



The Dilemma in Conducting an Action Research as a Tool for Professional Development of the Senior High School Teachers

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Abstract – The main purpose of this study was to identify the dilemmas in conducting an action research of the Senior High School Teachers in E.O 189 Schools in Sta. Barbara, Pangasinan. It also described the actual involvement of the SHS Teachers on action research and identified the factors that can help teachers to undertake an action research. The research method employed in this study was mixed method approaches which is embedded in concurrent type of mixed method. The questionnaires administered to 39 SHS Teachers. All of the questionnaires were properly filled and returned. In addition to this, interview and document analysis were made to collect the necessary information. Results obtained were analyzed by using descriptive statistics and narratives. The results of the study revealed that (1) half of the total respondents were female and very young by profession. But despite of being new in the field, most of them were licensed teacher and unit earners in graduate studies which implies that the SHS Teachers in E.O 189 Schools were very qualified in the Senior High Schools. (2) Since most of the SHS Teachers in E.O 189 were new, their status in undertaking an action research was very low. They do not have any background in conducting AR because they have not been/yet attended any related seminars and material references on action research. However, (3) the perception of SHS Teachers in the contribution of action research was positive. According to them it improves their knowledge and skills in research thus, can help them to develop their teaching and social skills with their learners. (4) Despite of the positive perceptions made by the SHS Teachers, their actual involvement was still very low because of the factors that unable them to undertake AR. Such as the, existence of inadequate trainings and seminars, insufficient reference materials and budget of school. But then, (5) the motivating factors that enable teacher to undertake an action research were conducting a seminar-workshop annually intended for the teachers, sufficient material references and fund for the study.

Keywords – action research, department of education, senior high school

INTRODUCTION

The Philippine Education System underwent several reforms in order to be in line with social, cultural and political developments. One of the major thrusts of former President Benigno Aquino's government was the enhancement of the basic education program known as the Republic Act No. 10533 series 2012 which was signed into law on May 15, 2013. The law was enacted and promulgated because the Philippines is the last country in Asia and one of only three countries worldwide with a 10-year pre-university cycle. Along ongoing changes in education policies, special attention was paid to development of education programs for quality teachers in line with common principles for teachers' competencies and their qualifications.

It is vital that educators adhere to these standards to meet the required qualifications of those who enter the teaching profession. With the start of

senior high school, the Department of Education has called on "qualified and highly-competent teachers, professionals, practitioners, and experts" interested in teaching subject areas of the 4 Senior High School tracks: academic, technical-vocational-livelihood, arts and design, and sports. Educators must keep abreast of the important advances that are occurring in education.

This is where professional development comes in. As (Hassel, 1999) defined professional development as "the process of improving staff skills and competencies needed to produce outstanding educational results for students (Hassel,1999). As to (Sparks,2002), research and experience help us recognize that high-quality ongoing professional development that deepens teachers' content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection and assist in the goal to remain up-to-date.



According to (Mills, 2011), the action research is an attractive option for teachers, school administrative staff, and other stakeholders for professionalism purposes. Specifically, in the education field, action research can be defined as the process of studying a school situation to understand and improve the quality of the educative process (Hensen, 1996; Johnson, 2012; McTaggart, 1997). Teachers who gain knowledge about what theory says engage with research whereas teachers who test the theory learned to see if it fits in their classroom situation actually engage in research; and research shows that teachers prefer to engage in research rather than engage with research (Everton, Galton & Pell, 2002). One of the main reasons is that they become less vulnerable to and less dependent on external answers to the challenges they face (Fullan, 2000 as cited in Donato, 2003).

The Senior High School Teachers and Students in one town of Pangasinan

The Municipality of Sta. Barbara is one of the well-known towns in Pangasinan. Aside from its economic and social stability, the educational institutions located in the said place brought some prestigious and gargantuan fame for it. Considering the mother and big high school established here was Daniel Maramba National High School (DMNHS). Thousands of students are enrolled in this school. Due to the public demand, there were barangay high schools converted into national high schools within the power given by the previous government which is the Executive Order No. 189, s.1987. With this order, DMNHS as a mother school holds other high schools and called them E.O189 consisting the following: Banaoang NHS, Botao NHS, Maticmatic NHS, Minien NHS, Payas NHS and Tuliao NHS.

These EO189 Schools have the following number of SHS students and teachers as of School Year 2017-2018:

- Banaoang NHS- 146 students/ 7 teachers
- Botao NHS- 109 students/ 5 teachers
- Maticmatic NHS- 100 students/ 7 teachers
- Minien NHS- 102 students/ 7 teachers
- Payas NHS- 174 students/ 8 teachers
- Tuliao NHS- 110 students/ 5 teachers

Rationale Of The Study

Exploring action research as a potential tool to enhance teachers' professional development was triggered by several reasons.

First, the researcher's interest has been driven from her own personal dilemma which is related to Master degree. Her Professor required them to make and submit an action research. With this scenario, she has thought for different ideas about social regards in the education field. They have thought on the teaching pedagogies of the 21st century teachers but this seem to be quite absurd since many other researchers conducted this kind of study. The researcher also planned to focus on the personal traits of a senior high school teacher but then, she came up with this research about the development of a teacher, related to their profession. She built an idea that this kind of research can motivate the teachers especially in the Senior High School Teachers to engage themselves in a research. Because teachers own their own personal and professional development. With this, they can reflect on own practice; look for alternatives; solves own classroom problems; can sustain development plan; can make realistic than other plans and most of all a lifelong development.

Second, she came to the point that this study help her to explore and improve her work as a Senior High School Teacher. The intention is that one person improves their work for their own benefit and the benefit of others. If they can improve what they are doing, there is a good chance they will influence the situation they are working in. They can increase awareness and readiness to be self-critical and probably have an influence on the people they are working with. The researcher is aiming to influence others for the better.

Lastly, the researcher would like to find out the reason of some educators who have less motivation in the research. Some teachers are doing this so for their promotion. But this kind of activity to our lives will hold us forever. Others might not realize the impact of an action research but actually it is a form of self-evaluation and self-assessment. A useful way to think about action research is that it is a strategy to help our lives in a way that we feel is a good way. It helps us to live out the things we believe in, and it enables everyone to give good reasons every step of the way as a 21st century educator especially for the Senior High School Students.

Innovation, Intervention And Strategy

Sparks and Loucks-Horsley (1990) explains that professional development both changes and is changed by the organizational context in which it takes



place. Literature points to two basic categories affecting teacher professional development that is personal factors and contextual factors. Personal factors include the stage of concern the teacher is in, the teacher's career stage and the cognitive development. Contextual factors include the type of class the teacher teaches, the teacher's colleagues, the head of department, the school culture, the school leadership, school policies as well as time and financial resources (Villegas-Reimers & Reimers, 2000).

In discussing contextual factors, Imants (2003) stresses that "the social context of the school is assumed to foster or inhibit teacher professional development to a considerable extent" (p. 294). Blumenfeld and others (2000) further add that a school culture that provides opportunities for sharing, risk taking and reflection among teachers about pedagogy and student learning is more likely to encourage teachers to develop professionally. In this respect, Clement and Vandenberghe (2001) emphasize that schools should offer learning opportunities and learning space; schools that favour professional development are those that encourage some experimentation without the threat of punishment if one is not successful. Other barriers to teacher professional development as cited in literature include the lack of ownership in professional development initiatives and the isolated nature of teaching in schools (Cwikla, 2003; Schlager & Fusco, 2003).

So how do we measure the success of teacher professional development programs? Do we measure by the participants' attitudes and perceptions? How about teachers' attendance? Or maybe facilitators' evaluations? Student learning? All the preceding indicators may be considered less rigorous than measures of teacher learning, adoption and implementation of new instructional method (Cwikla, 2003). According to her, for innovations to be successfully passed on to the grass-root level, much time and opportunity is required for teachers to understand, experiment as well as change attitudes and perceptions about teaching and learning. Further to that, teachers who attend professional development programs outside of their schools are better able to implement what has been learnt and more likely to "keep the fire burning" when they are given support through networking with other fellow participants who can "care and share" with respect to problems or issues that may arise and also to celebrate success in their

achievements. This would help alleviate the feeling of being isolated in their effort to change.

Moreover, some graduate programs now either offer an option or require students to use action research as part of their undergraduate or graduate degree programs. For example, Huber et al (2000) report on a Master's program that used a cohort model within a collaborative learning community that incorporated, among other facets, action research. They found that their approach prepared educators to assume leadership roles in reforming education to meet today's students' complex needs. Neapolitan (2000) conducted a study that examined the beliefs of 21 experienced teachers who implemented individual action research projects as part of a graduate degree program in teacher leadership. He found that teachers believed that engaging in action research helped them grow personally and professionally and enabled them to influence other teachers toward improving curriculum and instruction.

Action research is one form of applied research. Because action research draws on a range of designs and methodologies, it can provide teachers with the opportunity to examine a practical problem within a classroom or school setting. Action research has the potential to greatly enhance both teacher professional development and school improvement initiatives.

The following forms are the reasons for conducting an action research in the school:

- Individual: an educator works on a personal inquiry
- Collaborative: a team or group focuses on an issue
- Schoolwide/districtwide: a community of practitioners works to solve a problem or make a change

Many guidelines and models of action research are available to teachers wishing to engage in this research methodology. In this paper, the author has included the action research helix (Stringer, p. 4), commonly referred to as the "Look, Act, Think" model — as Figure 1 (see below). In the 'Look' stage, information is gathered by careful observation through looking, listening, and recording. During the 'Think' stage, researchers analyze the collected information to identify significant features and elements of the phenomenon being studied. Finally, the 'Act' stage is where the newly formulated information is used to devise solutions to the issue being investigated.

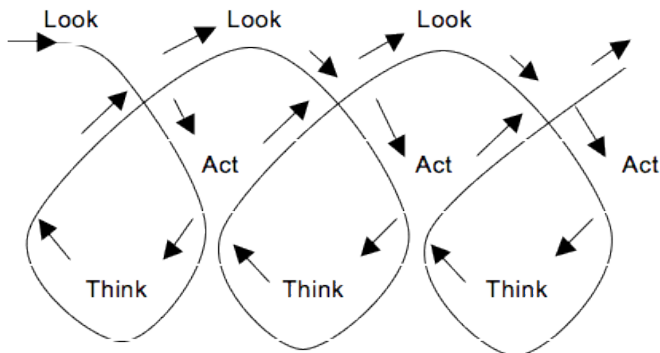


FIGURE 1: *The Action Research Helix*

Research Question

Action Research became an optional yearlong capstone project for graduate students in a Master of Education. For teachers in this capstone, the purpose of action research is to engage them in inquiry processes focused on real issues residing in their classrooms or schools that resulted in research interventions to promote and sustain improvement in teaching and learning.

Meanwhile, the purpose of this study is to identify the problems in conducting an action research by the Senior High School teachers in Sta. Barbara, Pangasinan. Research questions incorporated in this study include:

- What are the general characteristics of the Senior High School Teachers in E.O 189 Schools?
- How much involvement are the SHS Teachers in conducting an action research in their respective schools?
- How does engaging in action research contribute to senior high school teachers' professional sense of efficacy, as measured by the impact on them and their teaching strategies?
- What factors have played a significant role in enabling a teacher to successfully carry out action research?

Scope And Delimitation

The study focused on the problems in conducting an action research by the Senior High School teachers in Sta. Barbara, Pangasinan. This also covered the efficacy of the AR as a tool for teachers' professional development. The respondents for this study were the Senior High School Teachers in EO189 Schools in Sta. Barbara, Pangasinan. The researcher

made use of questionnaires and interview-survey to gather valid and reliable information.

METHODOLOGY

In this study, a mixed method approach was concurrent embedded. According to Creswel (2009), the concurrent embedded strategy of mixed methods can be identified by its uses of one data collection phase, during which both quantitative and qualitative data are collected simultaneously. Therefore, in this study, the qualitative results were embedded or nested to the quantitative results.

Participants

The participants in the study included all Senior High School Teachers of E.O189. Since the total number of teachers was 39 and that was manageable, the researcher used all teachers in the said school. Moreover, to triangulate the data, the researcher made use of document mining as a secondary source of data.

Data Gathering Methods and Analysis

In order to achieve the objectives of the study, data collection instruments such as questionnaire, semi structured interview, and document analysis were employed.

Questionnaire is widely used in educational research to obtain information about certain conditions and practices to inquire into opinions and attitudes of individuals and groups. According to Best and Khan (1993), questionnaire enables to secure factual information about opinions and views and also appropriate instrument to obtain a variety of opinions with a relatively short period of time.

Therefore, it was developed after intensive review of related literatures for research topic. Both closed-ended and open-ended questionnaires were employed in this study. Most of the questionnaire were closed-ended, while some questionnaire items were open-ended in order to give a chance for respondents to express their views, ideas and opinions using their own words. It was composed of yes/no questions with supported in open ended items to investigate the practice of action research in the study area. The researcher also employed Likert scales valued: strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5) to explore teachers' views/opinions regarding action research. The other part of the questionnaire was consist of closed ended items to investigate the problems of teachers in undertaking



action research in E.O 189 Schools in Sta. Barbara, Pangasinan.

Burns (1999) noted that the strength of semi-structured interviews tends to be one of the most favored by educational researchers as it allows respondents to express themselves at some length, but offers enough shape to prevent aimless rambling and help researchers to get themes and topics which may not have been anticipated while designing the interview.

Therefore, so as to get additional information and strengthen the data obtained via questionnaires, the researcher administered semi-structured interview to all the SHS Teachers in E.O 189 Schools regarding the practices of action research and the factors that affect them not to undertake action research in the study areas.

Procedures of Data Collection

In order to obtain adequate data on the dilemma in conducting action research, the researcher used questionnaire, interview, and document analysis. The first step towards collecting the necessary data was making face to face contacts with the target respondents in order to introduce the purpose of investigation and facilitating conditions for the data collection activities.

Next, the researcher arranged the time and place to make contact with the respondents. Accordingly, the distributions of the questionnaires and the interview schedule were fixed on which an agreement has been made. Then, the questionnaire papers were distributed to all teachers of EO 189 Schools to fill and collect the questionnaire accordingly. After distributing 39 questionnaires to all teachers, the researcher carried out the interviews with them.

Methods of Data Analysis

The data were collected from the above mentioned participants and were analyzed through quantitative approach, statistically using descriptive statistics such as frequency distribution, percentages, grand mean, mean and the qualitative approach (narrative description of data) that was embedded to the quantitative findings.

On the other hand, in order to answer all basic research questions, descriptive statistics was employed. Here, the five Likert scales were converted into three for the sake of convenience to deal with. Accordingly, the first two scales (strongly disagree + disagree) were grouped together to disagree. In the same way, the last two (strongly agree + agree) were grouped together into

agree. The intermediate scale (undecided) was taken as it is

RESULTS AND DISCUSSION

This part discusses the data analysis and findings from 43 questionnaires completed by the SHS Teachers of E.O 189 Schools in Sta. Barbara, Pangasinan. The purpose of this study was to identify the problems in conducting an action research by the Senior High School teachers. This study also identified the:

- General Characteristics of the Senior High School Teachers;
- Number of engaged SHS Teachers in conducting an action research;
- Contribution to senior high school teachers' professional sense of efficacy, as measured by the impact on them and their teaching strategies; and
- Factors have played a significant role in enabling a teacher to successfully carry out action research.

The researcher divided the discussion of this section into 5 parts. Part I discusses the general characteristics of the SHS Teachers as respondents in order to strengthen the details for Part II which is all about the engagement of the teachers in conducting an action research. Meanwhile, contribution of action research to SHS Teachers' Professionalism will be the focus of Part III. We need to identify the major contribution of AR to SHS Teachers to arrive in the dilemma or problems in conducting AR, which will be discussed in Part IV. And in order to enable SHS Teachers in conducting an AR, Part V shows the major factors to help them. In the end of each part of the above study results, discussion of the findings of the study is presented to reflect on how this research leads to a better understanding of the major objectives of this study.

General Characteristics of SHS Teacher

The participants of the study were characterized in terms of their sex, age, year of service, employment status, eligibility, educational level and number of PD seminar-workshop attended. Thus, 43 copies of the questionnaire were distributed to all SHS Teachers in E.O 189 Schools in Sta. Barbara, Pangasinan and were completed and returned.



Table 1. Summary of Teachers' Background

Categories	Characteristics	N	%
Sex	Male	18	46.15
	Female	21	53.85
Age	20-25	17	43.59
	25-30	10	25.64
	35-40	7	17.95
	45-50	5	12.82
Year in Service	1-3	18	46.15
	4-6	11	28.21
	7-9	6	15.38
	10-13	4	10.26
	14-16	0	0
	>17	0	0
Employment Status	Contractual	3	7.69
	Probationary	7	17.95
	Permanent	29	74.35
	Others(Specify)	0	0
Type of Eligibility	PBET/LET	23	58.97
	CSC	0	0
	NC	10	25.64
	TM	8	20.51
Educational Level	Baccalaureate Degree	0	0
	Unit Earner (Masters)	28	71.79
	Med/MaEd Graduate	9	23.07
	Unit Earner (Doctoral)	2	5.13
	PhD/EdD Graduate	0	0
Number of PD Seminar-Workshop Attended	1-2	19	48.72
	3-4	13	33.33
	5-6	4	10.26
	7-8	3	7.69
	>9	0	0

The results in Table 1 show that majority of the respondents (53.85%) are females. With regard to the respondents' age, majority of them are full within the age range of 20-25. This implies that majority of respondents (46.15%) are newbies by profession.

Despite of being freshmen by profession, 58.97% of the respondents are LET/PBET Passer and that is why 74.35% of them have permanent employment status. Concerning the respondents' current levels of education, the majority of respondent teachers 28 (71.79%) are Unit Earners in Masters. This implies that majority of respondents are qualified to teach in Secondary School.

Involvement of SHS Teachers in Action Research

There is wide spread agreement that action research is one of the mechanisms in solving the classroom teaching learning problems and improve the current practice. This could be possible through the actual involvement of teachers in undertaking action research at school levels. In line with this, the researcher asks different questions about the actual involvements of teachers in conducting action research.

Table 2 Summary of Teachers' Response on the Status of Action Research

Items		<i>f</i>	%
1. Have you ever conducted action research in your school?	Yes	12	30.77
	No	27	69.23
2. Have you taken any in-service training (workshop and seminar) programs over the past 5 years on action research?	Yes	10	25.64
	No	29	74.36
3. What is the frequency of the training?	Once	18	46.15
	Twice	14	35.90
	Thrice	7	17.95
	>3	0	0
4. To what extent does it improve your knowledge and skills in conducting action research?	Very High	11	28.21
	High	15	38.46
	Medium	8	20.51
	Low	5	12.82
5. Are there any reference materials (books, journals, research findings and etc.) that enable you to improve your knowledge and skills conducting action research?	Yes	13	33.33
	No	26	66.67

The table from the previous table shows the actual involvements of teachers in conducting action research in the study areas. Hence, the respondents were asked their levels of engagement in undertaking action research in the questionnaire item number 1. As a result, the majority respondents (69.23%) have never conducted an action research. The purpose of those teachers who conducted an action research is to solve problems in teaching learning process and to get promotion. But most of them have not yet nor never conducted an action research since they are newbies by profession, they are just new in conducting a study and they do not have any background related to AR which garnered 74.36% of the respondents. This brought by unavailability of reference materials that gives negative implication in conducting an action research in their respective schools.

Contribution of Action Research to SHS Teachers' Professionalism

According to researchers, an action research is likely to improve teaching learning process. It contributes to teacher's professional development, and increases the levels of teacher's participation in cooperative working with and for those affected by the problems. And also teachers of every school levels have to know their ways of teaching and their students learning in the classroom in order to reduce the problems that influence students on their achievements. Hence, the researcher tried to request respondents whether their attitudes are positive or not regarding action research in the study area.

Table 3 Summary of Teachers' Response on the Contribution of AR to SHS Teachers' Professionalism Scales

Items	SA		A		UD		D		SD	
	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1) Action research improves knowledge and skills of teachers.	13	33.33	18	46.15	1	2.56	4	10.26	0	0



2) Teachers should conduct an action research to solve teaching learning problems.	16	41.03	19	48.72	0	0	3	7.69	1	2.56
3) Action research plays a great role in improving teachers practice in research activities.	33	84.62	4	10.26	0	0	2	5.13	0	0
4) Action research contributes a lot in improving the practice of teaching and learning process.	13	33.33	18	46.15	1	1.45	4	10.26	0	0
5) Action research can expand teachers' role in teaching.	15	38.46	20	51.28	1	1.45	0	0	0	0
6) Teachers should conduct action research although there are challenges and constraints in schools.	11	28.21	21	53.85	0	0	6	15.38	1	1.45
7) It improves the rationality and justice of their own social or educational pedagogies.	11	28.21	18	46.15	4	10.26	5	12.82	1	1.45
8) Through AR, the teachers are able to take note under which circumstances and with which students a new set of materials or a new strategy is most effective.	15	38.46	20	51.28	1	1.45	0	0	0	0
9) It transforms teaching practices through reflection and enquiry.	16	41.03	17	43.59	1	1.45	5	12.82	0	0

The table above presented the contributions of an action research to the SHS Teachers' Professionalism. As a result, 46.15% of the respondents are agreed to the idea that conducting action research improves their knowledge and skills. This implies that even though some respondents were disagreed and undecided on the issues teachers should conduct action research so as to improve their knowledge and skills as assurance for the students' quality education. With this,

48.72% of the respondents said that teachers should conduct a study to solve some problems in the teaching and learning process. It was also agreed upon by the 84.62% of respondents that conducting AR could also improve their research skills, strategies and social skills. Hence, from the table 3.0 showed that majority of the respondents agreed that AR contributes a lot for the attainment of quality education.



The Dilemma in Conducting an Action Research

There are different factors that hinder teachers in conducting action research. So as to improve the levels of teachers' involvement, identifying the factors that hinder teachers in conducting action research plays

a significant role. Therefore, the researcher tried to request teachers about the major factors that hinder them to conduct action research.

Table 4 Summary of Teachers' Responses on the Dilemma for SHS Teachers in Undertaking Action Research

Problems	Scales									
	SA		A		UD		D		SD	
	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1) There is a shortage of training and seminar on research activities.	38	97.44	1	1.45	0	0	0	0	0	0
2) I do not feel confident in undertaking action research due to lack of research knowledge and skill.	0	0	2	5.13	1	1.45	2 8	71.79	8	20.51
3) There is insufficient budget in the school to undertake action research.	33	84.62	7	17.95	0	0	0	0	0	0
4) There is lack of moral support from principals.	15	38.46	20	51.28	1	1.45	0	0	0	0
5) There is negative attitude of teachers towards undertaking action research.	1	1.45	2	5.13	0	0	3 0	76.92	7	17.95
6) Teachers lack interest to conduct action research.	1	1.45	2	5.13	0	0	3 2	82.05	5	12.82
7) There is insufficient reference materials (journals, research books, research reports and etc.) in the library.	15	38.46	18	46.15	4	10.26	1	1.45	1	1.45



8) The library service in the school is insufficient to undertake action research.	25	64.02	13	33.33	1	1.45	0	0	0	0
9) There is lack of recognitions to conducted research activities.	16	41.03	17	43.59	1	1.45	5	12.82	0	0
10) Teaching load affects the practice of action research.	10	25.64	20	51.28	2	5.13	3	1.45	2	0
11) Teachers lack enough time to carry out action research in the school.	13	33.33	19	48.72	0	0	6	15.38	1	1.45
12) There is lack of complete data/information to undertake research activities.	25	64.02	13	33.33	1	1.45	0	0	0	0
13) I am not encouraged to carryout action research due to lack of incentives.	13	33.33	19	48.72	0	0	6	15.38	1	1.45
14) Teachers involvement in action research should be one criterion of promotion.	13	33.33	19	48.72	0	0	6	15.38	1	1.45
15) There is lack of clear role of teachers in the school to conduct action research.	16	41.03	17	43.59	1	1.45	5	12.82	0	0

The data in table 4 depicts that 97.44% of the respondents of the study were agreed with the ideas on of the shortages of training and seminar on research activities. This implies that teachers are affected negatively due to the shortages of trainings and seminars to conduct action research. They said that most of the trainings related in research are usually participated by the School Heads and other Administration. They have also added that trainings such those must intended for the teachers whose

handling and have direct contact with different types of learners every day. According to the respondents, if an in service trainings and seminars are given to them, they may improve their levels of involvement in conducting action research. Another major dilemma in conducting AR is insufficient budget in the school to undertake action research which accumulated 84.62% of the respondents. Followed by unavailability of material references that could they use in developing their study. Most of the barangay high schools have no proper



library that could help them to organize and gather necessary data about their study. In which, the status of action research in their respective school is very weak.

Factors that Enable Teachers in Conducting Action Research

There are different factors that enable teachers in conducting action research. So as to improve the

levels of teachers' involvement, identifying the factors that motivate teachers in conducting action research plays a significant role. Therefore, the researcher tried to request teachers about the major factors that motivate them to conduct action research.

Table 5 Summary of Teachers' Responses on the Factors that Enable Teachers in Conducting Action Research

Items	Scales									
	SA		A		UD		D		SD	
	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1) The level of support provided by school principal to teachers.	30	76.92	4	10.26	0	0	2	5.13	3	7.69
2) Seminar-Workshop Conducted Annually to all Teachers in Secondary.	39	100	0	0	0	0	0	0	0	0
3) Involvement of AR in one of the criteria in promotion.	30	76.92	4	10.26	0	0	2	5.13	3	7.69
4) Given incentives to the researcher/s.	30	76.92	4	10.26	0	0	2	5.13	3	7.69
5) Proper and Fair Teaching Loads of a Teacher	39	100	0	0	0	0	0	0	0	0
6) Sufficient Reference Materials	39	100	0	0	0	0	0	0	0	0
7) Enrolled in a Graduate Studies Institute	32	82.05	5	12.82	0	0	2	5.13	0	0
8) Availability of Internet in the School	39	100	0	0	0	0	0	0	0	0
9) Colleagues who had conducted an Action Research.	16	41.03	17	43.59	1	1.45	5	12.82	0	0



10) Enough resources of fund for the study.	39	100	0	0	0	0	0	0	0	0
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Table 5 reveals that all participants or 100 % of the study were strongly agreed that conducting a seminar-workshop annually is really needed as a major factor for the SHS Teachers to undertake an action research in their school. Another bold factors that the respondents strongly agreed upon are about the proper teaching loads, sufficient material references, availability of internet connection and enough budget to conduct a study. With these factors, the SHS Teachers may improve their levels of involvement in conducting action research and the students' academic achievements.

CONCLUSIONS

This study discussed the dilemma in conducting action research in E.O 189 School, Sta. Barbara, Pangasinan. Based on the major findings from the SHS Teachers as respondents, the following conclusions have been made: Half of the total respondents were female and very young by profession. But despite of being new in the field, most of them were licensed teacher and unit earners in graduate studies which implies that the SHS Teachers in E.O 189 Schools were very qualified in the Senior High Schools.

Since most of the SHS Teachers in E.O 189 were new, their status in undertaking an action research was very low. They do not have any background in conducting AR because they have not been attended any related seminars and material references on action research.

The perception of SHS Teachers in the contribution of action research was positive. According to them it improves their knowledge and skills in research thus, can help them to develop their teaching and social skills with their learners.

Despite of the positive perceptions made by the SHS Teachers, their actual involvement was still very low because of the factors that unable them to undertake AR. Such as the existence of inadequate trainings and seminars, insufficient reference materials and budget of school.

The motivating factors that enable teacher to undertake an action research were conducting a seminar-workshop annually intended for the teachers, sufficient material references and fund for the study.

RECOMMENDATIONS

In order to improve the practices of action research, it is necessary to take measures to solve the problems of teachers in conducting action research. Therefore, it is better if the school management in cooperation with SDO1 Pangasinan arrange and search the means of providing in-service trainings, workshops and seminars for the sake of updating the SHS Teachers' knowledge and skills in research activities;

Action research is a systematic and scientific mechanism of solving classroom problems practically. So as to solve problems practically, adequate budgets has to be needed. Therefore, it is recommended that if the school management in cooperation with SDO 1 Pangasinan may allocate adequate budget for research activities to support teaching learning process with classroom research activities. In addition to this, it is better if they will improve the service provision of the library (if there is) and provide one (if there is none) by providing adequate library service with adequate reference materials in order to increase the involvement of teachers in action research.

Generally, an action plan was made to solve the problems of the SHS Teachers in E.O 189 Schools, Sta. Barbara, Pangasinan. The most and priority recommendation to ease the problem is through conducting a seminar-workshop to be participated by the JHS and most especially by the SHS Teachers. Since teachers are the direct agents of teaching and learning process they must be the one attending a research seminar.

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