

Implication of Capacity Building in the Perception, Attitude, and Practices of Teachers in the Conduct of Action Research in District IV of Manila

Ronel Adani¹, Jaime Robrigado¹, James Patrick Orfano¹, Sheryl J. Contreras² and Frosyl F. Miguel^{1*}

Ramon Magsaysay High School¹
Antonio A. Maceda Integrated High School²
Manila, Philippines

ABSTRACT

Action research writing is essential for educators as they adapt to the COVID-19 pandemic hence the survey's 76 instructors' answers from PARQ were utilized to generate capacity-building programs. The needs assessment was used in qualitative AR analysis. Maceda High School's leading innovators created and developed the capability program. The project was carried out in District IV-Manila with the help of coordinators and school heads. There are 74% female participants in capacity development (new teachers). In the Predominance of Teacher Ills in the last 20 years, most (70%) had never done action research. Participants (50%) agree with action research's philosophies and methods. Their skills and ability to execute the action research project were assessed. The program's relevancy, knowledge acquisition, and timeliness of information are its strengths. Their overall and conversational averages are near perfection. No treatment was given to the technical committee. Participation of those who will conduct and record the study is required in the action research plan. Thus, the capacity program should focus on master teachers. Administrators may benefit from teachers' insights on classroom activities. This will enable them to fill in any gaps left by previous webinars, like issues experienced by action research writers and frequent writing process misunderstandings.

Key Words: *action research, capacity building for teachers, PARQ, District IV of Manila, documentation*

1. Main text

1. 1 Introduction

Teachers are once again looking for ways to enhance pedagogy, contextualize learning materials for online distance learning, and find ways for stakeholders to cooperate in the face of the COVID-19 pandemic. Furthermore, teachers need to understand the online learning environment, assist students, measure their progress, and promote interaction while also educating them on the subject matter. As these changes take occurred, it is vital to chronicle the best techniques for coping with such issues via action research. Filipino teachers doing action research need to be equipped with the ability to reflect on their teaching and learning practices and to be cyclical in their application of what they've learned, according to a study (Prudente & Aguja, 2018). In the field, instructors who do action research tend to be those seeking advancement; nevertheless, it is regrettable to note that sustainability of the practice disappears after the goal is achieved, despite teachers' preference for flexibility and "customization" of learning.

For people already enrolled in post-graduate studies, factors such as educational attainment and the capacity to engage may help overcome difficulties recognizing variables, analyzing statistical data, and providing support when necessary. Action research, on the other hand, proved challenging for preservice teachers (Schulte, 2017). This is due to their lack of experience in crafting an action research proposal. Some of the obstacles to the implementation of action research among Malaysian educators include a lack of exposure and practical application in the curriculum (Amin et al; Rashid et al; Teh et al; 2019). Teachers must be capacitated for them to be attentive and meticulous about their practices, to enable the perceived nature of their profession, and to be empowered (Manfra, 2019). Educators use an approach called action research to deal with classroom issues thru training program that

integrates theory, practice, and impact in the classroom (Morales et al., 2016). Furthermore, student gains may be utilized to measure teaching efficacy and efficiency; this should be reflected in action research so that policy and data-driven decision-making in schools may adjust to learners' variation in terms of social, cultural, and political environment (Hong and Salika, 2011). The purpose of this study is to describe how teachers in District 4 Manila perceive the capacity program for developing action research proposals to empower them through the documentation of best practices in the new normal.

1.2 Methodology

It all started with an Innovation Project Proposal. The goal is to help the school community by creating a solution to the existing problems in the field of teaching and learning, governance, human resource, gender development, and disaster risk management through action research. The "Capacity Building for teachers in Writing Action Research Proposals: A Virtual Seminar-Workshop" with the theme "Empowering Basic Education Learning Continuity Plans (BELCPs) through Evidence-Informed Decision Making: A Pathway to Action Research Development" seeks to strengthen the foundation of Action Research in District 4 schools. It intends to give the details in Action Research Rationale, Action Research Question/s/Objectives, Participants Sources of Data Information, Data Gathering Methods Action Research Method, Data Examination, Work Plan and Timelines for Action Research, Estimated post-implementation costs before installation (breakdown of expenses - specific not general, Bibliography (arranged in alphabetical order) and Create an Action Research Proposal.

Capacity building of teachers in writing proposals for action research was designed to equip the teachers in crafting an action research proposal. The virtual seminar-workshop run from day 1 to day 5 from 7:00 am to 4:00 pm. Inclusive dates were as follows: February 9, 16, 23, to March 2, 9, 2022. The Management of Learning for day 1 and day 5 is Ramon Magsaysay High School, day 2 is Antonio A. Maceda Integrated School (JHS), day 3 is Claro M. Recto High School, and day 4 is Esteban Abada High School. Topics for the plenary session were discussed in the morning. The workshop facilitators in the afternoon session assisted the participants in crafting the action research proposal (see appendix).

Proponents of the innovation project crafted a proposal, created the training matrix, formed a technical working group, generated the list of participants, and allocated the mode of learning to district IV schools for days 1-5 during the Pre-Implementation period (October 2021-January 2022). This was forwarded and approved by Mr. Gene T. Pangilinan, Chairman of District IV. Transmittal was created and submitted the innovation project proposal at SDO-Manila

A series of consultations for the technical working group committee was held over the implementation period (December 2021-March 2022). For this virtual seminar workshop, each committee (management, secretariat, technical, program, promotion, and materials design and documentation) has a responsibility to do. In the afternoon session, workshop facilitators were oriented on the training process. They guide the participants in the formulation of the following topics: context and reasoning, action research questions, suggested innovation, intervention and strategy, cost estimates, action research work plan and timetables, strategies for dissemination and use, references, and action research colloquium.

Proponents collected relevant data from PARQ during the Post-Implementation phase which was then used in this action research study. The mean and standard deviation was applied. The compilation of documents for the innovation project was properly documented. Through action research, this innovation initiative has the potential to influence the educational culture in each participating school. It may foster participants' inventiveness in developing action research concepts. Best practices in research management were highlighted with the participation of school heads and the School Institutionalized Review Committee of each school.

1.2.1 Questionnaire on Perceptions of Action Research (PARQ)

A 30-item survey instrument, Prudente and Aguja's Perceptions on Action Research Questionnaire (see appendix – table 3), was employed (2018). The author responded favorably to an email request for permission to use their work. The instrument aims to capture the participants' views, perceptions, and experiences.

Parts on Action Research Principle (9 items), Attitudes about Action Research (10 items), and Conducting Action Research (11 items); these three sections make up the instrument. PARQ's question may be answered using a Likert Scale ranging from 1 to 4, with 1 signifying severely disagree, followed by 2 for disagree, 3 for agreeing, and 4 as highly agreeing. As part of the requirements assessment study of the details of action research, the surveys contained the data privacy agreement form, demographic profile, and reflective inquiry. The Google Forms link was made available to all possible participants so they could take the survey.

1.2.2 Capacity Building for Teachers in Writing Action Research Proposals: Design, Implementation, and Evaluation

Originally, the online training was part of the school-based program of Antonio A. Maceda Integrated School (JHS), hence the research coordinators suggested adapting the training matrix for district-wide use. Five consecutive Wednesdays (February 9, 16, 23, and March 2 and 9, 2022) were scheduled for face-to-face training, but considering the increasing Omicron variants, immunization status, and the proclamation of Level III status, all sessions were held through Zoom Meeting. Each school in District IV was allocated as the day's Facilitator, Technical Working, and Management of Learners (MOL) for the five Wednesday sessions.

For maximum participation from schools, a rotation in leading the day's events was devised to allow schools to contextualize and spotlight people in their group, as well as attract prospective participants as members of their local committees. Valeriano A. Fugoso High School declined to join the collaborative effort due to their recently concluded action research training workshop (December 2021) and the presence of the COVID-19 Omicron variant among its members.

During five consecutive Wednesdays, the Evaluation Tool developed by the documentation committee was used to evaluate each of the activities. A 4-item Likert Scale ranging from 1 to 4 is used to measure how satisfied participants are with the training program designed for them. Each of the three components is evaluated in terms of the program's (1) content, (2) speaker, and (3) technology. To aid teachers in crafting their study proposal, content examines the substance, clarity, fluency, and appropriateness of the debate. Resource speakers were graded on their level of expertise, the amount of content they covered, and their level of engagement. The platform used, the resources offered by Google Classroom, registration, and time management were all considered while evaluating technical considerations.

The researchers used SPSS 21 for the quantitative analysis and Quirkos Application Software for the qualitative analysis, which focused on the day's highlights and recommendations.

1.3 Data and Result

1.3.1 Demographic Profile

The features of the PARQ respondents were diversified and suggestive of needs assessment data, which can be representative of the capacity-building aim.

Sex	Teaching Position	Years of Teaching	Experience to conduct AR	Experience to write AR and submit to authority	% of Participants
Male =26.30 Female =73.70	Teacher I =36.80 Teacher II =21.10 Teacher III=11.80 Master Teacher I= 25 Master Teacher II= 5.30	0 to 4 years = 40.80 5 to 9 years = 11.80 10 to 14 years = 22.40 15 to 19 years = 3.90 20 years and above = 21.10 20 years and above = 21.10	Yes = 36.80 No = 63.20	Yes = 30.30 No = 69.70	EAHS =13.20 AAMIS =32.90 CMRS =11.80 RMHS =42.10 <i>www.ijrp.org</i>

Table 1. Descriptive Data of PARQ Respondents

The demographics of Action Research Training participants are shown in Table 5. Sixty-six (66) Zoom Meeting participants took part in the research, making it a good representation of the Wednesday Zoom Meeting audience at large. Table 5 shows that the majority of respondents were female. It is also consistent with Esplana's (2010) allegation that 86 percent of the teachers in the DepEd are female. The gender distribution of participants Regular Teachers make up 70% of those surveyed; Master Teachers make up the remaining 30%. Teacher I had the most answers (36.70%), followed by Teacher II (21.10%), and Teacher III (10.10%) among the Regular Teachers (11.80 percent).

Teaching experience shows that 41 percent of those surveyed have been in the profession for less than four years, followed by instructors who have had the longest tenure (21.1 percent), and those who have been in the profession for the shortest time (15 to 19 percent) (3.9 percent). 63.60 percent of the participants lack the requisite expertise to conduct action research since there are many new in the service among them. 30.30 percent of teachers who have undertaken, authored, and submitted an action research study are commonly referred to be Master Teachers. Abada High School (13.20 percent), Maceda Integrated High School, Esteban (32.90 percent), Claro M. Recto High School (13.20 percent) Ramon Magsaysay High School obtained the most participants per school (42.10 percent). Open invitations and recommendations from the department and school heads prompted Master Teachers to participate in capacity training in creating action research projects.

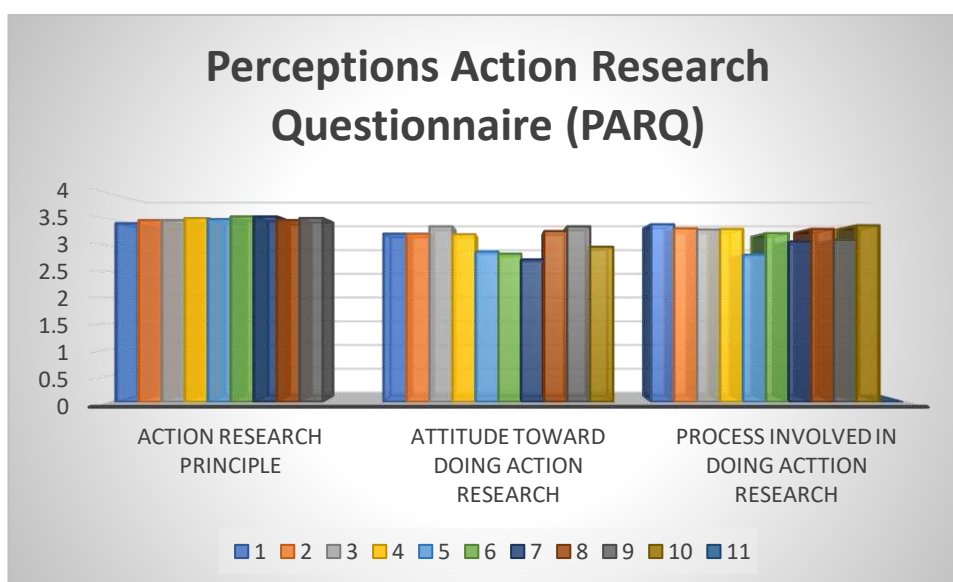


Figure 1. Mean of PARQ

1.3.2 Perceptions on Action Research Questionnaire (PARQ)

The first PARQ component refers to the action research concept; this is how the instructor connects theory to practice. The second component examines the attitude toward action research, and the last component examines the method involved in conducting AR.

1.4 Discussion

Most responses (more than 50%) strongly agree with the nine action research concepts. Instructors thought action research was a tough job based on the criteria they mentioned (3.48 with an SD of 0.82). A collaborative method (the highest mean of 3.55 and the smallest SD of 0.82) is also seen by respondents. Unlike the DepEd attitude, in which teachers were encouraged to perform research on their own to get credit for progress, this approach encourages collaboration. 59 percent of teachers believe that theoretical application for improvement is important and that the best methods should be promoted (63 percent). Action research in the context of the teacher (54 percent) and as a proof of teachers' professional devotion are the components with the least discernment among respondents (53 percent).

Attending the PARQ and developing participants' capacity was completely voluntary. If not, their supervisors requested permission to participate in the training and informed them that the activity is result-driven. While the previous component had answers ranging from 0 to 5, this one had responses ranging from 2 to 3. As far as attitudes go, the most important factor is the belief that action research will help teachers become more successful (mean 3.36, SD 0.76). As a result of this, it is assumed that teachers who do action research are adding to the body of knowledge (mean 3.36, SD 0.72). Time constraints (mean 2.84; SD 0.84), and AR's cyclical nature (mean 2.97; SD 0.84) are among the criteria with the lowest mean and greatest SD value (mean 2.88, SD 0.90). Action research training was deemed necessary by survey participants (mean 2.73, SD 0.86).

Respondents (mean 2.82, SD 0.74) agree that concept test data is inadequate and that further quantitative evidence is required (mean 3.23, SD 0.72). Also consistent with the fact that action research does not involve the behavior of learners (mean 3.32, SD 0.70). Action research helps instructors to understand the process's meaning (mean 3.31, SD 0.73), and it is a way of responding to the fundamental causes of issues (mean 3.31, SD 0.77). Finally, it enhances the educational process (3.38, SD 0.69) in the context of their school.

1.4.1 Qualitative Analysis of Needs Assessment

There are five key characteristics that respondents need to understand in the research process, according to their needs analysis. It is important to have a variety of these attributes to be successful in doing action research.

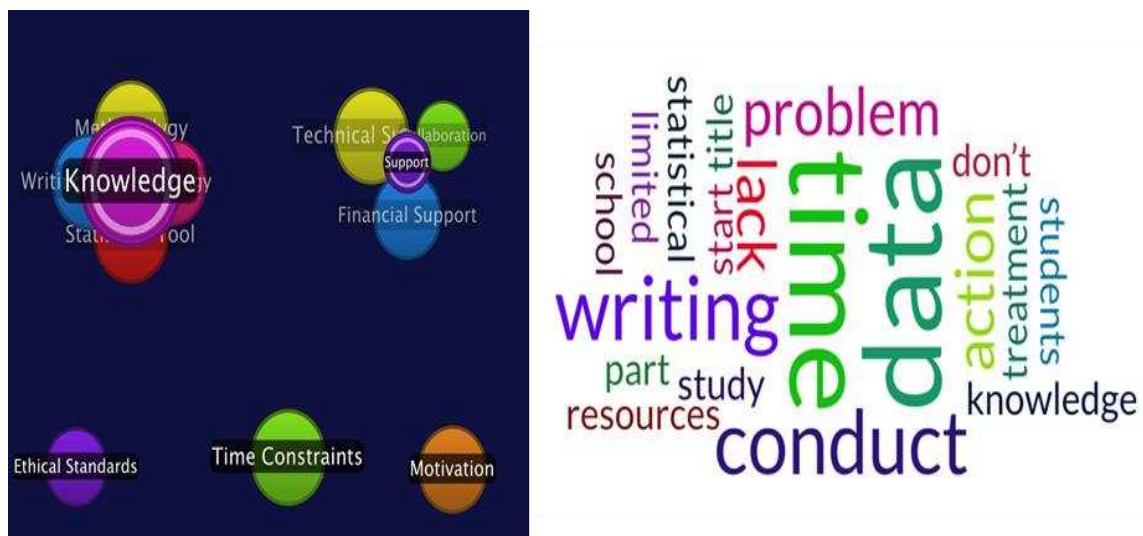


Figure 2. Quirkos Output of themes and word cloud for qualitative analysis

Teachers learn about action research through seminars, lecturers, and training workshops who are considered experts in the field. A large proportion of those who responded were first-time users, and as a result, they had little or no prior experience in conducting action research. Teachers don't know how to choose a topic or problem, gather data from that topic, and use the appropriate statistical treatment for that data. By "support," means money and other resources, such as those used to gather data. Teachers are also restricted in their usage of online learning modes by the government and educational institutions. They can only use a small number of application tools to get things done. An issue was noted as a time crunch due to a hectic work schedule, as well as the need to adapt to online distance learning. Obtaining the free and informed consent of their students, as required by ethical standards, is difficult for teachers. This figure's word cloud shows that time, AR behavior, and the writing process itself are all key concerns for instructors. This indicates that there is a strategy in place for follow-up or tracking. Many procedures for approvals and bureaucracy limit their ability to innovate. When establishing capacity development programs, these challenges were taken into consideration.

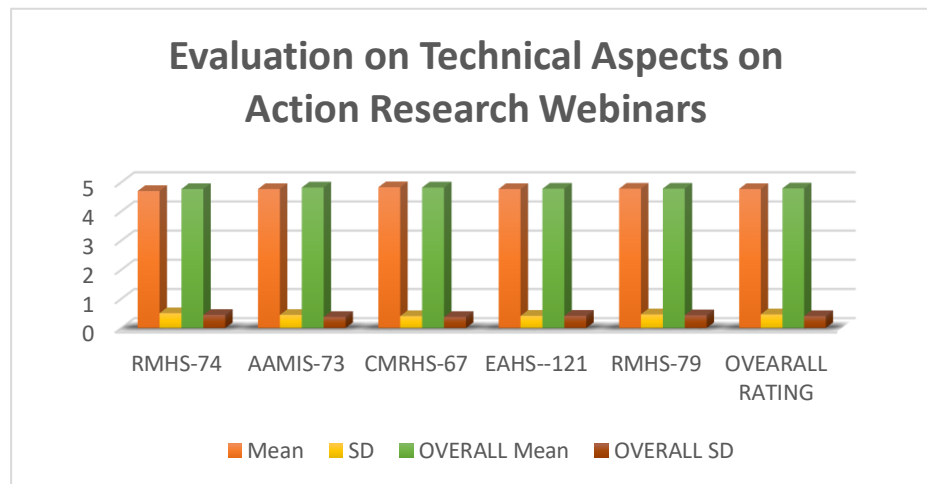


Figure 3. Evaluation of Technical Aspects of Action Research Webinars

1.4.2 Impact of Action Research Capacity Building

1.4.3 Technical Evaluation

As educators join the new era of attending seminars and workshops, a shift in platform usage must be made. Thus, an examination of the use of technicalities is critical in determining the modifications that need to be done, as well as assessing the online platforms utilized and the physical presence of the webinar.

Figure 3 shows how the dynamics of five Wednesdays differed from one another. Attendees vary, and job-related duties have a role in these fluctuations, even if the webinar is conducted online. There are 76 official participants anticipated to attend, provided outputs, and analyze the results of the PARQ. TWG Day 3 scored the highest mean with an average of 4.83, as well as the same on the overall rating of 4.82 and the same on the overall rating of 0.38; even though the sessions were the least attended. Ramon Magsaysay High School provided technical assistance for Day 1 and Day 5, resulting in high SD on both days. It was sponsored by A.A. Maceda HS and C.M. Recto HS, respectively, that Days 2 and 3 received the highest total grade of 4.82. Abada High School is hosting the fourth day, which has the most participants.

1.4.4 Content and Speaker Evaluation

To be effective, a training or webinar's material must be the result of logical and well-thought-out steps taken toward a defined purpose. Researchers used the mean and standard deviation of content and resource speaker evaluations from the ideas provided to summarize the assessment of Action Research Webinars.

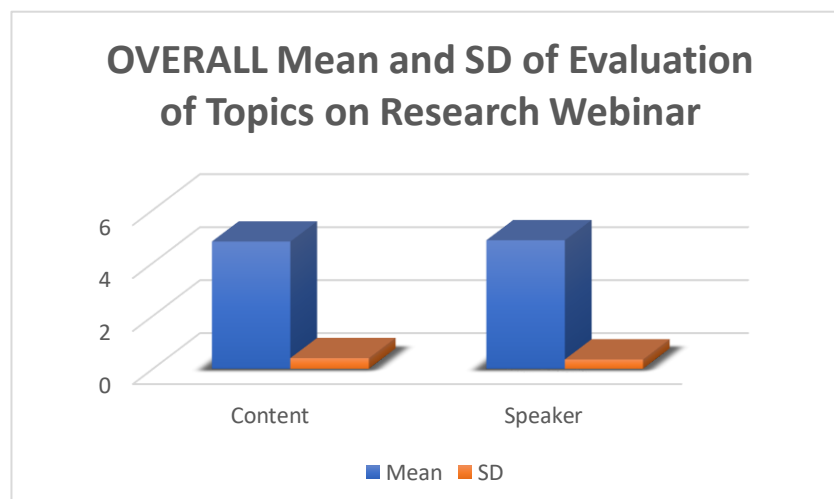


Figure 4. Evaluation of Topics on Research Webinar

An invited speaker who specializes in a certain lecture gave an assigned topic for discussion in the morning sessions of the five Wednesday webinar series. Breakout sessions in the afternoon allowing for a more concentrated assessment of participants' outputs depending on the morning's topic matter. All the features of Google Classroom were incorporated, including recording, tasks, forms, and submissions. Evaluations from all participants show that the lecture was very relevant and timely, as indicated by the mean per talk and total rating on a Likert Scale from 1 to 4 in increasing value. Presentations on "Educational Action Research: Improving Professional Practice" were the most popular, which correlated with the awards given to the presenters with the greatest mean and standard deviation. Action Research Work Plan, Timelines (Gantt Chart), References" and "Presentation and Analysis of a Qualitative Methodological Framework" were then discussed in the next session. "Quantitative Data: Definition, Types, Analysis, and Examples" and "Qualitative Analysis: Interview Transcripts to Research Themes" had the highest mean and standard deviation of the other three subjects. The importance of the invited speakers is highlighted by follow-up questions on the strength of each day's session.

1.5 CONCLUSION

During every Learning Management Session (LEM), the researcher's principal stresses the importance of action research as a barometer of instructors' current practices. The educational system may profit from a repository of knowledge if the stages of conception, execution, interpretation, writing, and dissemination were all integrated into classroom activities. The fact that teachers are aware of the importance of action research is shown using PARQ. Prudente and Aguja (2018) noticed four years ago that perception, knowledge, and attitude are still growing. Teachers in District IV have concerns about how an action research capacity program should be designed, administered, and managed. Disparities in outlook, attitude, and behavior must be addressed. Only a third of the people who took the survey reported writing an AR, with the remaining 63% reporting they had not. Even if they've been teaching for a long time. It's difficult to write an AR since some professors have conflicting views, some are unfamiliar with it, and others could do it but lack the time. Thus, virtual training accomplishes its purpose. The results of this study suggest that participants' progress on their action research proposal, both in terms of implementation and writing, should be monitored.

Acknowledgment

The researchers would like to extend thanks to the people who generously contributed to the effort presented in this action research.

Special mention goes to the school heads of Antonio A. Maceda Integrated School (JHS) - Julius J. Jardiolin, Claro M. Recto High School – Raffy V. Caballes, Esteban Abada High School – Merle B. Angon, Ramon Magsaysay High School – Gene T. Pangilinan, Valeriano E. Fugoso High School - Bernal A. Lamban, this action research has been a smooth sailing experience because of their salient insights and financial support. Special mention goes to the school heads of RMHS and AAMIS for giving the provision, opportunity, and guidance in conducting the action research

Similar profound gratitude goes to the technical working group committee and workshop facilitators spearheaded by Jennifer V. Mendoza – Chairman of Management Team, Jasmin C. Labay – Chairman of Secretariat Committee, Raynand D. Dizon – Chairman of Program Committee, Maria Teresa F. Beran – Chairman of Technical Committee, Cristina J. Rico – Chairman of Promotion and Design Committee, Ronnel C. Adani – Chairman of Evaluation and Documentation Committee. Their dedication and constant updates in the communication of this action research contribute to the success of this event.

The researchers are also hugely appreciative of the Resource Speakers for day 1 – Dr. Michael Leonard D. Lubiano, Medardo T. Mercado, Joanna Marie A. Borja, and Ferdinand M. Ipanag, day 2 - Marvin J. Rosales, Jan Michael O. Santos, and Rosyl S. Ingcol, day 3 – Gladys Falcunaya, Jayson L. De Vera and Maria Zobel A. Delos Reyes, day 4 – Rhan Alcantara, Frosyl F. Miguel, and Ephraim Villacrusis, and lastly for day 5 – Dr. Maricar Prudente for sharing their valuable time and expertise during the Capacity Building for Teachers in Writing Proposals for Action Research: A Virtual Seminar-Workshop.

Finally, special thanks to our Almighty for challenges and credence in the things that the researcher could achieve. This action research is dedicated to the researcher's family for they are the most important people in the researcher's life.

References

- Amin, M. Z. M., Rashid, R. A. B., & Teh, K. S. M. (2019). Investigating issues and challenges in employing action research for teacher training in a Malaysian context. *International Journal of Education and Practice*, 7(1), 30–40.
<https://doi.org/10.18488/journal.61.2019.71.30.40>
- Bruyere, J., Monds, J., Moniot, J., Yarbrough, S., (2018). Teachers as Action Researchers. Retrieved from
[https://www.researchgate.net/publication/328736171 Teachers as Action Researchers](https://www.researchgate.net/publication/328736171_Teachers_as_Action_Researchers)
- Cortes, S.T., Reyes, M.S., (2021) Challenges in Conducting Action Research: Experiences from Biology Teachers of a Province in Mindanao, Philippines. DOI: 10.23960/jpp.v11.i2.202102 Retrieved from:
[https://www.researchgate.net/publication/354022233 Challenges in Conducting Action Research Experiences from Biology Teachers of a Province in Mindanao Philippines](https://www.researchgate.net/publication/354022233_Challenges_in_Conducting_Action_Research_Experiences_from_Biology_Teachers_of_a_Province_in_Mindanao_Philippines)
- Esplada, J. (2010). Male teachers in the Philippines. Philippine Daily Inquirer Online. Retrieved from:
http://www.menteach.org/news/male_teachers_in_the_phillippines#:~:text=%20Women%2DpoweredDepEd%20records%20furnished%20to,over%20the%20country%20were%20women
- Delon, C., (2022). Motivation and Competences in Writing Action Researches: Basis for Teachers' Coaching and Training Program. R DOI: 10.5281/zenodo.5583887. Retrieved from:
[https://www.researchgate.net/publication/357656793 Motivation and Competences in Writing Action Researches Basis for Teachers' Coaching and Training Program](https://www.researchgate.net/publication/357656793_Motivation_and_Competences_in_Writing_Action_Researches_Basis_for_Teachers'_Coaching_and_Training_Program)
- Grabe, W., Stoller, F.L., (2019). Reading Teachers as Action Researchers. Retrieved from
[https://www.researchgate.net/publication/336060634 Reading Teachers as Action Researchers](https://www.researchgate.net/publication/336060634_Reading_Teachers_as_Action_Researchers)
- Hong, C., & Salika, E. (2011). Action Research in Teacher Education: Classroom Inquiry, Reflection, and Data-Driven Decision Making. *Journal of Inquiry and Action in Education*, 4(2), 1–17.
- Laurillard, D., (2008). The teacher as action researcher: Using technology to capture pedagogic form. Retrieved from:
[https://www.researchgate.net/publication/248962991 The teacher as action researcher Using technology to capture pedagogic form](https://www.researchgate.net/publication/248962991_The_teacher_as_action_researcher_Using_technology_to_capture_pedagogic_form)
- Manfra, M. M. G. (2019). Action Research and Systematic, Intentional Change in Teaching Practice. *Review of Research in Education*, 43(1), 163–196.
<https://doi.org/10.3102/0091732X18821132>
- Morales, M. P. E., Abulon, E. L. R., Roxas-Soriano, P., David, A. P., Hermosissima, M. V. C., & Gerundio, M. G. (2016). Examining teachers' conception of and needs on action research. *Issues in Educational Research*, 26(3), 464–489.
- O'Connor, K., & Anderson, P. (2006). Action Research: A Tool for Improving Teacher Quality and Classroom Practice. *Online Submission*, (August 2014).
- Prudente, M. S., & Aguja, S. E. (2018). Principles, Attitudes, and Processes in Doing Action Research: Perceptions of Teachers from the Philippines. *Advanced Science Letters*, 24(11), 8007–8010. <https://doi.org/10.1166/asl.2018.12478>
- Rachel Mary M., (2005). Art teachers and action research. Retrieved from:
[https://www.researchgate.net/publication/249020505 Art teachers and action research](https://www.researchgate.net/publication/249020505_Art_teachers_and_action_research) DOI: 10.1080/09650790500200305
- Robledo, D. A., Lapada, A. A., Miguel, F. F., & Alam, Z. F. (2021). COVID-19 Vaccine Confidence and Hesitancy Among Schools' Stakeholders: A Philippine Survey. *Journal of Cardiovascular Disease and Research*, 12(3), 29–35.
- Schulte, A. (2017). The impacts of preservice action research in a rural teaching residency. *Journal of Inquiry & Action in Education*, 9(1), 69–76.

Appendix

A. Plenary Session

Day 1 (Feb. 9, 2022)	Action Research: Its Background (Introduction, Identification of Gaps) Dr. Michael Leonard D. Lubiano
	Generating a Creative and Catchy Title Medardo Mercado
	Literature Review, Online Tools, and Research Framework Jonna Marie A. de Borja
	Pagdibelop ng Balidasyon ng Mungkahing MELCs Based Modyul sa Filipinosa Piling Larangan ng Akademik Ferdinand M. Ipanag
Day 2 (Feb. 16, 2022)	Designing Quantitative Research Methodology for Action Research Marvin J. Rosales
	Presentation and Analysis of a Qualitative Methodological Framework Jan Michael O. Santos
	Factors of SStudents' Absenteeism and Truancy: Basis for the Development of an Intervention Program Rosyl S. Ingcol
Day 3 (Feb. 23, 2022)	Quantitative Data – Definition, Types, Analysis, and Examples Cladys M. Falcunaya
	Qualitative Analysis: Interview Transcripts to Research Themes Jayson L. Dee Vera
	Analysis of Direct and Indirect Assessments in General Botany and Zoology: Input for Pedagogical Improvement Maria Zorabel A. delos Reyes
Day 4 (Mar. 2, 2022)	Research Instruments' Acceptability: How Good? How Right? Osmerando P. Alcantara Jr.
	Action Research Workplan and Timelines (Gantt Chart) and References Frosyl F. Miguel
	Generating a Creative and Catchy Title and Research Problem Ephraim M. Villacrusis
Day 5 (Mar 9, 2022)	Educational Action Research Improving Professional Practices Dr. Maricar S. Prudente

B. Expected output per day

Day 1 (Feb. 9, 2022)	Context and Rationale, Action Research Questions
Day 2 (Feb. 16, 2022)	Proposed Innovation, Intervention and Strategy, Action Research Methods
Day 3 (Feb. 23, 2022)	Cost Estimates, Action Research Workplan, and Timelines
Day 4 (Mar. 2, 2022)	Plans for dissemination and utilization, References
Day 5 (Mar 9, 2022)	Action Research Proposal Colloquium

C. Perceptions on Action Research Questionnaire (PARQ)

Component 1: Action Research Principles (%)	1	2	3	4	Mean	SD
1. Action research is done within the context of the teacher's environment.	5	1	39	54	3.42	.77
2. Action research is a challenging endeavor.	7	1	29	63	3.48	.82
3. Action research aims to explain why we do things.	4	0	39	57	3.48	.70
4. Action research links educational theory with professional practice.	4	0	36	61	3.52	.70
5. Action research is focused on studying one's practices to bring about change.	4	0	38	58	3.50	.70
6. Action research involves collaborative methods to generate data that inform changes in practice.	4	0	33	63	3.55	.82
7. The conduct of action research is a good measure of the teacher's professional commitment.	5	7	36	53	3.55	.73
8. An action plan is needed in trying out the improvement theory.	4	3	34	59	3.48	.73
9. Results of action research studies should be shared and disseminated.	4	3	30	63	3.52	.73
Component 2: Attitude Toward Doing Action Research	1	2	3	4	Mean	SD
1. I find enjoyment in trying out new things in teaching.	7	4	50	39	3.22	.80
2. I believe that doing action research is part of my duties as a teacher.	5	7	49	39	3.22	.79
3. I have a positive feeling that by doing action research, I can become a more effective teacher.	5	1	45	49	3.36	.76
4. Doing action research can be emancipating for the teacher.	4	5	57	34	3.21	.71
5. Planning for future instruction is the end of the cycle for action research.*	7	28	37	29	2.88	.90
6. Teachers cannot find the time to do action research.*	4	33	38	25	2.84	.84
7. Teachers are given enough training on how to do action research.	9	26	46	18	2.73	.86
8. Through action research, teachers become professional knowledge makers.	4	3	55	38	3.27	.70
9. I am convinced that doing action research can improve my teaching practice.	4	3	46	47	3.36	.72
10. The amount of work I do in school prevents me from doing action research.*	4	25	41	30	2.97	.84
Component 3: Process Involved in Doing Action Research	1	2	3	4	Mean	SD
1. Action research starts by assessing the current situation.	4	1	45	50	3.40	.71
2. Action research aims to investigate learners' behavior.*	4	1	53	42	3.32	.70
3. Action research follows an iterative process.	5	1	51	42	3.30	.74
4. Reflection is done in all the stages of the action research process.	4	3	51	42	3.31	.71
5. A concept test is enough evidence to measure learners' understanding.*	7	26	45	22	2.82	.85
6. In analyzing the effects of the action implemented, it is necessary to have quantitative data as evidence.*	4	5	54	37	3.23	.72
7. Action research follows a linear process.	5	8	61	26	3.07	.74
	4	1	54	41	3.31	.69

8. The action plan is based on the root causes of the problem of practice.	4	13	51	32	3.10	.77
9. Action research involves the implementation of predetermined answers.*	4	0	5	46	3.38	.69
10. Action research improves educational processes through change.	5	0	53	42	3.31	.73
11. Researchers doing action research articulate the process of reflection in their discussions to allow others to follow the sentence-making ceases.						

*negative statement



D. Task Shared by each School in District IV of Manila

School	Assigned Day as MOL	Committee And Respective Assignment
Ramon Magsaysay High School	02/09/22 and 03/09/22	Documentation Committee <ul style="list-style-type: none"> • Prepare evaluation and documentation report. • Adopt or develop an evaluation instrument for the duration of the program.
Antonio A Maceda Integrated School	02/16/22	Management Team <ul style="list-style-type: none"> • Supervise the planning and conduct of the conference. • Coordinate administrative and financial-related tasks and concerns. • Oversee the work of the secretariat and committees. • Finalize all relevant reports Secretariat <ul style="list-style-type: none"> • Prepare the overall program. • Coordinate the tasks of the various committees. • Prepare the following reports: registration, attendance, technical, and financial. • Coordinate the honorarium/token of invited external speakers and resource persons Technical Working Committee <ul style="list-style-type: none"> • Prepare materials for the conference: Zoom room, Videos, and music for preliminaries. • Disseminate conference information and invitation to the public through Facebook. • Coordinate dry-run for the event. • Create a PowerPoint presentation for the program flow. • Create an online registration form as attendance through Google Forms Link.
Claro M. Recto High School	02/23/22	Program Committee <ul style="list-style-type: none"> • Invite the keynote, plenary, and workshop speakers/facilitators for the conference including requests for CVs, photos, bio- note notes all documents related to their presentations. • Design and produce the conference souvenir program with abstracts. • Identify session moderators and other personnel needed
Esteban Abada High School	03/02/22	Promotion and materials design Committee <ul style="list-style-type: none"> • Create publication materials and Zoom background. • Prepare the template of the certificates of the plenary speakers, paper presenters, participants, and organizer.

E. Evaluation of Topics on Action Research Webinar

Topic	Content		Speaker	
	Mean	SD	Mean	SD
Action Research: Its Background (Introduction, Identification of Gaps)	4.78	0.41	4.82	0.39
Generating a Creative and Catchy Title and Research Problem	4.78	0.45	4.88	0.32
Literature Review, Online Tools, and Research Framework	4.80	0.40	4.87	0.34
Pagdibelop at Balidasyon ng MELC Base Modyul sa Filipino sa Piling Larangan Akademik	4.68	0.53	4.72	0.45
Designing Quantitative Research Methodology for Action Research	4.79	0.44	4.82	0.42
Presentation and Analysis of a Qualitative Methodological Framework	4.86	0.34	4.92	0.27
Factors of Students Absenteeism and Truancy: Basis for the Development of an Intervention Program	4.77	0.42	4.84	0.37
Action Research Work Plan and Timelines (Gantt Chart) and References	4.86	0.34	4.90	0.29
Quantitative Data: Definition, Types, Analysis, and Examples	4.85	0.36	4.84	0.37
Qualitative Analysis: Interview Transcripts to Research Themes	4.85	0.36	4.90	0.31
Analysis of Indirect and Direct Assessments in General Botany and Zoology: Input for Pedagogical Improvement	4.84	0.37	4.84	0.37
Research Instruments' Acceptability: How Good? How Right?	4.83	0.38	4.85	0.36
Employing Language Strategies through Blended Learning in Improving Students' Science Achievement and Concept Retention	4.83	0.38	4.86	0.35
Educational Action Research: Improving Professional Practice	4.90	0.34	4.90	0.38
Overall Mean and SD	4.80	0.40	4.85	0.35


F. Training Matrix

<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> Division of City Schools Manila Antonio A. Maceda Integrated School Buenos Aires corner Manga Avenue Sta. Mesa, Manila Telefax 8715-6883 S.Y. 2021-2022 </div>  </div>					
CAPACITY BUILDING FOR TEACHERS IN WRITING PROPOSALS FOR ACTION RESEARCH: A VIRTUAL SEMINAR-WORKSHOP					
Theme: "Empowering Basic Education Learning Continuity Plans (BELCPs) through Evidence-Informed Decision Making: A Pathway to Action Research Development"					
Time	Day 1 Feb. 09, 2022	Day 2 Feb. 16, 2022	Day 3 Feb. 23, 2022	Day 4 Mar. 02, 2022	Day 5 Mar. 09, 2022
7:00 – 8:00 AM	Opening Program (Ramon Magsaysay HS)	MOL (Antonio A. Maceda HS)	MOL (Claro M. Recto HS.)	MOL (Esteban Abada HS.)	MOL (Ramon Magsaysay High School)
7:30 – 8:30 AM	Action Research: Its Background (Introduction, Identification of Gaps) Dr. Michael Leonard D. Lubiano				
8:30 – 10:00 AM	Generating a Creative and Catchy Title and Research Problem Medardo T. Mercado (PSDS-SDO Manila)	Designing Quantitative Research Methodology for Action Research Marvin J. Rosales Head Teacher III, Science Department Luis Palad Integrated High School	Quantitative Data – Definition, Types, Analysis and Examples Cladys Falcunaya Science Teacher IV Philippine Science (CALABARZON) Research & Integrated Science Unit	Research Instruments' Acceptability: How Good? How Right? Rhan Alcantara Teacher III Tanaanan City Integrated High School	Presentation and Critiquing of Proposal (Parallel Session)
Healthy Break					
10:00-11:30 NN	Literature Review, Online Tools and Research Framework	Presentation and Analysis of a Qualitative Methodological Framework Jan Michael O. Santos	Qualitative Analysis: Interview Transcripts to Research Themes	Action Research Work Plan and Timelines (Gantt Chart) and References	Presentation and Critiquing of Proposal (Parallel Session)
1:00 – 4:00 PM	Workshop Facilitators Worksheet 1	Workshop Facilitators Worksheet 2	Workshop Facilitators Worksheet 3	Workshop Facilitators Worksheet 4	Critiquing of Proposal (Parallel Session) 1:00 PM – 3:00 PM Closing Program (3:00 PM-4:00 PM)


Prepared by:

 Sheryl J. Contreras
 HT III-Science Department

G. Day 1 Program of Activities



Department of Education
 National Capital Region
 Division of City Schools
 District IV - Manila



VIRTUAL SEMINAR WORKSHOP

Capacity Building for Teachers in Writing Proposals for Action Research

Theme: Empowering Basic Education Learning Continuity Plans (BELCPs) with the Evidence-Informed Decision Making: A Pathway to Action Research Development

OPENING PROGRAM

February 9, 2022 | 7:00 - 7:30 a.m. | via Zoom

Expressing Love of Country

Praising the Lord
Zosima V. Aumentado
Master Teacher I - RMHS

Unfolding the Mat
Gene T. Pangilinan
Principal - R. Magsaysay HS

Inspiring the Crowd
Merle B. Angon
Principal - E. Abada HS
Rebecca M. Roxas
Education Program Supervisor - Science


Intermission Number
RMHS Chorale

Acknowledging the Participants
Jasmin C. Labay
Overall Co-Chairman

Overview
Sheryl J. Contreras
Overall Chairman

Wrapping the Activity
Julius J. Jardelin
Principal - A. Maceda HS

Rev. C. Espiridon & Marites M. Marzan
Masters of Ceremonies


 SCAN ME



Department of Education
 National Capital Region
 Division of City Schools
 District IV - Manila



VIRTUAL SEMINAR WORKSHOP

Capacity Building for Teachers in Writing Proposals for Action Research

Theme: Empowering Basic Education Learning Continuity Plans (BELCPs) with the Evidence-Informed Decision Making: A Pathway to Action Research Development

SESSION PROPER

07:30 - 08:30
Action Research: Its Background (Introduction, Identification of Gaps)
Dr. Michael Leonard D. Lubiano
Master Teacher I - BANHS

08:30 - 09:30
Generating a Creative and Catchy Title and Research Problem
Medardo T. Mercado
Public Schools District Supervisor - Manila

10:00 - 11:00
Literature Review, Online Tools and Research Framework
Jonna Marie A. de Borja
Faculty, Laguna State Polytechnic University

11:00 - 12:00
Paper Presentation:
"Pagdibolop at Baldasyon ng Mungkahing MELC-Based Modul sa Filipino sa Riling Larang Akademik"
Ferdinand M. Ipanag
Head Teacher III - A. Maceda Integrated HS

12:00 - 01:00
Lunch Break

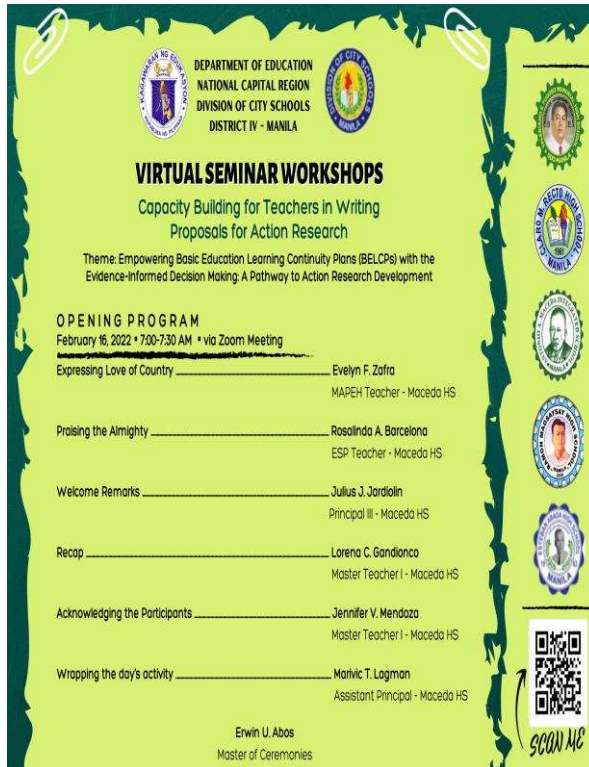
01:00 - 04:00
Workshop Facilitators - Worksheet 1


 SCAN ME

Rev. C. Espiridon & Marites M. Marzan
Masters of Ceremonies

www.ijrp.org

H. Day 2 Program of Activities



DEPARTMENT OF EDUCATION
NATIONAL CAPITAL REGION
DIVISION OF CITY SCHOOLS
DISTRICT IV - MANILA

VIRTUAL SEMINAR WORKSHOPS
Capacity Building for Teachers in Writing
Proposals for Action Research

Theme: Empowering Basic Education Learning Continuity Plans (BELCPs) with the
Evidence-Informed Decision Making: A Pathway to Action Research Development

OPENING PROGRAM
February 16, 2022 • 7:00-7:30 AM • via Zoom Meeting

Expressing Love of Country Evelyn F. Zafrá
MAPEH Teacher - Maceda HS

Praising the Almighty Rosalinda A. Barcelona
ESP Teacher - Maceda HS


Welcome Remarks Julius J. Jordiolin
Principal III - Maceda HS

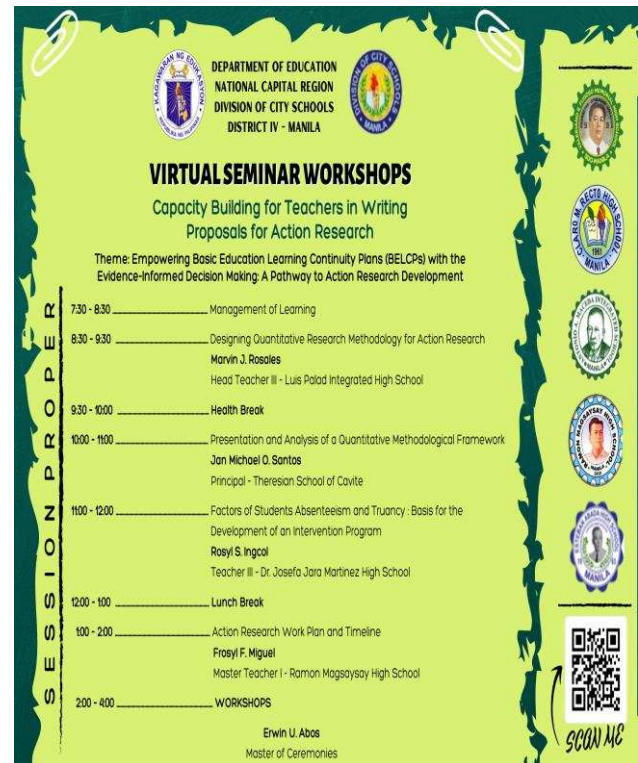
Recap Lorena C. Gandionco
Master Teacher I - Maceda HS

Acknowledging the Participants Jennifer V. Mendoza
Master Teacher I - Maceda HS

Wrapping the day's activity Marivic T. Lagman
Assistant Principal - Maceda HS

Erwin U. Abos
Master of Ceremonies

QR Code:  **SCAN ME**



DEPARTMENT OF EDUCATION
NATIONAL CAPITAL REGION
DIVISION OF CITY SCHOOLS
DISTRICT IV - MANILA

VIRTUAL SEMINAR WORKSHOPS
Capacity Building for Teachers in Writing
Proposals for Action Research

Theme: Empowering Basic Education Learning Continuity Plans (BELCPs) with the
Evidence-Informed Decision Making: A Pathway to Action Research Development

7:30 - 8:30 Management of Learning

8:30 - 9:30 Designing Quantitative Research Methodology for Action Research
Marvin J. Rosales
Head Teacher III - Luis Palad Integrated High School

9:30 - 10:00 Health Break

10:00 - 11:00 Presentation and Analysis of a Quantitative Methodological Framework
Jan Michael O. Santos
Principal - Theresian School of Cavite


11:00 - 12:00 Factors of Students Absenteeism and Truancy: Basis for the
Development of an Intervention Program
Rosyl S. Ingcal
Teacher III - Dr. Josefa Jara Martinez High School

12:00 - 1:00 Lunch Break

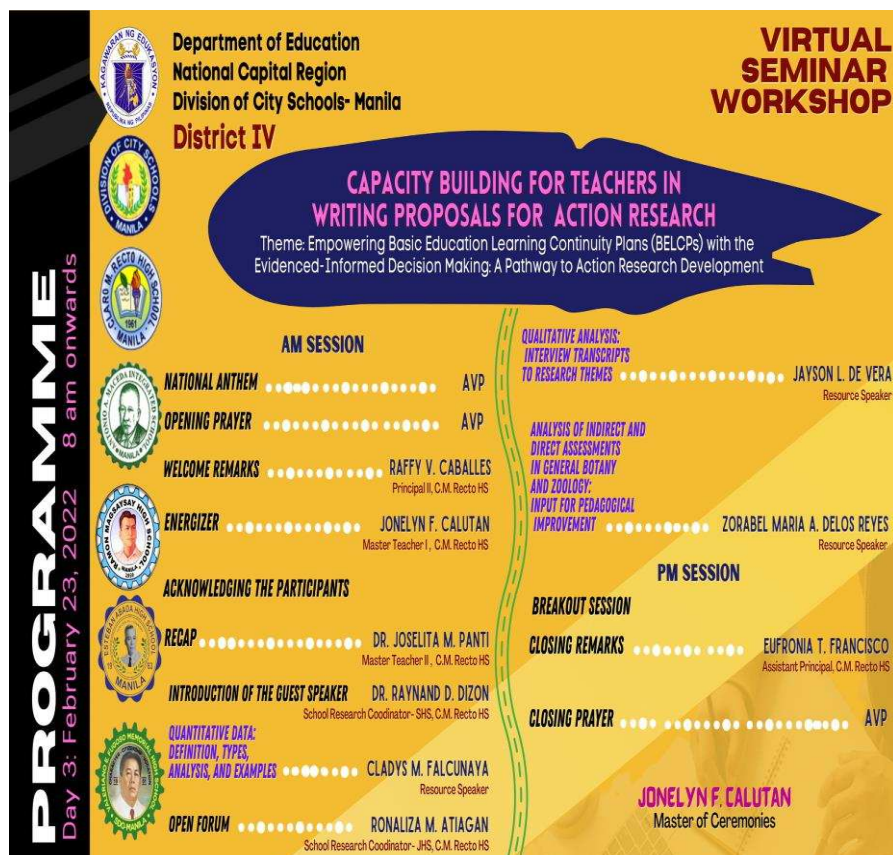
1:00 - 2:00 Action Research Work Plan and Timeline
Frosyl F. Miguel
Master Teacher I - Ramon Magsaysay High School

2:00 - 4:00 WORKSHOPS

Erwin U. Abos
Master of Ceremonies

QR Code:  **SCAN ME**

I. Day 3 Program of Activities



Department of Education
National Capital Region
Division of City Schools- Manila
District IV

VIRTUAL SEMINAR WORKSHOP

**CAPACITY BUILDING FOR TEACHERS IN
WRITING PROPOSALS FOR ACTION RESEARCH**

Theme: Empowering Basic Education Learning Continuity Plans (BELCPs) with the
Evidenced-Informed Decision Making: A Pathway to Action Research Development

PROGRAMME
Day 3: February 23, 2022 8 am onwards

AM SESSION

NATIONAL ANTHEM AVP

OPENING PRAYER AVP

WELCOME REMARKS RAFFY V. CABALLES
Principal II, C.M. Recto HS

ENERGIZER JONELYN F. CALUTAN
Master Teacher I, C.M. Recto HS

ACKNOWLEDGING THE PARTICIPANTS

RECAP DR. JOSELITA M. PANTI
Master Teacher II, C.M. Recto HS

INTRODUCTION OF THE GUEST SPEAKER DR. RAYNAND D. DIZON
School Research Coordinator- SHS, C.M. Recto HS

QUANTITATIVE DATA:
DEFINITION, TYPES,
ANALYSIS, AND EXAMPLES CLADYS M. FALCUNAYA
Resource Speaker

OPEN FORUM RONALIZA M. ATIAGAN
School Research Coordinator- JHS, C.M. Recto HS

**QUALITATIVE ANALYSIS:
INTERVIEW TRANSCRIPTS
TO RESEARCH THEMES** JAYSON L. DE VERA
Resource Speaker

**ANALYSIS OF INDIRECT AND
DIRECT ASSESSMENTS
IN GENERAL BOTANY
AND ZOOLOGY:
INPUT FOR PEDAGOGICAL
IMPROVEMENT** ZORABEL MARIA A. DELOS REYES
Resource Speaker

PM SESSION

BREAKOUT SESSION

CLOSING REMARKS EUFRONIA T. FRANCISCO
Assistant Principal, C.M. Recto HS

CLOSING PRAYER AVP

JONELYN F. CALUTAN
Master of Ceremonies

J. Day 4 Program of Activities

PROGRAMME VIRTUAL SEMINAR WORKSHOP
 Day 4: March 2, 2022 8:00 AM TO 4:00 PM

Department of Education
 Division City Schools - Manila
 DISTRICT IV

CAPACITY BUILDING FOR TEACHERS IN WRITING PROPOSALS FOR ACTION RESEARCH

Theme: Empower Basic Education Learning Continuity Plan (BELCPs) through Evidence-Informed Decision making: A Pathway to Action Research Development

AM SESSION

NATIONAL ANTHEM	AVP
OPENING PRAYER	AVP
NETIQUETTE	AVP
ATTENDANCE UPDATES	ROSEMARIE B. CUSTODIO Faculty, E. ABADA HS
RECAP	CRISTINA JUMAMIL RICO SRO Coordinator, E. ABADA HS
WELCOME REMARKS	ANITA R. DE GUZMAN Head Teacher VI, E. ABADA HS
INSPIRATIONAL MESSAGE	MERLE B. ANGON Principal IV, E. ABADA HS
ENERGIZER	NINA JOYCE M. MACAY Faculty, E. ABADA HS
INTRODUCTION OF THE SPEAKER	KIM ANTHONY M. ALONZO Faculty, E. ABADA HS
RESEARCH INSTRUMENTS' ACCEPTABILITY: HOW GOOD? HOW RIGHT?	OSMERANDO P. ALCANTARA JR. Resource Speaker
OPEN FORUM	MARLENE R. GURAN Master Teacher II, E. ABADA HS

PM SESSION

AWARDING OF CERTIFICATES ----- MERLE B. ANGON
Principal IV, E. ABADA HS

ENERGIZER ----- KIM ANTHONY M. MALONZO
Faculty, E. ABADA HS

INTRODUCTION OF THE SPEAKER - NINA JOYCE M. MACAY
Faculty, E. ABADA HS

Employing Language Strategies through Blended Learning in Improving Students' Science Achievement and Concept Retention ----- EPHRAIM M. VILLACRUSIS
Resource Speaker

OPEN FORUM ----- MARLENE R. GURAN
Master Teacher II, E. ABADA HS

AWARDING OF CERTIFICATES ----- MERLE B. ANGON
Principal IV, E. ABADA HS

BREAKOUT SESSION

HIGHLIGHTS OF THE DAY ----- AVP

JEAN G. ARIMAS & SHERYL FLEUR CALANDAY
MASTERS OF CEREMONY

K. Day 5 Program of Activities

Department of Education
 National Capital Region
 Division of City Schools
 District IV - Manila

VIRTUAL SEMINAR WORKSHOP
 Capacity Building for Teachers in Writing Proposals for Action Research

Theme: Empowering Basic Education Learning Continuity Plans (BELCPs) with the Evidence-Informed Decision Making: A Pathway to Action Research Development

ACTION RESEARCH PROPOSAL PRESENTATION

March 9, 2022
 8:00am - 12:00pm
 via Zoom

Department of Education
 National Capital Region
 Division of City Schools
 District IV - Manila

Capacity Building for Teachers in Writing Proposals for Action Research

VIRTUAL SEMINAR WORKSHOP

Expressing Love of Country
 Audio-Visual Presentation

Praising the Lord
 Audio-Visual Presentation

Unfolding the Mat
 Gene T. Pangilinan
 Principal - R. Magsaysay HS

Inspiring the Crowd
 Rebecca M. Roxas
 Education Program Supervisor - Science

Introduction of the Speaker
 Frosyl F. Miguel
 Master Teacher I - RMHS

Topic:
 Educational Action Research:
 Improving Professional Practices
 Dr. Maricar Prudente
 Professor, DLSU-Manila

AR Proposal Presentation Guidelines
 Frosyl F. Miguel
 Master Teacher I - RMHS

Action Research Proposal Presentation
 Jasmin C. Labay
 Moderator - Master Teacher I

Presentation of Result of Survey on Perceptions on Action Research Questionnaire
 Ronnel C. Adani
 Master Teacher I - RMHS

Evaluation of the Seminar-Workshop
 James Patrick S. Orfano
 Science Teacher - RMHS

Rev. C. Espinildon & Marites M. Marzon
 Masters of Ceremonies

Department of Education
 National Capital Region
 Division of City Schools
 District IV - Manila

Action Research Proposals

1	Integration of YouTube-Spanish video as Instructional Material in Enhancing the Academic Performance of Selected IAMS Grade 9 Students in Araling Panlipunan Grace G. Bundolan Antonio A. Maceda Integrated School (AHS)	2	Power Up Learning: Synchronous Learning Engagement through ClassPad Pamela Venus M. Legarado-Yrigosa Roman Magsaysay High School Manila
3	Integration of Delivered STRATEGIC INTERVENTION MATERIAL IN MATHEMATICS AS TECHNICAL ASSISTANCE FOR LEARNERS AT RISK OF DROPPING OUT (ITALIA PROJECT) Marissa P. Teodoro Roman Magsaysay High School	4	Technology and Innovation: A Performance Appraisal of EAMS Grade 7 Home Economics Students by Utilizing Google Sites as the General E-Portfolio Rosemarie Escudo Ciriaco Eusebio Abadja High School
5	The Effectiveness of Video Lesson in Improving the Academic Performance of Grade 10 Students in Science Riza Orango Eusebio Abadja High School	6	Integrating Rights and Privileges of Persons with Disabilities in Students Learning Module Marlou M. Arista Roman Magsaysay High School
7	OnRHS Supreme Student Government Sagip Online Class Program (SOCP): An Internet Connectivity Subsidy to Augment Attendance and Academic Performance of Student-Beneficiaries Jhosel Gerwin L. Morano Caro M. Recto High School (AHS)	8	E-Rosa Mo. Lunsaran as Paganizing sa Lebel ng Pag-unlad sa Pagbabalik ng mga Mag-aaral sa K-8 Batang sa Filipino John Robert P. Jose & Mar Rianza G. De Leon Roman Magsaysay High School
9	Utilizing Photo-Visual Reading Intervention in Addressing Reading Difficulty of Grade 7 Struggling Readers Amidst the Pandemic Princessella A. Aquino & Rosa A. Benes Antonio A. Maceda Integrated School (AHS)	10	Genification: A Remediation Strategy to Improve Students' Academic Performance in Science Dina C. Babilao Roman Magsaysay High School
11	Automated, Systematized, Environment Program (A.S.E.P.): An Efficient Way of Data Gathering for Enrollment Emanuel G. Contreras & Sheryl J. Contreras Rolo Salomon Science and Technology High School Antonio A. Maceda Integrated School (AHS)	12	Teacher-Whole Electronic Strategic Intervention Material: A Tool in Increasing the Performance Level of Grade 10 Students of Eusebio Abadja High School in Specified Competency Rachelle Tranquilis Eusebio Abadja High School
13	Intervening SARE in Science I through Evidential Instructional materials using LUNA App Jennifer V. Mendosa, Maria Teresa F. Beron & Jasmin C. Labay Antonio A. Maceda Integrated School (AHS)		Jasmin C. Labay Moderator