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Research Article

Effect of Teachers' Action Research Difficulties on Perceived Valuation and Impact on Teaching in Gutalac I District

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Abstract

This study aimed to determine the effect of teachers' action research difficulties on their perceived valuation and impact on teaching in Gutalac I District – Schools Division of Zamboanga del Norte. A quantitative research design was employed in this study. Employing frequency counting and percent, weighted mean, standard deviation, Mann-Whitney U test. Kruskal-Wallis test and Spearman rank-order correlation data were obtained from 287 public school teachers of Gutalac I District – Schools Division of Zamboanga del Norte. The results revealed that teachers' difficulty in conducting action research in the Gutalac I District was high. The extent of teachers' valuation of action research was extremely high as to the five descriptors of teachers' valuation action research in Gutalac District I. The findings also revealed that the teachers' perceived level of impact of action research on teaching was extremely high as to long-lasting career impact, confidence/empowerment impact, and daily instructional impact. Moreover, data analysis revealed that the teachers' difficulty in conducting action research is not correlated with a perceived valuation of action research ($r=0.077$, $p=0.195$). Furthermore, the results revealed that the teachers' difficulty in conducting action research is correlated with the perceived impact of action research on teaching ($r=0.194$, $p=0.001$). This indicates that the teachers' difficulty in conducting action research was significantly related to their perceived impact of action research on teaching. Hence, enhanced hands-on training in all areas of action research is to be provided to secondary teachers. The ultimate goal is to further develop the teachers' knowledge, mastery, and skills to achieve the lowest level of difficulty in doing action research.

Keywords: Difficulty in Conducting Action Research, Valuation of Action Research, Perceived Impact of Action Research on Teaching

Introduction

Action research is becoming increasingly popular in education contexts as a means of continuous professional development. On the other hand, action research comprises opportunistic planned interventions in real-time events, as well as a study of those interventions as they take place, which informs future obstacles and challenges (Coghlan, 2019). As noticed, teachers have reported that workload and time constraints, a lack of research knowledge, and a lack of support are among the obstacles that prevent them from conducting research (Vásquez, 2017). Furthermore, teachers face challenges when conducting action research, particularly in the areas of searching the literature, presentation, and data collection as well as the publication of findings (Tindowen, Guzman, & Macanang, 2019). Moreover, a lack of research training would affect teachers' interest, confidence, and motivation to engage in research activities (Ulla, Barrera, & Acompanado, 2017). However, while a teacher's content knowledge is crucially important to the improvement of teaching and learning, attention to its development and study has been uneven (Ball, Thames & Phelps, 2008).

Unarguably, teachers cannot teach what they do not know, and what they do not know limits the learning of their students (Kim, Ward, Sinelnikov, Ko, Iserbyt, Li, & Curtner-Smith, 2018). However, teachers equip knowledge in action research is crucially important to the improved teaching and learning processes, gain pedagogical and instructional knowledge and have a positive impact on the student's learning (Tindowen, Guzman, & Macanang, 2019). On the hand, action research skills and knowledge are important in teacher education and the teaching profession (Hine, 2013). In addition, teachers are given more opportunities to expand their content knowledge and even pedagogies in strategies through action research, which is vital in the delivery of content lessons through research (Chen & Kessler, 2013). Moreover, action research is vital in teacher and pre-service teacher preparation and professional development (Holter & Frabutt, 2013). Furthermore, teachers can benefit from doing action research undertake. It provides teachers with a systematic collaborative and participatory inquiry process that actively seeks to address or redress areas of concern (Hine, 2013).

Moreover, teacher educators had difficulty supervising student teachers because they lacked the necessary skills and methods of teaching and guiding in those institutions. Further stated that there is significant

relationship between the teachers' action research difficulties, perceived valuation and perceived impact of action research on teaching (Thalho, et al., 2021). Furthermore, Patrick, Boer, Christa; Lothar, and Schwarte (2018) indicated that there is positive relationships and strong correlation between the teachers' action research difficulties and perceived valuation. Moreover, it was found that action research projects had a positive impact on both students' learnings and teachers' teachings. This demonstrates that action research, as seen and evaluated by teachers, plays a significant role in improving the teaching-learning process. Teachers also demonstrated a link between their perceived value and their action research difficulties (Aguilar-de Borja, 2018).

Along with this context, this study was conducted to assess the effect of teachers' action research difficulties on perceived valuation and to impact on teaching, particularly the teachers in Gutalac I District, Division of Zamboanga del Norte and to find out whether teachers have encountered difficulties in doing action research. In addition, this study looked into teachers' difficulty level in conducting action research and the significant relationship between the teachers' action research difficulties and perceived impacts on teaching. In addition, Abelardo, Lomboy, Lopez, Balaria, and Subia (2019) indicated that only less than 50% complied and no one ever finished research even in the past years. Furthermore, the paucity of research output by teachers prompted the conduct of this study which attempted to investigate the problems that teachers have encountered difficulties in doing action research. Similarly, there is an obvious gap in the pool of knowledge as evidenced by the insufficient number of studies conducted on teachers' difficulties and desires to conduct action research, this paper was conceptualized, both to fill the gap and to add to the pool of existing knowledge about public school researches. In order to bridge the gap from the literature between difficulties and easiness in doing action research, the study has given greater importance to improving proficiency in the teaching profession the school teachers. Moreover, action research has the ability to bridge the gap between theory and practice. Finally, the implication is for the school heads, policymakers, and DepEd officials to consider the findings to address the needs of the teachers.

Research Questions

This study aimed to determine the effect of teachers' action research difficulties on their perceived valuation and impact on teaching in Gutalac I District, Schools Division Zamboanga del Norte during the school year 2021-2022. Specifically, the study sought to answer the following questions:

1. What is the teachers' difficulty level in conducting action research?
2. Is there a significant difference in the teachers' difficulty level in conducting action research when analyzed according to profile?
3. To what extent do teachers value action research?
4. Is there a significant difference in the teachers' valuation of action research when analyzed according to profile?
5. Is there a significant difference in the teachers' level of impact of action research on teaching when analyzed as to profile?
6. Is there a significant relationship between the teachers' action research difficulties and perceived valuation?
7. Is there a significant relationship between the teachers' action research difficulties and perceived impacts on teaching?

Methodology

Research Design

Survey and correlational methods of research were used in the study. The survey method was employed since the researcher gathered data through a questionnaire checklist to profile the respondents' demographic variables, including the teachers' difficulty level in conducting action research, teachers' value of action research, and teachers' perceived level of impact of action research. Creswell and Guetterman (2019) defined a survey as a research method used for collecting data from a predefined group of respondents to gain information and insights on various topics of interest. On the other hand, correlational research is a type of non-experimental research method, in which a researcher measures variables, and understands and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019). A correlational analysis was performed to determine the significant relationship between the profile of the respondents and their teachers' action research difficulties and perceived valuation.

Research Environment

The study takes off in Gutalac I District of the Schools Division of Zamboanga del Norte. Gutalac I District is located in the Municipality of Gutalac which is one of the Municipalities in the Province of Zamboanga del Norte, Philippines. The municipality is about 160 kilometers south of Dipolog City. Gutalac is a coastal municipality in the province of Zamboanga del Norte. It has 33 barangays with a land area of 492.86 square kilometers or 190.29 square miles which constitutes 6.75% of Zamboanga del Norte's total area. Its population as determined by the 2020 census was 36,090. This represented 3.45% of the total population of Zamboanga del Norte

Respondents of the Study

The respondents of the study were a complete enumeration of the two hundred eighty-nine (289) classroom and community leaving centers (CLC) teachers of Gutalac I District during the calendar year 2022. However, due to the absence of two (2 or 0.69%) classroom teachers during INSET where one (1 or 0.35%) was a victim of the COVID-19 virus, only two hundred eighty-seven (287 or 99.31%) responded to the questionnaire. The researcher personally distributed the questionnaire to the school and completed the collection of data during the School INSET activities from January 1 to 6.

Research Instrument

The study utilized an adapted questionnaire which consisted of four sections the Teachers' Profile, Teachers' Difficulty Level in Conducting Action Research, Teachers' Value of Action Research, and Teachers' Perceived Level of Impact of Action Research on Teaching and it is based on the research study by O'Connor, et. al. (2006). The first part of the survey consisted of the profile of the respondents such as sex, length of service, educational attainment, and a number of action research seminars and training attended. The second part consisted of the five Likert scale items. The respondents were asked to rate the level of difficulty the teachers experienced with the components of the action research process which included: defining the research question, writing the literature review, developing and writing the methodology, analyzing the data, and organizing and writing the findings. The numerical five (5) indicate "extreme level of difficulty", a four (4) indicated "high level of difficulty", a three (3) indicated a "moderate level of difficulty", a two (2) indicated a "low level of difficulty" and one (1) indicated "no difficulty". The third section of the instrument consisted of the five (5) statements regarding the teachers' value of action research. Respondents rank their agreement with each statement. A five (5) point Likert scale was also utilized in this section. The numerical five (5) denoted "strongly agree", four (4) denoted "agree", three (3) denoted "neither agree nor disagree", two (2) denoted "disagree" while one (1) denoted "strongly disagree". The statements are as follows: action research is valuable to the teaching and learning process for me as a teacher, action research is valuable to the teaching and learning process for my students, action research project positively impacted my students' learning, action research positively impacted my teaching and lastly, I viewed myself as a teacher-researcher. The last and the final part of the research instrument consisted of eleven (11) statements regarding the teachers' perceived level of impact of action research on teaching. Respondents also ranked their agreement with the statements on a 5-point Likert scale. There were four (4) statements under long-lasting career impact, four (4) statements under confidence/empowerment impact and three (3) statements under daily instructional impact.

Ethical Consideration

This study obtained consent from Research Ethics Committee at Andres Bonifacio College. The researcher reviews the application of the principle of respect of persons by securing informed consent from the institution to distribute the research questionnaires free from technical terms that make it easier for the respondents to understand. The researcher would also solicit consent from the individual respondent during the conduct of the study. Respondents' identities are protected, their active participation guaranteed and ethical considerations satisfied in the following ways: This research ensured the confidentiality of the respondents, which means that the respondents' identities will remain anonymous to everyone. At the end of the research, essential information that can support further research is preserved by the researcher.

Data Gathering Procedure

Before conducting the study, the researcher seeks approval from the Schools Division Superintendent of Zamboanga del Norte through the Gutalac I Public Schools District Supervisor to undertake the study. The survey questionnaire was attached to the formal letter request for perusal. The researcher, with the help of the school principals, personally distributed the research tools to the respondents. Only the researcher had access to the data collected to ensure the utmost confidentiality, and no name is mentioned in any part of the study. The researcher strictly observed and

followed the health protocol by wearing of face mask and face shield. After the respondents answered the questionnaires were then immediately retrieved by the researcher. The retrieved questionnaires were tallied, tabulated and analyzed by the statistician.

Results and Discussion

The presentation, analysis and interpretation of the data are arranged in accordance with the order of the problems stated.

The Teachers' Difficulty Level in Conducting Action Research

Table 1. *Level of Teachers' Difficulty in Conducting Action Research*

Descriptors	$\bar{x}$	*SD*	*Interpretation*
1.Defining the research question	3.72	3.72	High Level of Difficulty
2.Writing the literature review	3.69	0.919	High Level of Difficulty
3.Developing and writing the methodology	3.85	0.869	High Level of Difficulty
4.Analyzing the data	3.94	0.903	High Level of Difficulty
5.Organizing and writing the findings	3.81	0.920	High Level of Difficulty
Mean	3.80	0.777	High Level of Difficulty

Presented in Table 1 is the level of teachers' difficulty in conducting action research. Table 6 reveals that the teachers in Gutalac I District homogeneously felt a high level of difficulty in conducting action research. It means that the teachers possess a low level of knowledge in the area of action research. It indicates further that the teachers had a difficulty in all of the descriptors in the area of action research. It implies that they do not develop the fundamental knowledge and skills in doing research and core understandings, and teachers do not yet possess the required skills and capabilities in writing action research. The finding is supported by Tindowen, Guzman, and Macanang (2019) who indicated that school teachers have difficulties in the conduct of action research especially literature search, presentation and publication of results, and data collection.

The Significant Difference in the Teachers' Difficulty Level in Conducting Action Research When Analyzed According to Profile

Table 2. *Test of Difference in the Teachers' Difficulty in Conducting Action Research*

Profile Variables	*Action Research Difficulties*		
	U-Value	*H-Value*	*p-value*
Sex	7035.00		0.862
Length of Service		9.143	0.103
Educational Attainment		6.299	0.098
No. of action research Seminar/Training Attended		9.248	0.010

Presented in Table 2 is the test of difference in the teachers' difficulty in conducting action research as to sex using Mann-Whitney U Test. The table 2 reflects that teachers' difficulty in conducting action research does not significantly differ

difference in the teachers' difficulty in conducting action research when respondents are grouped as to sex. Thus, the null hypothesis is accepted. It is concluded that teachers belonging to different sex groups do not differ in their opinion on difficulties in conducting action research. It implies that sex as variable is not an indicator for a difference the teachers' difficulty in conducting action research. It implies further that how male and female teachers' difficulty in conducting action research does not significantly differ. This implies further that the difficulties in conducting action research does not rely on sex. The finding is inconsistent with the study of Relucio (2019) who indicated that sex affect the dilemma in doing action research.

Table 2 shows test of difference in the teachers' difficulty in conducting action research as to length of service utilizing Kruskal Wallis H Test. The table reflects that the teachers' difficulty in conducting action research as to length of service does not significantly differ ($H=9.143$, $p>0.05$) when respondents are grouped as to length of service. This means that there is no significant difference in the teachers' difficulty in conducting action research as to length of service. Thus, the null hypothesis is accepted. This implies that how respondents of different length of service of teachers' perceived difficulty in conducting action research does not significantly differ. This implies further that the difficulties in conducting action research does not rely on length of service. Thus, the null hypothesis is accepted. The finding is inconsistent with the study of Relucio (2019) who indicated that year in service of teachers affect the dilemma in doing action research.

Table 2 shows test of difference in the teachers' difficulty in conducting action research as to educational attainment utilizing Kruskal Wallis H Test. The table reflects that there is no significant difference in the the teachers' difficulty in conducting

action research (H=9.248, p 0.05) when respondents are grouped as to educational attainment. This means that there is no significant difference in the teachers' difficulty in conducting action research when respondents are grouped as to educational attainment. Thus, the null hypothesis is accepted. This implies that how teachers of different educational attainment perceived difficulty in conducting action research does not significantly differ. This implies further that the difficulties in conducting action research does not rely on educational attainment. Thus, the null hypothesis is accepted. The finding is inconsistent with the study of Relucio (2019) which indicated that in order to avoid dilemma in doing action research, teachers must upgrade educational level, and teachers may improve their levels of involvement in conducting action research.

Table 2 shows test of difference in the teachers' difficulty in conducting action research as to number of seminar/training attended utilizing Kruskal Wallis H Test. The table reflects that there is significant difference in the teachers' difficulty in conducting action research (H=6.299, p<0.05) when respondents are grouped as to number of seminar/training attended. The overall result indicates that there is significant difference in the the teachers' difficulty in conducting action research. This implies that the difficulties in conducting action research relies on teachers' trainings and seminars attended. Thus, the null hypothesis is rejected. The finding is supported by Relucio (2019) who indicated that in order to do action research, teachers must attend trainings and seminars, and teachers may improve their levels of involvement in conducting action research.

The Extent of How the Teachers Value Action Research

Table 3. *Extent of Teachers' Valuation of Action Research*

Descriptors	$\bar{x}$	*SD*
1. Action research is valuable to the teaching and learning process forme as a teacher.	4.45	0.732
2. Action research is valuable to the teaching and learning process for my students.	4.40	0.726
3. This action research project positively impacted my students'learning.	4.33	0.770
4. This action research project positively impacted my teaching.	4.38	0.694
5. I view myself as a teacher researcher.	4.22	0.829
Mean	4.36	0.640

Presented in Table 3 is extent of teachers' valuation of action research. Table 3 displays that the teachers in Gutalac I District obtained extremely high in all descriptors of extent of teachers' valuation of action research. Furthermore, the standard deviations for the extent of teachers' valuation of action research descriptors and the aggregate standard deviation in the area were all less than 3.00, which indicates that there was a close clustering of the responses about the mean. It means that there was also a higher degree of homogeneity of the extent teachers' valuation of action research. The finding is supported by Tindowen, Guzman, and Macanang (2019) who indicated that action research is a valuable tool for teachers to improve

teaching and learning process, to increase pedagogical and instructional knowledge, and to positively impact students' learning.

The Significant Difference in the Teachers' Valuation of Action Research When Analyzed According to Profile

Table 4. *Test of Difference in Teachers' Valuation of Action Research According to Profile*

Profile Variables	*Action Research Valuation*		
	U-Value	*H-Value*	*p-value*
Sex	5678.00		0.011
Length of Service		1.792	0.877
Educational Attainment		2.347	0.504
No. of Seminar/Training Attended		2.370	0.306

Presented in Table 4 is the test of difference in teachers' valuation of action research as to sex using Mann-Whitney U Test. The Table 4 reflects the teachers' valuation of action research significantly differ (U=5678.00, p<0.05) when respondents are grouped in terms of sex. This means that there is significant difference in the teachers' valuation of action research when respondents are grouped as to sex. It is concluded further that teachers belonging to different sex do differ in their opinion on action research valuation. Thus, the null hypothesis is rejected. It implies that the context on action research valuation among teachers in Gutalac district rely on their sex. It implies further that how male and female teachers' perceived valuation of action research significantly differ. The finding is supported by Tindowen, Guzman, and Macanang (2019) who found

out that male and female teachers of the high school agree that action research is a valuable way to improve teaching and learning. They further further indicated that teachers view action

research as an important tool in the successful delivery of instruction in the classroom that will lead to positive learning outcomes. Moreover, teachers also agreed that action research is a valuable way to develop knowledge as a teacher (Tindowen, Guzman, & Macanang, 2019).

Table 4 shows test of difference in the teachers' valuation of action research as to length of service utilizing Kruskal Wallis H Test. The table reflects that there is no significant difference in teachers' valuation of action research (H=1.792, p>0.05) of the teachers in Gutalac I District when respondents are grouped as to length of service. It is concluded that teachers belonging to different length of service do not differ in their opinion on action research valuation. Thus, the null hypothesis is accepted. This implies that how teachers of different length of service perceived valuation of action research does not significantly differ. This implies further that length of service as a variable is not an indicator for a difference in the teachers' valuation in action research. The finding is supported by Tindowen, Guzman, and Macanang (2019) who indicated that action research valuation does not depend on year in service.

Table 4 shows test of difference in the teachers' valuation of action research as to educational attainment utilizing Kruskal Wallis H Test. The table reflects that there is no significant difference in teachers' valuation of action research (H=2.347, p>0.05) of the teachers in Gutalac I district when respondents are grouped as to educational attainment. This means that there is no significant difference in the teachers' valuation of action research when respondents are grouped as to educational attainment. Thus, the null hypothesis is accepted. It implies that how

teachers of different educational attainment perceived valuation of action research does not significantly differ. It implies further that educational attainment as a variable is not an indicator for a difference in the action research valuation. The finding is supported by Tindowen, Guzman, and Macanang (2019) who indicated that action research valuation does not depend on educational attainment because almost all of the teachers did not complete any action research.

Table 4 shows test of difference in the teachers' valuation of action research as to number of seminars/training attended utilizing Kruskal Wallis H Test. The table reflects that there is no significant difference in teachers' valuation of action research (H=2.370, p>0.05) of the teachers in Gutalac I district when respondents are grouped as to number of seminars/training attended. This means that there is no significant difference in the teachers' valuation of action research when respondents are grouped as to number of seminars/training attended. It is concluded further that teachers belonging to different number of seminars/training attended does not differ in their opinion on action research valuation. Thus, the null hypothesis is accepted. It implies that how teachers of different number of seminars/training attended perceived valuation of action research does not significantly differ. It implies further that number of seminars/training attended as a variable is not an indicator for a difference in the action research valuation. The finding is supported by Relucio (2019) who indicated that the number of professional development Seminar-Workshop Attended does not depend on the action research valuation among teachers.

The Teachers' Perceived Level of Impact of Action Research on Teaching in Terms of Long Lasting Career Impact, Confidence/Empowerment Impact and Daily Instructional Impact

Table 5. *Summary of Teachers' Perceived Level of Impact of Action Research on Teaching*

Descriptors	*Mean*	*SD*
Long Lasting Career Impact	4.32	0.500
Confidence/Empowerment Impact	4.25	0.540
Daily Instructional Impact	4.43	0.474
Overall Mean	4.32	0.437

Table 5 reveals that the overall teachers' perceived level of impact of action research on teaching in Gutalac I District was Extremely High (x = 4.32, SD = 0.437). DepEd Order No. 16, s. 2017 described that teachers execute research efforts to further promote and expand the culture of research in basic education and to continually improve the delivery of quality basic education. The table also indicates that the teachers' perceived level of impact of action research on teaching is tightly clustered around the mean, as evidenced by the SD = 0.437. It means that there was a higher degree of homogeneity of level of impact of action research on teaching among the teachers. The finding is supported by de Borja, (2018) who indicated that conducting action research help teachers in their

professional growth through promotions and ranking as research output can be considered a factor in the merit system/advantage for employment purposes, and action research is an effective professional process that impacts daily and/or future teaching. He further indicated that teachers also believe that through action research developed and empowered confindent in writing and research skills.

The Significant Difference in the Teachers' Level of Impact of Action Research on Teaching When Analyzed as to Profile

Table 6. *Test of Difference in Teachers' Perceived Impact of Action Research on Teaching According to Profile*

Sex		
Perceived Impacts	U-Value	p-value
Long Lasting Career Impact	5471.50	0.004
Confidence/EmpowermentImpact	6643.00	0.392
Daily Instructional Impact	7012.00	0.826
Overall	6167.00	0.097
Length of Service		
Perceived Impacts	H-Value	p-value
Long Lasting Career Impact	2.026	0.845
Confidence/EmpowermentImpact	5.486	0.360
Daily Instructional Impact	14.555	0.012
Overall	2.630	0.757
Educational Attainment		
Perceived Impacts	H-Value	p-value
Long Lasting Career Impact	2.031	0.566
Confidence/EmpowermentImpact	1.736	0.629
Daily Instructional Impact	0.868	0.833
Overall	1.336	0.721
No. of Seminars/Training Attended		
Perceived Impacts	H-Value	p-value
Long Lasting Career Impact	6.184	0.045
Confidence/EmpowermentImpact	10.216	0.006
Daily Instructional Impact	5.515	0.063
Overall	7.758	0.021

Table 6 shows test of difference in teachers' perceived impact of action research on teaching as to sex. The table reflects that there is no significant difference perceived on the teachers' impact of action research in teaching (H=6167.00, p>0.05) when respondents are grouped as to sex. Thus, the null hypothesis is accepted. It implies that how teachers of different sex perceived on action research in teaching does not significantly differ. It implies further that Sex as a variable is not an indicator for a difference in the teachers' perceived impact of action research on teaching. The finding is supported by Tindowen, Guzman, and Macanang (2019) who indicated that a teacher's sex has no bearing on their ability to do research, because the necessary research skills and capabilities may be learned through advanced studies and improved by the confidence that comes with having completed advanced studies.

Table 6 shows test of difference in teachers' perceived impact of action research on teaching as to length of service. The table reflects that there is no significant difference perceived on the teachers' impact of action research in teaching (H=2.630, p>0.05) when respondents are grouped as to length of service. Thus, the null hypothesis is accepted. It implies that how teachers of different length of service perceived on action research in teaching does not significantly differ. It implies further that length of service as a variable is not an indicator for a difference in the teachers' perceived impact of action research on teaching. The finding is supported by Abelardo, Lomboy, Lopez, Balaria, and Subia (2019) who indicated that a teacher's length of service has no bearing on their ability to do research, because the necessary research skills and capabilities may be learned through advanced studies and improved by the confidence that comes with having completed advanced studies.

Table 6 shows test of difference in teachers' perceived impact of action research on teaching as to educational attainment. The table reflects that there is no significant difference perceived on the teachers' impact of action research in teaching (H=1.336, p>0.05) when respondents are grouped as to educational attainment. Thus, the null hypothesis is accepted. It implies that how teachers of different educational attainment perceived on action research in teaching does not significantly differ. It implies further that educational attainment as a variable is not an indicator for a difference in the teachers' perceived impact of action research on teaching. The finding is inconsistent with the study of Abelardo, Lomboy, Lopez, Balaria, and Subia (2019) which indicated that a teacher's educational attainment has a bearing on their ability to do research, because the necessary research skills and capabilities may be learned through advanced studies and improved by the confidence that comes with having completed advanced studies.

Table 6 shows test of difference in teachers' perceived impact of action research on teaching as to number of seminars/training attended. The table reflects that there is significant difference perceived on the teachers' impact of action research in teaching (H=7.758, p<0.05) when respondents are grouped as to seminars/training attended. Thus, the null hypothesis is rejected. This implies that how teachers of different seminars/training attended perceived on action

research in teaching significantly differ. The finding is inconsistent with the study of Abelardo, Lomboy, Lopez, Balaria, and Subia (2019) which indicated that a teacher's number of seminars/training attended has a bearing on their ability to do research, because the necessary research skills and capabilities may be learned through advanced studies and improved by the confidence that comes with having completed advanced studies.

The Significant Relationship Between the Teachers' Action Research Difficulties and Perceived Valuation

Table 7. *Test of Relationship between Teachers' Difficulty in Conducting Action Research and Perceived Valuation of Action Research*

Variables	Means	ρ- value	p- value
Difficulty and Valuation	3.80 4.36	0.077	0.195

Table 7 depicts the test of the relationship between teachers' difficulty in conducting action research and perceived valuation of action research using Spearman Rank-Order Correlation and Cohen et al (2014) interpretation guide for correlation value. Analysis of data revealed that teachers' difficulty in conducting action research and perceived valuation of action research are Slightly Positive Correlated (r=0.077, p>0.05). This means that teachers' difficulty in conducting action research was not significantly related perceived valuation of action research. Thus, the null hypothesis is accepted. The finding indicates that as the level of perceived difficulty in conducting action research decreases, perceived valuation of action research also decreases. The finding is inconsistent with the study of (Negi, 2016) which indicated that difficulty is related to valuation in doing research. He further indicated that teachers maintained the 'exploration mentality' they developed while learning how to conduct action research and continued to employ components of the approach rather than focusing on the challenges they faced.

The Significant Relationship Between the Teachers' Action Research Difficulties and Perceived Impacts on Teaching

Table 8. *Test of Relationship between Teachers' Difficulty in Conducting Action Research and Perceived Impact of Action Research on Teaching*

Variables	*Means*	*ρ- value*	*p-value (0.05)*
Difficulty and Long Lasting Career Impact	3.80 4.32	0.197	0.001
Confidence/ Empowerment Impact	4.25	0.239	0.000
Daily Instructional Impact	4.43	0.017	0.776
Difficulty and Impact on Teaching	3.80 4.32	0.194	0.001

Table 8 depicts the test of the relationship between teachers' difficulty in conducting action research and perceived impact of action research on teaching using Spearman Rank-Order Correlation and Cohen et al (2014) interpretation guide for correlation value. Analysis of data revealed that teachers' difficulty in conducting action research and perceived impact of action research on teaching are Positively Correlated (r=0.194, p<0.05). This means that teachers' difficulty in conducting action research and perceived impact of action research on teaching does significantly related. Thus, the null hypothesis is rejected. The finding indicates that the level of Perceived difficulty in conducting action research increases, perceived impact of action research on teaching also increases. The finding is supported by Negi (2016) who indicated that the difficulty of conducting action research had a positive relationship with the perceived impact of action research on the teaching profession, and had an impact on teachers and an even greater influence on their teaching strategies and confident, and gaining confidence and feeling more professional. Further indicated that doing action research had a favorable impact on teachers' professional careers, as well as a greater impact on their teaching tactics and daily classroom instructions.

Conclusion

This study aimed to determine the effect of teachers' action research difficulties on their perceived valuation and impact on teaching in Gutalac I District, Schools Division Zamboanga del Norte during the school year

2021-2022. The following are the findings based on the statistical analysis:

- There is a significant difference in the teachers' difficulty level in conducting action research when analyzed according to number of seminar/trainings attended. This implies that the difficulties in conducting action research relies on teachers' trainings and seminars attended.
- Majority of the respondents' perceived action research to have an extremely high value.
- There is a significant difference in the teachers' valuation of action research when grouped as to sex. It concluded further those teachers belonging to different sex do differ in their opinion on action research valuation.
- There is no significant difference in the teachers' valuation of action research when grouped as to length of service. It concluded further that teacher belonging to different length of service do not differ in their opinion on action research valuation.
- There is no significant difference in the teachers' level of impact of action research on teaching when grouped as to educational attainment. It implies that how teachers of different educational attainment perceived valuation of action research do not significantly differ.
- There is no significant difference in the teachers' level of impact of action research on teaching when grouped as to length of service. It implies that how teachers of different length of service perceived on action research in teaching does not significantly differ.
- There is no significant difference in the teachers' level of impact of action research on teaching when grouped as to educational attainment. It implies that how teachers of different educational attainment perceived action research in teaching does not significantly differ.
- There is a significant difference in the teachers' level of impact of action research on teaching when grouped as to seminars/training attended. It implies that how teachers of different seminars/training attended perceived on action research in teaching does significantly differ.
- There is no significant relationship between the teachers' action research difficulties and perceived valuation. This means that teachers' difficulty in conducting action research is not significantly related with the perceived valuation of action research.
- There is a significant relationship between the teachers' action research difficulties and perceived impacts on teaching. This means that teachers' difficulty in conducting action research is significantly related with the perceived impact of action research on teaching.

Based on the results of the research, the researcher suggested the following recommendations to the Schools Division of Zamboanga del Norte, Gutalac I District Research Committee, Public School Teachers, Tertiary Education Institutions, Education Students and Future Researchers.

- It is recommended that the top-level management of the Department of Education should allocate budget to provide more enhancement trainings and seminars on action research to equip knowledge and skills for teacher- researcher in writing action research to compete in the National Level.
- It is recommended that the School Heads of the Division of Zamboanga del Norte should implement the DepEd order Research Guidelines on action research to continue and further enhancing the conduct of seminars and trainings on action research writing in order to develop action research skills.
- It is also recommended that Gutalac I District research committee should encourage and motivate the teachers to conduct action research and, facilitate the seminars and trainings for the improvement of the research outputs of the teacher-researcher. It is also appropriate to provide action research assistant on the specific part of the action research where the respondents feel the highest difficulty level in writing action research.
- It is also highly recommended that enhancement seminars and trainings in all areas in action research is to be provided to secondary supervisors, principals, and teachers by implementing the training design developed by Philippine Professional Standards for Supervisors (PPSS), principals and teachers. The school heads should continue to encourage and to motivate the teachers to join seminars and trainings in action research writing as well as to pursue graduate studies.
- Education Students for advance understanding in the future endeavor, must comprehend the value of action research in their future teaching career.
- It is recommended that future researchers would conduct similar study with an expanded scope.

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