

Refining the Research Capability of Master Teacher: It's Challenges and Courses of Action

Researcher: Philips P. Bonus

Abstract:- This study aimed to explore the experiences of public elementary school Master Teachers in Taytayan Integrated School, Davao Oriental Division in the process of developing action research. This study utilized the exploratory case study design with eight participants selected using purposive non-random sampling design. In gathering data, the researcher used a semi-structure interview guide. Ethical considerations were observed in data collection. Thematic content analysis was used to determine the themes from the responses of the participants. Findings showed that additional workload, lack of time, low interest, inadequate knowledge and skills, and writing anxiety are the experiences of master teachers. In developing action research. The courses of action made to address the challenges encountered are establish timetable, strengthen the mentoring program, apply a reward system, and develop action planning skills. The educational management insights drawn based from the findings of the study are enhancement of attitude towards research, intensify the support and motivation, and extensive faculty development program. With this, the Department of Education should develop a comprehensive research capability enhancement program to help the master teachers raise their level of capability. Such program may include not only a series of training focusing not only on increasing the teachers' knowledge in research but at the same time conducting, presenting, and publishing their research output.

Keywords:- Action Research, Experiences, Courses of Action, Educational Management Insights, Master Teachers.

I. INTRODUCTION

Despite its effort to push by the Department of Education through with research productivity, it is still facing huge challenges in climbing up the ladder to build a culture of research particularly in the educational institutions which have the potential to enhance research production. The problem is caused by low research self-efficacy among teachers which would interfere with research training and their willingness to conduct research. For Master Teachers in DepEd, conducting action research is also part of their functions, however, they have low productivity. The low productivity of action research among Master Teachers is affected by time, heavy workload, leadership support, training opportunities and resources.

The researcher determined the experiences of public elementary school Master Teachers in Taytayan Integrated School, Davao Oriental, by exploring deeply their challenges and courses of action needed to refine their skills in developing action research. This study gave ideas to the Department of Education, Regional Director, Division Schools Superintendent, education program supervisors and school leaders about the challenges experienced by the public elementary school Master Teachers during the development of action research, be acquainted on what actions they are going to impose and their insights, basis to revisit and enhance the implementation of primary school curriculum that would benefit the primary consumers, the learners.

This study, titled "Refining the Research Capability of Master Teacher: It's Challenges and Courses of Action" aimed to explore and describe the experiences of public elementary school Master Teachers in developing actions research, by exploring their challenges and courses of action deeply. This served as their basis to revisit the existing policies, assess school supports or create a program/ activity to refine the skills in developing action research among Master Teachers.

This study shared its benefits to the Department of Education, School Administrations, Master Teachers, Pupils and Future Researchers. To the Department of Education, this study may provide this department of the government a view on how the teachers is capable when it comes to developing action research. This study may help School Administrations provide teachers with support in refining the skills of teachers toward developing action research by way of revisiting teacher's responsibilities and recalibrating school programs and activities. Master Teachers may have time, positive attitudes and interest in refining their skills towards making action research once the challenges they expressed are addressed and the suggested courses of actions are implemented by the authorities. Pupils may find this study beneficial as teaching innovations addressing instructional challenges would improve toward learners' academic achievements. This study may serve as an inspiration for other researchers to conduct additional research.

In conclusion, this study gave significant insights into the problems and courses of action faced by public elementary school Master Teachers when doing action research. By delving deeper into these experiences, the study emphasized the need to rethink existing regulations and evaluate present educational assistance. The findings

underscore the need of developing focused programs or activities to improve Master Teachers' research skills. This study is an important step in honing Master Teachers' skills and, eventually, improving educational methods and outcomes.

II. METHOD

This study followed a qualitative research design where to get as much of the big picture as possible, this research design asked special education teachers for their various points of view. The elementary school Master Teachers' perceptions during the development of action research helped the researcher understand their experiences in refining skills for such task. The researcher utilized the exploratory case study design to describe the experiences of elementary school Master Teachers during the development of action research. Through exploratory case studies, any phenomenon in the data that triggers the researcher's interest was investigated.

Before the conduct of the interview, I administered first the informed consent to the participants to ensure that their participation in the study is voluntary and they are knowledgeable of the possible risks and benefits that they may acquire. The interview was conducted during the whole month of January 2023 through face-to-face and the schedule was based on the convenience of the participants. With this, I strictly abided the IATF guidelines all the time such as wearing of mask, physical distancing and face shield shall be worn, if necessary.

The participants of the study were the eight (8) Master Teachers who are teaching elementary pupils. Specifically, one (1) participant from each subject area was chosen to be part of the study. Moreover, the participants of this study were the public elementary school Master Teachers in Taytayan Integrated School, Davao Oriental. They were identified through the school principal. Moreover, there were no restrictions in terms of the participant's socio-demographic profile such as sex, marriage status, economic status, income, number of household members and distance of home to school.

A purposive, non-probability sampling technique was used in the selection of eight (8) elementary school Master Teachers in in Taytayan Integrated School, Davao Oriental Division. When studying a specific group, the purposive non-probability sampling method is appropriate to use (Trochim, 2017). Purposive sampling may be facilitated by the school principal because he/she is considered as the "gatekeeper" or what Neuman (2007) as cited in Saunders, Lewis and Thornhill (2017) considered those with formal authority they have access to the needed information.

In conclusion, this qualitative study used an exploratory case study technique to investigate elementary school Master Teachers' experiences with producing action research. Interviews with eight Master Teachers from Taytayan Integrated School were conducted to emphasize the problems and methods for improving their research abilities. The study followed ethical norms, assuring voluntary participation and

health protocol adherence. The findings highlight the importance of assisting Master Teachers with their research initiatives, which contribute to the improvement of educational methods and results.

III. RESULTS AND DISCUSSIONS

Presented in this chapter are the findings and discussion based on the data gathered. The presentation is organized in four sections: first, experiences of public elementary school Master Teachers in developing action research; second, courses of action made to address the challenges of public elementary school Master Teachers in developing action research; and third, educational management insights drawn from the findings of the study.

The first theme presented the experiences of public elementary school Master Teachers in developing action research. According to the participants, several common challenges emerged. Many Master Teachers felt that developing action research added to their already heavy workload, making it difficult to manage their time effectively. Additionally, a significant number of teachers reported a lack of interest in engaging in action research, often due to inadequate knowledge and skills in this area. Writing anxiety was another prevalent issue, with many teachers feeling apprehensive about their ability to produce high-quality research documents.

The second theme presented the courses of action to address the challenges faced by public elementary school Master Teachers in developing action research. One course of action is to establish a timetable, helping teachers manage their time effectively. Another solution is to strengthen the mentoring program, providing guidance and support to Master Teachers. Implementing a reward system is also suggested to motivate and encourage teachers. Additionally, developing action planning skills is emphasized as a crucial step in overcoming the challenges associated with conducting action research.

The third theme presents educational management insights drawn from the study's findings. These insights include enhancing teachers' attitudes towards research by fostering a positive perception of its benefits and importance. Additionally, intensifying support and motivation through continuous encouragement, resources, and feedback is crucial. Implementing extensive faculty development programs, such as workshops and mentoring, is also recommended to equip teachers with the necessary skills and knowledge for conducting effective action research.

The results revealed that the experiences encountered by the master teachers in developing action research are additional workload, lack of time, low interest, inadequate knowledge and skills, and writing anxiety. The courses of action made to address the challenges encountered by the master teachers in developing action research are establish timetable, strengthen the mentoring program, apply a reward system, and develop action planning skills. The educational management insights drawn based from the findings of the

study are enhancement of attitude towards research, intensify the support and motivation, and extensive faculty development program.

Based on the findings of the study, diverse implications were drawn by the researcher. This included inadequate time for making and conducting action research due to personal and instruction-related activities is the main problem encountered by the master teachers. Improve and enhancement of their managerial skills on time management is the solution to solve this issue. Master teachers have established some skills needed in making and conducting action research. Supervision from research experts is still highly needed for the master teachers to be guided in producing their action research output. Among all actions needed to address the issue on developing action research among master teachers, personal commitment is a necessary ingredient in producing research output.

Based on the implications presented, the Department of Education should develop a comprehensive research capability enhancement program to help the master teachers raise their level of capability. The school administrators need to consider the attitudes of teachers toward research, the motivation to write research, and the capability to conduct research, so that they can ensure increased productivity, and their programs are cost-effective. The master teachers need for intensive seminar/ training write-shop for technical writing of completed research, as they need to be highly capable in writing completed research that can be presented and published. Future researcher should conduct the same study by widening the respondents in terms of the master teacher's area of specialization to identify the present situation of all teachers towards research.

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