi studyhan pag-ayo.”*

Furthermore, the participants gave positive perceptions towards the impact of their research activities in honing their professional teaching competence. The participants reflected thought that their commitment both with and in research provide them with additional and new professional knowledge making them better every now and then. Moreover, they reported that being engaged in research makes them think critically about different issues in their teaching process. They reported that while they are doing a research study to deal with an issue in their teaching and students’ learning, they think more critically about different ways, so that they could come to the best conclusions that will make them competent teachers. A participant said:

*“Through research, we are able to discover new strategies in teaching. Example kanang gina present sa ato during trainings ...mga output man na sila sa research. Much*

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*better gyod and effect if we implement new set of knowledge nga based sa atong background gyod.”*

Responses of participants disclosed further that conducting research must be not just for the sake of publication but for the sake of addressing an issue in their professional teaching making them more skillful as teachers. Conducting research could address issues that they encounter in the class and as a result, develop their professional teaching performance. Rahimi and Weisi (2018) found out that claimed that their research practice makes them become more self-confident in their teaching practice. As they read and do research studies, they have logical justifications for their teaching practice in the classroom which makes them more confident and proficient. Likewise, Edwards and Burns (2016) proposed that teachers’ research practice makes them more versatile in teaching and confident in their teaching performance.

It is every individual teacher’s dream to get promoted immediately in his post. Promotion is both a symbol of being competent and dynamic in the field of work. Promotion is a progression in a position which will raise the salary of a certain teacher as well. The next theme perceived by the participants about research is its benefit that teachers can get for promotion. The participants declared that

*“In terms sa field nato, sa promotions dako ug points ang research kay di sad gyud sayon himoun.”*

*“It can help you in levelling up your position.”*

*“Research is one of the requirements for promotion ug chada kayo sa pamati nga naa kay mabutang dira na part kay nakahimo man ka.”*

Teachers are very certain on how research will help them be qualified or be in the top rank in the ranking for promotion. Equally, they have the idea in mind that research might be an advantage over another applicant. Most of the teachers have hard time writing researchers but they are much willing to do everything just to have one. Somehow, this became a motivating factor why others are writing research. During the focus group discussion, one participant said that *“Ang uban willing na gali mag palit ug research sir para nay ika butang during sa ranking.”* The notion proved us that teachers really want to write research because they are needing it personally, but there are restraining factors that stop them from doing so. These might be personal or technical difficulties.

In addition, the Department of Education issuances corroborate with teachers’ notion with regards to teachers benefit of conducting research towards promotion. In all positions for ranking and promotion from teaching up to managerial positions, research is one of the pertinent documents as indicated. Moreover, the points given to a research output depends on the scope of the research work. The scope might be a school, division, regional, or national level. The higher the level, the higher the point. Ulla et al. (2017) found out that teachers are motivated to do research because they wanted to be promoted. Consequently, job promotion is another motivating factor why teachers work and write their research.

The second frame focuses on the issues and challenges that teachers encounter in doing and writing research. These challenges may range from personal down to issues that are causative to not writing a research paper at all. Teachers have their personal reasons for not making a

research output. Four themes were identified in the experiences of teachers as to issues and challenges that they encounter in writing and doing research: (1) no time to conduct research, (2) added work and burden, (3) lack of knowledge in conducting research, and (4) problems in writing.

**Frame 2 Issues and challenges that teachers encounter in doing and writing educational research**

<b>Formulated Meanings</b>	<b>Meaning Units</b>	<b>Theme</b>
Teachers encounter time issues in doing research due to workload and the ancillary tasks that they have.	Lack of time	No time to conduct research
Teachers consider writing research as an extra or additional task.	Extra task	Added work and burden
Teachers encounter research knowledge issues which generally focus on research concepts and structure.	Research knowledge	Lack of knowledge in conducting research
Teachers encounter writing issues making them less confident in writing research.	Writing errors	Problems in writing

The participants shared that they do not have the pleasure of time to make and write research. Accordingly, they are already loaded with so much tasks as classroom teachers. The participants voiced out that

*“Concern nako is time.kay kailangan gyud ni siya gahinan ug time gyud siya pero tungod sa teaching loads and paper works, medyo apiki.”*

*“Everyday,natunga name daan saamong personal and work life. Mao na ang ga buo saamong adlaw.maong ang pg insert ug buhat ug research, makagahin gyud mi sa work ug personal maong medyo dili kayo gaka buhat gyud.”*

Teachers perform not just duties that involve teaching. Teachers in the Department of Education are also tasked to perform various school related responsibilities, or we commonly call them ancillary functions. Some of the functions are being designated as grade level chairpersons, subject coordinators, organization moderators, advisers, coaches, focal person, and technical and working committee head and members. In some case, these added tasks made teachers motivated despite challenges that they have encountered, but others described it as cause of “role conflict” especially if the nature of jobs are too different. In the Philippines, some studies showed that the demands of these extra tasks contribute to the level of stress that teachers are experiencing.

Moreover, teachers also are facing bulk of papers works daily more particularly during this time of pandemic. They consume their time printing, sorting, preparing, checking modules of learners. During their spare time, they have to give their learners a call to monitor their daily progress and needs. When they arrive at home, they prefer to relax and spend their limited

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time with their families. These situations caused teachers to feel exhausted and remarked that they do not have time to write research. Vásquez (2017) mentioned that heavy teaching loads are why teachers opted not to do research. As teachers compromise with priorities in their workplace, family, and society, they should be given quality time to do what they are expected to do.

The second surfacing theme on issues and challenges encountered by teachers in writing research is research as an added task or work. Probably, due to hectic schedules and other contributing constraints, sadly teachers think that research is a burden. Even if there are issuances released by our department encouraging teachers to engage in research, but teacher's individual performance commitment form does not contain any indicator that directly gives point or credit to teachers. In short, teachers may or may not write a research output and only deem to achieve teaching and learning aims. These concepts make our teachers less motivated. Teachers mentioned that

*“Yes. Us teachers is main goal gyud nato is para gyud ta sa learners. Although para sa learners ang conduct og study, ma kuhaan ang oras gihapon kay tungod sa mga pag search og litierature, ug pag himo mismo sa paper.maong dugang gyud siya sa trabaho.”*

*“Daghan workloads. Usahay mag Dungan-dungan ang mga coordinators og himo og activities maong lisod kayo.”*

*“Tungod sa borbarding of work, maka exhaust gyud siya maong akong mind, dili na kayo maka focus sa pag conduct og research. Sa ako lang burden gyod siya sa ako..”*

Currently, teachers enjoy benefits of writing research only during promotion since it is one of the required documents. However, when it comes to yearly performance rating, teachers cannot claim credits and points on their research outputs since it is mentioned earlier that it is not emphasized in any of the indicators. Nevertheless, the teacher may use it as a support for his/her plus factor of which there are a lot of available means of verification. During the focus group discussion, a participant revealed that “Lot of focus and lot of work... di pud ma support sa IPCRF”. Additionally, the overloading work of teachers cause them to articulate research as an additional task. A participant said that “Dili man gyod siya atong main focus maka ingon gyod ta nga additional gyod siya nga work. Sa kadaghan sa work gyod wa na gani tay beauty rest.”

Writing research is an additional workload and burden in the part of the teacher, due to some excessive tasks that the teachers are carrying, conducting research has become a burden and is treated less (Ulla, 2018).

The third transpiring theme is the lack of knowledge in conducting research. Lack of basic research knowledge is a challenge that stops teachers from engaging in research or makes them uninterested. As observed, most of the research active teachers are those who are enrolled in post-graduate studies. The participants brought up that

*“Ga conduct ko ug research but ga learn pa gyud ko kay kulang pa akong kabal-an.”*

*“Daghan pa kaayog mga butang nga kinhanglan nako imaster sa research gyud kay not enough akong knowledge.”*

There are possible reasons why teachers lack research knowledge more particularly in DepEd schools. Based on the documents reviewed, there were only few activities and development programs provided by the school for teachers on this regard. It is also noted that introduction of research writing is only given in a day. Teachers probably encountered problems ingesting the research concepts due to a very limited time. Biruk (2013) revealed that only a few teachers were engaged in research due to lack of enough research knowledge. It was also revealed that there was a limited number of training, seminar and workshop regarding research.

Finally, the last theme that was transcribed in the responses of teachers regarding their issues and challenges in the conduct of action research is issues in writing. Participants want to start writing but they feel that they have very limited ideas. This cause them to feel less confident of their outputs. A participant shared that “I do not know how start with my introduction. I feel that I commit a lot or grammatical errors as continue writing.” Teachers want to express their ideas in writing but they feel that they lack effective writing skills. Specifically, teachers have fear in analyzing data and some have problems on their grammar. The participants shared

*“I have problems in writing especially on how to start gyod the paper dira ang pinakalisod.”*

*“I want to deepen more my skills in writing the paper kay dili pa kayo organize akong.”*

Most issues in writing may sprout from lack of knowledge about variables that need to discuss. In addition, teacher-researchers are doubtful about their outputs when they are not aware on what are concepts that they need to dwell into. In general, the deficiency of research knowledge greatly affects the ability of teacher-researchers to write creatively. Tindowen et al. (2017) found out four challenges encountered by teachers in writing researches. They emphasized that writing issues and anxiety is one of the factors that affects teachers in writing researches.

The third frame reveals the technical problems of teachers in writing research. Six themes were identified as technical problems of teachers in writing educational research. These are (1) identifying researchable issues, (2) identifying qualitative and quantitative research, (3) searching for pertinent literature, (4) collecting data, (5) identifying the most well-fitted research method and design, and (6) processing qualitative and quantitative data.

The first emerging theme is identifying researchable issues. In the classroom, teachers can see and detect problems in learners’ attention, engagement and learning capacity in different subjects. However, despite the presented problems, teachers somehow still have difficulty in finding research issues to be written. Some participants cited:

*“Nay problema sa classroom pero usahay maka hunahuna ko basig over studied.”*

*“Very wide man gud atong research although education lang siya ga base, daghan problem pero basig nanay daghan naka study ba”*

Teachers have this fear that the problem they identified in their classroom might be overly studied. Conducting it will be useless since it has been proven already by other authors. There are also some instances wherein problems they would like to study might not have researchable literatures. Some participants shared:

**Frame 3 Technical Problems in Writing Educational Research**

Formulated Meanings	Meaning Units	Theme
Teachers have difficulty finding research issues in the classroom that can have good researchable support	Finding research issues	Identifying Researchable Issues
Teachers needs to get to know more qualitative and quantitative methods in order to properly identify them in a study	Identifying research methods	Identifying qualitative and quantitative research
Teachers have difficulties finding suitable literature to best support the paper because of wide range of information in the internet.	Supporting literature	Searching for pertinent literature
Teachers need to exert full effort to tap participants for the gathering of data	Tapping of participants	Collecting data
Teachers are not yet knowledgeable enough of the different research designs and are confused on what to use in their paper	Knowledge about research designs	Identifying the most well-fitted research method and design
Teachers find it hard in analyzing the gathered data making them have difficulty in processing it.	Analyzing data	Processing qualitative and quantitative data

*“Dili ta maka diritso ug himo research kay dapat naa gyud tay Makita na literature na maka support maong lisod kayo makahimo ug research problem”*

*“Gusto ko ug unique unta na research pero basig wala sad tay Makita na support na literature.”*

This pertains to the support of teacher’s research paper. A research paper needs to have a solid ground of literatures in order to support the claims and the study itself. Searching of literatures as support can widen the perspective of the researchers in his/her research making them able to fully justify the paper.

Any teacher or a school-based question, topic or problem is important to action research and may be used to start the process of conducting action research (Marcelo, 2018). Also, according to De Borja (2018) , there are several difficulties encountered by a researcher. One of this is teachers' lack of competence in identifying variables needed, recognizing difficulties or problems.

The second emerging theme is Identifying Qualitative and Quantitative Research. Teachers have hard time identifying qualitative and quantitative researches. This makes them unable to create researches because they themselves do not know what kind of research they will be doing. According to some participants, they said:



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*“Sa paghimo ug research sad, malibog ko kung unsa na siya qualitative ba or quantitative”*

*“In identifying researches, medyo mawala pako maong dili ko kabalo sa mga dapat gamiton na methods.”*

In addition, participants cited how important is the basics. To get to know and be fluent in using qualitative and quantitative research is a must for it is the beginning step in writing. A participant shared:

*“Libog ui ang duha ka research.lahi-lahi sila ug mga qualities maong daoat ilhon ug tarong aron maka identify gyud”*

This points out how important it is to always go to the basics. And to review every now and then the different methods in order to refresh the teachers’ knowledge. As stated by Biruk (2013), Teachers may be unable to execute the different methodologies because they lack the necessary abilities due to a lack of in-depth knowledge about action research procedures. With this, teachers have uncertainties in doing research. It was supported by another author Ulla (2018) wherein he said that one of the challenges of teachers in research writing is insufficient knowledge of how to do research because others were unable to attend any trainings on research.

The third theme has something to do with the researches and claims of previous researches in order to support the paper. It is searching for pertinent papers. Teachers are having a hard time searching through the internet, and reading unending articles in order to find the most suitable literature for their paper. As mentioned by some participants,

*“Ang pag search gyud ug haom nga mga literature para sa imong study ang lisod kay basig dili man diay siya maka defend saimong paper”*

*“Ang pagsearch sa literature ang pinakadugay nako mabuhay kay luag kayo ang internet gyud lisod mangita.”*

Searching the internet is not an easy task. It is so wide and lots of articles or blogs will come out with a click. This is the reason why researchers should have a kin instinct in getting information and knowledgeable enough to read and identify if the literature being used is based on facts and theories that have been tested. If you will be supporting your paper with opinion-based ideas, the paper will be of non-quality for it lacks facts and theories that can strongly support your claim. As mentioned by Ulla (2018), there are certain difficulties in conducting research, one of which is a lack of sufficient references. The term "materials" alludes to the absence of a school library and other sources of information, such as current periodicals and magazines, as well as an internet connection. Teachers also have difficulties establishing frameworks or theories linked to the topics they explored (De Borja, 2018).

The fourth emerging theme is collecting data. Teachers find it hard to collect data from the participants. The getting of data is a crucial part since in here, the intervention happens. Thorough focus is necessary in order to successfully collect data before, during and after the intervention or interview being conducted. Some participants shared:

*“Dili lalim ang collecting of data kay ang proseso sa pag implement saimong intervention diri Makita maong todo effort gyud ta ani”*

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*“Concern gyud nako ang pag gather sa data kay mag tap tag mga participants biya ana.taas ang proseso”*

Teachers are having difficulty in the collection of data because it needs time and effort to conduct the intervention or interview in order for them to get the answers. It is the fruit of the research because in here, happens the conduct of research, which will be of need for the processing of the result. Teachers do not just watch and record the outcome of the test and interview. They also need to make sure that the conduct itself is of ease and good flow so that it will then be easy to process the gathered data.

Sarkar (2014) listed the following hurdles that teachers have when conducting research: obtaining permission to gather data, recruiting intended participants, and difficulties with survey forms. Teachers, despite facing numerous challenges in doing research, still conducts them for it will bring a better understanding of how to develop new ideas and tactics in the teaching and learning process. Research, according to Marcelo (2018), is a rational approach for studying and collecting data that can assist teachers and other educational employees in recognizing and improving their practice. Gathering data is a must because it serves as the basis of the study.

The fifth theme is identifying the most well-fitted research design and method. Due to lots of research designs in different research methods, teachers somehow got confuse which design and method is the most appropriate one to use in the research. They are not quite familiar with the different research designs making it hard to them in pointing out which is the well suited. As mentioned by the participants,

*“Daghan kayo klase sa research instrument labi na sa quantitative.maong mawala ko dira na part”*

*“Ang pag identify sakong unsa ang sako gamiton na research method ang akong gakalisodan gyud”*

Moreover, participants also shared that they lack knowledge about the different research designs that’s why they are hesitant to use them. They shared:

*“Usahay ma hesitant ko ug conduct ug research kay tungod sa gagamiton nga fit saiya nga method kay tungod dili ko familiar.”*

*“Murag kailangan kog more knowledge sa mga different research instrument kay daghan gyud siya galisod kog identify sa aha ang dapat gamiton”*

This points out that teachers have less knowledge in the different research methods. They need more seminars and trainings in order to refresh their minds in this area. With no enough knowledge in research, teachers will have a hard time doing it, and worst, they will no longer conduct and write research. One study conducted by Biruk (2013) on the practices and challenges in doing research in Sululta Secondary School in Ethiopia revealed that only a few teachers were engaged in research due to lack of enough research knowledge. Continuous teacher trainings and other professional development activities are known to guide teachers towards research-based practices (Grima-Farell, 2017).

The last emergent theme is the next step of collection of data. The processing of the data in order to get the result. The emergent theme is Processing qualitative and quantitative data. Different research designs have different processes. Teachers need to know how to process

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the data collected, in order to provide an accurate result. However, participants are not quite familiar with the process of the research designs being used. They mentioned:

*“Hesitant ko mag conduct gyud tungod aning mga technical difficulties labi na sapag analyze sa na gather na data.”*

*“Ang chapter sa discussion of gathered data ko galisod. Kay mao na ang pinaka unod man sa research, maong dira gyud ang bakbakan ug words and implementation sa method.”*

Furthermore, because of the little knowledge in the processing of gathered data, teachers become hesitant in acknowledging their own work. They are having doubts because the paper might not be defended and processed well. As stated by some participants:

*“ Magduha-duha na dayon ko ug submit sa full-blown kay basig nay mali saakong pg himo labi na sa discussion part.”*

*“Mahadlok kog pagawas saakong research kay wala di raba gyud ko kabalo mo process ug ayo. Basig wala na process ug sakto maong basig ang results is mali sad.”*

All teachers pointed out how important it is to properly process the data in order to come up with an exact result. Processing qualitative and quantitative data is a crucial part on the researcher because this is where the gathered data are being analyze and interpreted with the use of the different research designs and methods. Teachers need to master the different methods in order to properly process the data. If not properly done, consequences is teachers will have a different finding, which will lead to incorrect dissemination of conclusions and results. It is found by Madzaniyah (2006) that teachers’ reflection skills tend to be low. But nevertheless, research can be a foundation for making decisions (Othman, 2011) which means that it is necessary for us to give exact results.

Based on the results of the study, the researchers found these things very important in bringing the excellent culture of research in the Division of Malaybalay City. All schools may venture to conduct development programs for teachers in writing educational researches. If possible, may these development programs be given in series and not just for a day. The researchers also suggest that schools may conduct more Learning Action Cell episodes about research. This may enable teachers to understand how writing research will be done in a less stressful manner. Moreover, school principals may encourage and support their teacher-researchers by providing them with technical assistance as needed. Research inclined individuals or teachers in the school may help other teachers by coaching them or inviting them for collaborative research.

Furthermore, the division office may extend more assistance to teachers through the division research section. The division may continuously conduct batteries of training in research. Additionally, the division may tap expert researchers in the division to extend help to beginning researchers especially in the use of research statistical tools.

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