



Challenges on Action Research Writing Process and Teachers' Performance: Basis for Teacher Development Plan

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Abstract : Challenges on Action Research Writing Process and Teachers' Performance plays a significant role in this study. Specifically, it sought to determine 1. the respondents' encountered level of challenges in action research writing processes, 2. the respondents' level of teaching performance, and 3. the significant relationship between the respondents' encountered challenges in action research writing and their performance in Tagoloan District Schools during the School Year 2023-2024. A descriptive research design was used in the study to explore the teachers' characteristics, challenges in research writing process and teachers' performance among the five hundred ninety-six (596) teacher respondents. The researcher used total population sampling, and patterned and adapted questionnaires were employed as the main data-gathering tools in identifying and establishing the relationships between and among the variables. The researcher used statistical tools such as the percentage, frequency, mean and standard deviation, and Pearson Product Moment Correlation (r) to determine the significant relationship between challenges in action research writing process and teachers' performance and the significant difference between teachers' performance and their characteristics. The findings of the study revealed the overall challenges on action research writing was High Level of Difficulty. It also showed that the level of Teachers' Performance aligned with PPST was Consistently Demonstrate. Moreover, the level of challenges on action research writing and the performance of teachers has a significant positive correlation. It was concluded that the Challenges on Action Research Writing Process posed the main reason why teachers inhibited conducting action research. The study recommends that the Tagoloan Districts conduct training and workshops on action research writing, mock presentations for teachers, and professional development for curriculum and planning to increase the teachers' research engagement and alleviate teachers' performance.

Keywords - challenges, writing process, action research, teachers' performance.

I. INTRODUCTION

Action Research assumes a very important role in the constantly evolving realm of education, placing a premium on the ongoing refinement of teaching methodologies. Functioning as a potent tool, action research writing enables educators to enhance their efficacy in the classroom. Despite the manifold advantages that action research writing brings to the classroom, a minimal percentage of teachers in Tagoloan Districts embrace it, citing difficulties in the action research writing process as a significant obstacle. This circumstance propels the researcher to investigate the specific challenges teachers face in the action research writing process. Addressing these challenges will become the focal point of the teacher development plan, ultimately enhancing the performance of teachers in the districts.

DepEd Order No.16, series of 2017, issued by the Department of Education in the Philippines, plays a vital role in promoting a research culture within the education system. It sets guidelines for research management, emphasizing its significance in addressing gaps in educational services, particularly in terms of access, quality, and governance. The order aligns with Republic Act 9155, enabling the implementation of policies and mechanisms for continuous improvement in the delivery of quality basic education. It serves as a fundamental framework for fostering research activities that contribute to the overall enhancement of education in the Philippines.

Conversely, DepEd Order No. 42, s. 2017 underscores the importance of professional standards in the ongoing development of teachers, aligning with the principle of lifelong learning. It introduces the Philippine Professional Standards for Teachers (PPST) as a guiding framework for enhancing teachers' competencies, knowledge, and values. By adhering to the PPST, teachers are equipped with the necessary skills to deliver high-quality learning experiences, thereby enhancing the overall educational quality in the Philippines.

The capability of teachers to write action research is crucial in improving their performance. Action research is a method that enables teachers to collect their own data to make decisions about their schools and classrooms (Albalawi & Johnson, 2022). It facilitates teacher empowerment, enabling teachers to develop new knowledge directly related to their classrooms. Teachers who engage in action research will generate new knowledge and beliefs based on their experiences in the classroom (Zhang et al., 2022). By conducting action research, teachers can find ways to actively address their professional problems during their work. Moreover, involvement in action research helps teachers to become more aware of student learning, classroom complexity, and their own

agency as teachers. It is then important to provide teachers with the necessary skills and knowledge to conduct action research, as it can lead to improved teacher performance and ultimately improve the quality of education.

In a study conducted by Behforouz et al. (2023), teachers were encouraged to conduct research that addresses issues and concerns on learners and gender and development through orientations, training, and other activities. This highlights the importance of research in every educator's professional life and the benefits of action research in enhancing teachers' proficiency and instructional practices. By promoting a culture of research and providing support for teachers in conducting action research, DepEd aims to improve the quality of education and address the instructional difficulties faced by learners.

The action research writing process stands as a powerful vehicle for promoting continuous improvement in teaching practices and elevating teacher performance. However, in the Division of Misamis Oriental, particularly in Tagoloan Districts, it was noted that for the School Year 2022-2023, only twenty-five (25) out of five hundred ninety-six (596) teachers were engaged in action research. Based on the informal interviews conducted by the researcher, teachers were hesitant to engage themselves in action research due to the issues they encountered.

Amidst the Department of Education's efforts to encourage teachers to write action research, many teachers in the Tagoloan Districts still show limited interest in this area, which might have comprised the current state of the teachers' performance based on the PPST. Yusron et al. (2023) have highlighted that delving into the process of conducting action research can positively influence both teacher performance and professional advancement. However, certain educators may lack the necessary research writing process skills required to carry out research and effectively convey their findings. Tailored teacher training programs can play a significant role in boosting their motivation and refining their teacher performance. The researcher's primary focus is to investigate this gap in teacher development. By addressing this gap and providing the required support and resources, educators can improve their expertise and competencies, ultimately enhancing their performance and the overall quality of education.

It is of utmost importance to conduct a study addressing the reluctance of teachers in the Tagoloan Districts of Misamis Oriental to engage in action research. While the Department of Education has recognized the significance of research culture and the benefits of action research in enhancing teacher proficiency and instructional practices, there remains a significant gap in teacher development in these specific districts. Bridging this gap is crucial not only for the professional growth of educators but also for the overall improvement of teacher performance and, consequently, the quality of education.

By conducting this study, the researcher can identify the specific challenges and barriers that teachers in the Tagoloan Districts face when it comes to action research writing. With this understanding, targeted interventions, training programs, and support systems can be implemented to empower teachers, enhance their research skills, and encourage them to engage in action research actively. Ultimately, this endeavor will contribute to the elevation of educational standards and the provision of better learning experiences for students in the nation.

II. RESEARCH METHODOLOGY

This study used the descriptive survey method because it provides a thorough and accurate interpretation of the data, often without much need for statistical analysis. Descriptive research involves systematically gathering, analyzing, categorizing, and recording data about current situations, practices, trends, and cause-and-effect relationships. By establishing facts about the group being studied, this method can describe the group's general characteristics in either qualitative or quantitative terms, or both.

The descriptive-correlational method is ideal for this study as it aims to explain the relationships between two or more variables. Research that seeks to present a detailed picture of conditions and identify the relationships between different factors uses a descriptive-correlational design.

2.1 Population and Sample

The respondents of the study were the five hundred ninety-six (596) teachers from 14 public elementary and secondary schools in the Tagoloan Districts, Division of Misamis Oriental, for the 2023-2024 school year. The researcher used total population sampling, involving every member of the population. The respondents were distributed across the fourteen (14) schools.

2.2 Data and Sources of Data

In this study the first part of the questionnaire was patterned and adapted from Morales (2016). To ascertain the questionnaire's validity, three (3) experts specializing in action research were engaged to provide their insights and feedback. The first expert was a Public Schools District In-charge who had been an action researcher and had presented her studies at national and international action research congresses. The second expert was a Research Coordinator in a district and had presented and paneled in action research congresses. The last expert was a Master Teacher who was an action researcher for many years and had garnered an award in the District Research Congress. To assess its reliability, the questionnaire underwent a pilot test involving thirty (30) basic education teachers who were not part of the study. Subsequently, the instrument was subjected to a Cronbach's Alpha analysis, resulting in an impressive reliability rating of 0.949. This outcome attests to the high reliability of the questionnaire in accurately measuring the intended parameters.

The second part was adapted from the DepEd Order No. 42, s. 2017 and DepEd Order No. 2, s. 2015, National Adoption and Implementation of the Philippine Professional Standards provided the standard for the questionnaire. Therefore, there was not a need for a test of validity and reliability

2.3 Theoretical framework

John Dewey's Instrumentalism Theory provided a framework for addressing action research writing process skills and teachers' performance. According to this theory, knowledge and learning are tools that individuals use to solve real-life problems and achieve their goals. Dewey's instrumentalism suggests that educators should actively engage in reflective practice and research to identify and address the specific challenges they face in the classroom. Action research, as guided by this theory, encourages teachers to view their teaching methods and strategies as instruments for achieving better educational outcomes. By systematically studying and adapting their practices based on empirical evidence, teachers can continuously improve their performance, enhance student learning, and contribute to the broader field of education.

In Henne's (2023) study, he professed Instrumentalism Theory, which underscores the use of knowledge and learning as practical tools for solving real-world problems and achieving goals. Henne also suggested that this theory aligns with realism concerning unobservable objects and highlights science as a means to enrich human experience. In the context of teacher performance, Dewey's instrumentalism encourages educators to engage in reflective practice and research to address classroom

challenges. By considering their teaching methods as instruments for improving education, teachers can enhance their performance, benefit students, and contribute to the broader field of education, emphasizing a problem-solving approach through action research.

Similarly, Maduabuchi and Anowai (2018) asserted that instrumentalism theory, as an element of pragmatism, endeavors to reassess the role of individuals in the world by making certain adaptations in the application of scientific principles. In the context of teachers conducting action research, this perspective implies that educators should use practical and empirical approaches to reevaluate and refine their teaching methods, thus contributing to their role in the educational landscape.

2.4 Statistical tools and econometric models

After gathering and recording the data for this study, the researcher used various statistical tools: descriptive statistics like percentage, frequency, mean, standard deviation, and Pearson Product Moment Correlation (r) to describe the study's variables. For Problems 1 and 2, the mean and standard deviation were used to assess the level of challenges in the action research writing process and performance. For Problem 3, the Pearson Product Moment Correlation (r) was employed to find the significant relationship between challenges in action research writing and teachers' performance.

2.4.1 Descriptive Statistics

In this study, descriptive statistics were used to summarize and describe the main features of the collected data. Percentages, frequencies, means, and standard deviations were employed to provide simple summaries about the sample and the measures. These tools helped the researcher understand basic patterns in the data, such as how common certain values were, the average value, and the variability of the data. By using descriptive statistics, the study's findings were presented in a clear and straightforward way, making it easier to communicate the results and draw meaningful conclusions.

III. RESULTS AND DISCUSSION

3.1 Table 1: Respondents' Level of Teachers' Action Research Writing Challenges

Processes/Indicators	Mean	SD	Interpretation
Research Problem	2.77	0.75	High Level of Difficulty
Related Literature	2.80	0.76	High Level of Difficulty
Collection of Data	2.89	0.76	High Level of Difficulty
Analysis of Quantitative Data	2.82	0.80	High Level of Difficulty
Analysis of Qualitative Data	2.78	0.70	High Level of Difficulty
Organization and Interpretation	2.89	0.78	High Level of Difficulty
Output Presentation	2.90	0.77	High Level of Difficulty
Overall	2.84	0.76	High Level of Difficulty

Table 1 provides an overview of the challenges reported by teachers in various stages of their action research writing process with an overall mean of 2.84 (SD=0.76), interpreted as a High Level of Difficulty. This suggests that the teachers are facing notable challenges in following the action research writing process, thereby impeding their completion of the write-ups for their conducted studies. This indicates a common difficulty with research tasks and an insufficient grasp of research procedures among educators. The implications suggest a consistent need for professional development and support to enhance teachers' skills and confidence across the different phases of their research endeavors.

Abelardo et al. (2019) corroborate this finding by demonstrating in their study that teachers faced a considerable obstacle in composing action research projects due to a deficiency in necessary skills. Their research features the pervasive challenge educators encounter when engaging in action research, highlighting the critical role of skill development in enabling effective implementation. By identifying this common barrier, Abelardo et al.'s study emphasizes the importance of targeted interventions and professional development initiatives to equip teachers with the requisite competencies to navigate the complexities of action research, ultimately fostering a culture of reflective practice and continuous improvement within educational settings.

Focusing on the variables with the highest mean, output presentation stands out with a mean of 2.90 (SD=0.77), interpreted as a High Level of Difficulty. This suggests that presenting research output poses a significant challenge to teacher researchers due to the complexity of articulating findings effectively. Additionally, the fear of facing an audience and the pressure to convey information clearly can further intensify this challenge. The finding underscores the importance of effective communication and engagement strategies when sharing research findings with audiences. Educators might benefit from workshops or resources focused on developing presentation skills, such as utilizing visuals, managing time effectively, and preparing for Q & A sessions. Enhancing proficiency in this area could lead to more impactful dissemination of research outcomes, fostering greater understanding and uptake among stakeholders.

The study of Amir and Puteh (2022) reinforces this result and states that researchers have associated the fear of oral presentations with a combination of internal and external factors, where speakers' sense of inadequacy contributes significantly to their apprehension.

Conversely, the variable with the lowest mean is research problem with a mean of 2.77 (SD=0.75), interpreted as a High Level of Difficulty. This indicates teacher-researchers often face significant challenges in identifying a research problem due to the need to align their interests with educational needs. Additionally, the task can be daunting as it requires a thorough understanding of existing literature and gaps in knowledge. The implication of this finding is that educators seem relatively more confident in identifying and framing the issues they wish to address through their research. This self-assurance in defining the research problem suggests a solid foundation for their action research endeavors. However, it also highlights the importance of ensuring that this initial stage is thoroughly thought out and aligned with educational needs and goals. By continuing to refine and deepen their understanding of the research problem, teachers can lay a robust groundwork for the rest of their action research process, leading to more impactful and meaningful outcomes.

Additionally, Wang et. al (2023), supports this finding, stating that researchers often struggle to adopt a thoughtful and comprehensive approach when selecting a research problem, particularly due to methodological, peer review, and computational challenges. He further elaborates that this task requires a profound understanding of the field and a critical evaluation of potential research questions in the context of existing literature.

3.2 Table 2: Respondents' Level of Performance

Domains	Mean	SD	Interpretation
Content Knowledge and Pedagogy	4.36	0.62	Consistently Demonstrate
Learning Environment and Diversity of Learners	4.35	0.61	Consistently Demonstrate
Curriculum and Planning	4.29	0.59	Consistently Demonstrate
Assessment and Reporting	4.34	0.57	Consistently Demonstrate
Personal Growth and Professional Development	4.31	0.59	Consistently Demonstrate
Overall	4.33	0.60	Consistently Demonstrate

Table 2 presents a summarized overview of teachers' performance levels across different domains, with mean scores and standard deviations indicating the level of satisfaction in each area. The overall mean for all domains is 4.33 (SD=0.60), interpreted as Consistently Demonstrate, suggesting a consistently high and very satisfactory performance across the board. These results reveal that educators excel in various critical aspects of teaching, including content knowledge and pedagogy, creating inclusive learning environments, curriculum development and planning, effective assessment practices, and personal growth through professional development. This further reflects teachers' consistent excellence in applying learner-centered teaching philosophies, setting and achieving professional development goals, and overall effective instructional practices. Additionally, such high performance suggests that teachers are deeply committed to both their professional advancement and the academic success of their students, ensuring a high-quality education that meets national standards. This level of dedication and effectiveness positively impacts student learning experiences and outcomes, fostering an enriching and supportive educational environment.

These results align with the study of Donkoh et al. (2023), which found that a supportive work environment and strong organizational culture significantly contribute to higher teacher satisfaction and performance, particularly in areas such as pedagogical effectiveness and curriculum development.

Focusing on the domain with the highest mean, Content Knowledge and Pedagogy stand out with an impressive mean of 4.36 (SD=0.62), interpreted as Consistently Demonstrate. This indicates that teachers demonstrate exceptional proficiency in both their subject matter expertise and their ability to effectively impart knowledge to students, as reflected by the highest mean score among the domains. The finding suggests that educators possess a strong grasp of the content they teach and employ effective pedagogical strategies to engage students in meaningful learning experiences. The implication here is a solid foundation for student learning and success, where teachers are equipped to deliver high-quality instruction that promotes understanding and mastery of concepts. This high mean underscores the vital role of content knowledge and pedagogical skills in shaping positive learning outcomes for students. The findings from Kumari and Singh (2022) further reinforce this observation by highlighting that when teachers possess strong content knowledge and employ engaging teaching methods, student learning outcomes improve significantly.

On a different note, the domain with the lowest mean is curriculum and planning, with a mean of 4.29 (SD=0.59), interpreted as Consistently Demonstrate. Although this mean is still very high and within the "Very Satisfactory" range, it suggests a potential area of enhancement in intentional curriculum design and planning. The implication of this finding is that educators might further refine their practices in aligning curriculum with learning objectives, incorporating diverse teaching methods, and ensuring instructional strategies are consistently tailored to meet curriculum requirements. By focusing on refining their curriculum development skills, teachers can create more coherent and effective learning experiences for students, optimizing the impact and effectiveness of their teaching practices. This highlights an area where continued professional development and collaboration among educators could further enhance the quality of education provided to students.

These results agree with the study of Dalagan and Lunay (2023) that enhancing the curriculum and planning domain can lead to more coherent and impactful learning experiences for students, highlighting the significance of teacher involvement in curriculum development and the potential for targeted professional development to improve educational quality.

3.3 Table 3 – Significant Relationship between the Teacher's Action Research Writing Challenges and their Performance

Challenges on Research Writing Process	Teachers' Performance					
	Content Knowledge and Pedagogy	Learning Environment and Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Personal Growth and Professional Development	Overall Teachers' Performance
	r value p value	r value p value	r value p value	r value p value	r value p value	
Research Problem	0.327 <0.001 S	0.351 <0.001 S	0.309 <0.001 S	0.386 <0.001 S	0.419 <0.001 S	0.437 <0.001 S
Related Literature	0.475 <0.001 S	0.405 <0.001 S	0.462 <0.001 S	0.455 <0.001 S	0.509 <0.001 S	0.512 <0.001 S
Collection of Data	0.459 <0.001 S	0.389 <0.001 S	0.440 <0.001 S	0.455 <0.001 S	0.460 <0.001 S	0.490 <0.001 S
Analysis of	0.405	0.321	0.334	0.358	0.340	0.395

Quantitative Data	<0.001 S	<0.001 S	<0.001 S	<0.001 S	<0.001 S	<0.001 S
Analysis of Qualitative Data	0.377 <0.001 S	0.352 <0.001 S	0.368 <0.001 S	0.363 <0.001 S	0.353 <0.001 S	0.408 <0.001 S
Organization and Interpretation of Findings	0.433 <0.001 S	0.412 <0.001 S	0.470 <0.001 S	0.473 <0.001 S	0.455 <0.001 S	0.502 <0.001 S
Output Presentation	0.463 <0.001 S	0.437 <0.001 S	0.488 <0.001 S	0.492 <0.001 S	0.461 <0.001 S	0.523 <0.001 S
Overall Teachers' Action Research Writing Challenges	0.454 <0.001 S	0.396 <0.001 S	0.442 <0.001 S	0.457 <0.001 S	0.458 <0.001 S	0.494 <0.001 S

Table 3 the test of the relationship between the teachers' performance and the action research writing challenges. Overall, the action research writing challenges teachers faced and their performance had a moderately positive link, as indicated by the table. A computed ρ -value of 0.494, whose effect size registered at a medium level and was significant at the 0.05 level, supports this finding. It shows that teachers' performance was somewhat but significantly translated by their action research writing tasks. It suggests that teachers with a moderate degree of performance also encountered moderate difficulty when writing action research.

Research in the field of education has illuminated the impact of action research writing tasks on teachers' performance. Studies have shown that the challenges posed by these tasks play a crucial role in shaping teachers' effectiveness in their roles. For example, Hall (2019) emphasized the correlation between teachers' engagement with action research writing and their overall performance in the classroom. By delving into the intricacies of action research writing, educators are better equipped to reflect on and refine their instructional practices, ultimately leading to improved student outcomes. This highlights the pivotal role of action research writing tasks in translating teachers' efforts into tangible performance enhancements within educational settings.

Furthermore, it was shown on the table that there was a strong correlation between the teachers' challenges presenting their work and their overall performance, as measured by the computed ρ -value of 0.523. This result demonstrated a robust positive relationship and a high effect size. It indicates that the challenges teachers had when presenting the results of their research had a strong and substantial impact on their performance. It suggests, however, that teachers maintained a high-performance level in the classroom despite facing significant challenges when presenting research output. It follows that educators have a sincere passion for what they do. As a result, it is possible to argue that educators commit to research writing. However, teachers only need enough training and exposure to research projects.

Wildy et. al (2023) delved into how teachers' effectiveness in presenting their action research findings correlated with their overall performance in the classroom, highlighting the importance of clear communication and dissemination of research outcomes in enhancing instructional practices. Similarly, Mishra (2021) examined the impact of teachers' confidence and proficiency in presenting their action research findings on student engagement and learning outcomes, underscoring the pivotal role of effective dissemination strategies in facilitating positive educational outcomes. These studies collectively underscore the intricate connection between teachers' performance and their presentation of action research output, suggesting the need for targeted support and professional development initiatives to empower educators in effectively sharing their research insights and improving teaching practice.

Moreover, the table revealed a moderately positive correlation between the quantitative data analysis and the teachers' overall performance. A medium effect size confirmed the derived ρ -value of 0.395 significantly. This proves that teachers' challenges with quantitative data analysis moderately affected how well they taught. It suggests that teachers who performed relatively well in their classes had moderate difficulty analyzing quantitative data.

In the inquiry into Rashid (2021) he discusses how difficulties in analyzing quantitative data can significantly affect teachers' instructional decisions and overall effectiveness. He highlights that a lack of proficiency in data analysis can lead to misinterpretations, which undermine evidence-based teaching practices. Consequently, improving teachers' data analysis skills is crucial for enhancing their teaching performance and educational outcomes.

In conclusion, there is a strong connection between the difficulties faced in writing action research and how well teachers perform in their roles. These challenges can significantly impact a teacher's effectiveness and overall performance in the classroom. To bridge this gap and support teachers more effectively, the Teacher Development Plan will be put into place. This plan aims to provide teachers with the necessary tools, resources, and training to overcome the obstacles they encounter in the action research writing process. By addressing these challenges, the plan seeks to enhance teachers' performance, ultimately leading to better educational outcomes for students.

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