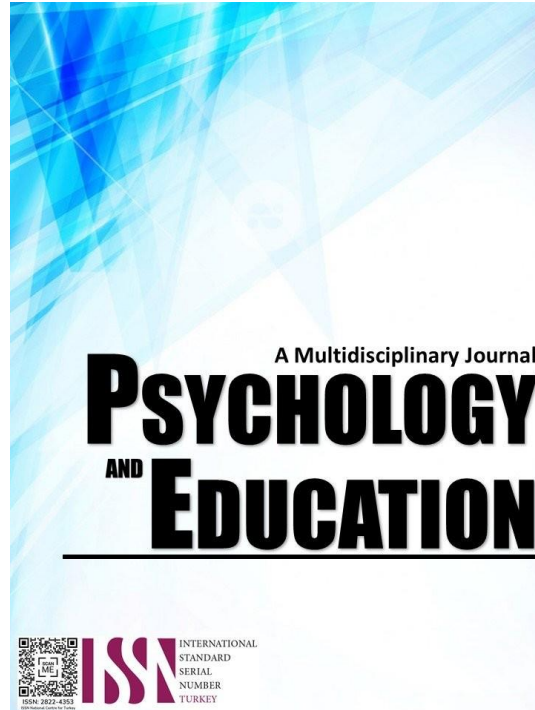


BEHIND THE SCENES: THE AMBIVALENT EXPERIENCES OF TEACHERS IN CONDUCTING RESEARCH



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Behind the Scenes: The Ambivalent Experiences of Teachers in Conducting Research

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Abstract

My qualitative phenomenological research delved on the ambivalent experiences of my colleagues at Vicente Fuentes Elementary School in conducting research. I had 12 participants chosen purposefully for my study. In gathering information, I used in-depth interviews and focus group discussion. Thematic analysis by Clarke and Braun (2013) was used to analyze the data and peer debriefing was done. The two (2) major themes that emerged in the study were Positive Experiences and Negative Experiences. The Positive Experiences of teachers in conducting research include being motivated in conducting research, receiving financial and moral support, and gaining opportunities for professional growth. Consequently, emerging themes under the Negative Experiences of teachers in conducting research were difficulties in analyzing data, difficulties in identifying appropriate research designs, and inability to manage time. The Department of Education may provide targeted support to teachers by offering workshops, seminars, and resources focused on time management, research design, and analyzing data. Teachers may prioritize professional development to take advantage of opportunities for professional development related to research skills and methodologies and take time to reflect on both their experiences as researchers. Reflective practice can help them identify areas for improvement and celebrate successes and navigate their challenges.

Keywords: *behind the scenes, ambivalent experiences, conducting research, positive experiences, negative experiences, reflective practice*

Introduction

In the educational landscape, the role of teachers extends beyond classroom instruction. I have often seen them as unsung researchers, diligently working behind the scenes to enhance their teaching practices. My study delved into the intricate world of teachers and their different experiences in conducting research. It offered a comprehensive exploration of the teachers' mixed experiences as they embarked on the journey of research within their classrooms, schools, districts, or even in their divisions.

I have noted that there are several studies conducted to know how teachers perceive research, the challenges they face, and the benefits they have discovered in doing research. Teachers in general have a positive view of research. Despite this, there are still immense barriers such as limited time, heavy burden of teaching responsibilities, lack of knowledge among teachers regarding research methodologies, and the absence of ample incentives, recognitions or resources (Jugar & Cortes, 2022). In Vicente Fuentes Elementary School (VFES), numerous teachers might have problems with research due to deficiencies in critical skills, hence possibly hindering their capacity to engage innovative teaching methods and address the unique needs of their learners.

To support research engagement, the Department of Education (DepEd) has implemented policies such as DepEd Order No. 39, s. 2016, which emphasizes research as a tool for professional development and educational improvement. These policies provide the foundation for my study, reinforcing the importance of research within the context of VFES.

As both a researcher and the school's research coordinator, I sought to examine the mixed experiences of my colleagues in conducting research during the 2023–2024 school year. This study aimed to uncover the struggles and successes teachers face, offering insights into the realities of research engagement at VFES.

Research Questions

My qualitative study explored and described the ambivalent experiences of teachers in conducting research at Vicente Fuentes Elementary School, School Year 2023-2024. Specifically, I sought to find answers to the grand tour question:

1. What are the ambivalent experiences of teachers in conducting research at Vicente Fuentes Elementary School?

Methodology

Research Design

Qualitative research design is a method applied to investigate and comprehend human experiences, behaviors, and social phenomena in terms of in-depth descriptions instead of numerical data. Common types of qualitative research designs include phenomenological research, which investigates lived experiences; ethnographic research, which conducts research on cultures in situ; case studies, which investigate persons or groups; grounded theory, which generates theories from patterns in the data; narrative research, which is concerned with individual's stories; and action research, which revolves problems collaboratively. All these methods offer rich insights depending on the objectives of the study (Ayton, 2023).

My study employed a qualitative phenomenological method to examine teachers' ambivalent experiences of conducting research.

According to Delve and Limpacher (2022), this method reveals and depicts the nature of a phenomenon. It enabled me to comprehend teachers' daily research experiences from their own point of view, excluding personal bias and assumptions. By centering their positive and negative experiences in conducting research, I came to have a deeper understanding of how they interpret the challenges and achievements they face when conducting research.

Respondents

In choosing my research participants, I used the total population of participants based on Creswell and Creswell (2017). In my study, I chose to include every eligible teacher at Vicente Fuentes Elementary School as a participant. This approach allowed me to gather a wide range of perspectives from the entire teaching staff. I have selected the participants in a way that would help me understand the shared experience of all teachers and, by doing so, make the research representative. The approach adopted here is akin to a census, where information is sought about the entirety rather than a sample being drawn from it.

In applying this approach, I did not make a selection criterion, for instance, their teaching status, the period of teaching experience, age, sex, and educational level. However, I reflected on their engagement in research work. I applied the entire population of the teachers in our school since they were all experienced in conducting research. My research was also interested in open communication and clearly explained the purpose of the research, to which all teachers eligible were invited to participate voluntarily. Such an inclusive approach to sampling ensures that my work is free from biased selection and that conclusions can represent the joint experiences of all teaching staff.

Additionally, I also took the time to explain clearly the purpose of the study and allowed teachers to volunteer to take part in the study. Such an inclusive approach reduced the potential bias of the research and ensured that the findings were truly representative of the collective experience of my participants, offering a comprehensive view of both the challenges and rewards they experienced when conducting research.

The participants of my study were the 12 nationally paid elementary school teachers in Vicente Fuentes Elementary School for the school year 2023-2024. These were not just pure teaching personnel but were also into research as part of their job. Some of them have been into several research projects already, and some just conducted research to solve problems in their classrooms. This added to the diversity, whereby I got a sneak peek of how teachers in different situations of their research journey negotiate and deal with the challenges added to conducting research.

Beyond that, the teachers in this study were committed to researching for new ideas to help them grow professionally as better teachers of their students. This was important for their professional development and growth, understanding the needs of their students, and enhancement of their teaching practices. The study tried to document such diverse experiences on what motivated them, challenges experienced, and successes realized while balancing teaching responsibilities with research activities.

Moreover, 12 teachers were interviewed to represent the experiences that contributed to the research culture at Vicente Fuentes Elementary School. Their stories illustrate what it is really like to conduct research in schools and the importance of support, collaboration, and professional development in creating a positive research environment for teachers.

Procedure

I made sure that my data collection process was systematic, properly organized, and in sync with the goals of my study. I designed carefully open-ended questions right from the beginning to capture the richness of teachers' ambivalent experiences in conducting research. The questions were framed because of an extensive literature review related to the subject, as well as preliminary consultations with teachers and the research questions informing my study. To ensure consistency and concentration, I narrowed down the questions via specialist validation and acquired feedback from three (3) research experts. Their responses contributed to sharpening the pertinence, congruence, and neutrality of the questions such that they lacked bias and were able to respond meaningfully. To ensure consistency across data collection methods, I structured the interview guide with a balance of exploratory and probing questions. The exploratory questions encouraged participants to share their experiences openly, while the probing questions allowed to deeper clarification and elaboration.

Having a good set of validated questions, I went on with data gathering. I got Holy Trinity College- Graduate School's written permission, which was endorsed to the Schools Division Superintendent of Sarangani Province and sent to our school principal. I arranged one-on-one interviews at participants' convenience to prevent interfering with their teaching schedules. I made sure that each participant was told that their answer would be recorded, and that prior consent was sought in writing. I also arranged with the school head focus group discussion during participants' free periods.

Confidentiality was ensured during the research process through the application of pseudonyms to ensure participants' anonymity. The open-ended questions that were validated allowed for natural and in-depth discussions, with the assurance that teachers were able to share their thoughts freely. I also made it clear to participants that additional follow-up questions could be introduced as necessary to ensure a better understanding of their experiences in conducting research. This provides the flexibility to adjust the discussion while ensuring the integrity of the research focus.

Furthermore, following Swaminathan and Mulvihill (2017), I carried out qualitative in-depth interviews, closely noting participants, main points, body language, and stories. Upon transcription, I used member checking by presenting the interpreted data to participants to affirm accuracy and authenticity.

In addition, to increase data validity, I employed triangulation, cross-checking data from individual interviews and focus discussions. This method facilitated the determination of common themes and inconsistencies, allowing for a balanced view of teachers' ambivalent research experiences. Through refining my open-ended questions, I was able to make my data collection process not only rigorous but also efficient in the determination of teachers' ambivalent experiences in conducting research.

Data Analysis

The information gathered from in-depth interviews and focus group discussions was recorded using audio recordings and subsequently transcribed for thorough analysis. To analyze the data extensively, I used thematic analysis as per Clarke and Braun (2013). Thematic analysis is a common qualitative research method that enables the identification and interpretation of patterns in textual data, especially opinions, thoughts, and experiences. This method is useful in qualitative data analysis of social sciences since it allows organized scrutiny of the qualitative datasets with a resulting richer thematic insight.

Clarke and Braun (2013) presented six steps in thematic analysis: becoming familiar with the data, coding, organizing codes into themes, checking themes, determining their relevance, and writing up the results. This organized procedure enables researchers to systematically code qualitative data and reveal significant patterns.

The initial phase, familiarizing oneself with data, entails several readings and readings again of information gathered to comprehensively understand content. This ensures researchers fundamental ideas, repetition of topics, and possible trends in the data. In this research, I read my transcripts of interviews so that I got immersed in experiences of the participants.

The second process, coding, entails dividing the data into smaller and meaningful units. Researchers label or code salient portions of the text, identifying dominant ideas that can contribute to the development of arising themes. In this phase, I noted portions of my transcripts pertinent to the teachers' experiences in doing research and coded them systematically that were representative of fundamental concepts of my participants; experiences in conducting research.

Moreover, the third process, coding by theme, involves arranging similar codes into larger categories that represent patterns in the data. This assists in organizing and interpreting the information. In my analysis, I grouped similar codes into clusters, which created initial themes that represented various aspects of my participants' ambivalent experiences. The fourth step, which is reviewing themes, entails the refinement and validation of the established themes to guarantee that they indeed capture the data. Researchers analyze whether the themes are coherent, unique, and adequately supported by the data. During this point, I reviewed my themes and made the necessary corrections to ensure that I captured my participants' narrative and were not redundant or overlapping.

Additionally, on the fifth step, significance assessment, is about defining and triangulating the themes to determine their relevance and contribution to the study's purpose. Researchers examine the depth and importance of each theme so that they present valuable insights. In my research, I analyzed the themes against their relevance to teachers' actual research experience, gauging their effect on the overall findings. The last stage, reporting the findings, is where the themes are presented clearly and in structured format with the use of direct quotes and explanations. The stage enables the researchers to present their findings in an effective way. In my research, I recorded the themes with evidence from the transcripts so that the findings were representative of my participants' view on conducting research.

To improve the rigor and credibility of my analysis, I used qualitative data analysis software, like NVivo to aid coding, organizing, and managing the themes in an orderly manner. These tools enabled effective handling of data and visualization of thematic links. Additionally, my research also went through peer debriefing by two (2) expert educators in Holy Trinity College, General Santos City, Graduate School Department, this involved a rigorous critique of the methodology, findings and interpretations to ensure methodological consistency and data interpretation validity. Peer

Through this systematic process, I was able to ensure that my thematic analysis was comprehensive, well-organized, and reflective of teachers' real-life experiences in research.

Ethical Considerations

I made certain that all ethical considerations were followed as mandated by Holy Trinity College to avoid engaging in practices that may implicitly or explicitly abuse or exploit those with whom I sought to conduct research with.

First, I gave my participants informed consent forms to make sure that they were fully aware of my study. This step was to be taken because the participants needed to understand the purpose of the study, their role in it, and the challenges likely to be encountered during the interview. Only then could they sign the forms after going through them, which indicated their willingness to participate and agree to the interview at a time that best suited them. Since the study involved audio recording of interviews and focus group discussion for accuracy and thorough analysis, I obtained explicit consent from participants regarding the recording process. The informed consent form included a specific section on audio recordings, ensuring that participants were aware of the purpose, handling, and storage of recorded data. Before starting any recording, I also verbally reminded participants of their right to refuse recording or request that any

part of their response be excluded. This additional step reinforced their autonomy and comfort in the research process.

Moreover, the participants in my research study had to be informed of the principle of voluntary participation to ensure their participation was voluntary. None were forced to communicate their insights, stories, and experiences in conducting research. I made them aware that it was a personal choice to participate; at any time, they could withdraw from the research study with no adverse consequences. To foster trust and respect, I created a non-threatening environment where they could share insights freely. Recognizing potential power dynamics, I conducted interviews in participant-chosen location and allowed them to control the timing. In focus group discussions, I provided open discussion so that everyone would have an equal chance to offer their experiences. I also stressed the fact that there were no “right” or wrong” answers, repeating that their view was appreciated and respected.

On the other hand, in ensuring data privacy within my research study, I was keen on securing private information concerning participants. I gave a pseudonym to each of my participants so that confidentiality could be assured throughout the research. Therefore, I could share and analyze the experiences of all of them without necessarily revealing their real identity or any identifiable information about them. I have kept all data in a safe place and allowed limited persons to access this information, providing an added security level over their privacy. By doing so, I meant to afford participants an avenue to share their views with a guarantee that their identities are well protected.

More specifically, acknowledging gender sensitivity in my study, I respected and adhered to the gender preferences and orientations of my participants in my study. I made sure that male and female teachers were kept on an equal basis throughout my research. I was alert to observe whether any bias or gender-related issue was raised; I worked toward the assurance of respect for all, irrespective of gender identity.

Lastly, I employed cultural sensitivity to be mindful of the belief systems and different cultural backgrounds that my participants came from. That is, I respected and accorded dignity to their respective beliefs, opinions, and practices. Whatever words I uttered within the interview setting were chosen to be in concert with my participant's religious, customary, and traditional convictions.

Results and Discussion

This section presents the results of the analyzed and interpreted data gathered through the in-depth interviews and focus group discussion.

The Ambivalent Experiences of Teachers in Conducting Research

The analysis of my research data led to the emergence of key themes and core ideas that encapsulate the experiences and insights of the participants. These themes reflect the various ambivalent experiences of teachers' when conducting research. By examining these recurring patterns, a deeper understanding of their ambivalent experiences is achieved. Table 1 is the comprehensive summary of the main themes and key findings of this research, outlining an organized conclusions drawn from this research study.

Table 1. The Ambivalent Experiences of Teachers in Conducting Research

<i>Major Themes</i>	<i>Core Ideas</i>	<i>Frequency of Responses</i>
Positive Experiences	Received Financial and Moral Support	Typical
	Gained Opportunities for Professional Growth	Typical
	Motivated in Conducting Research	Typical
Negative Experiences	Difficulties in Analyzing Data	Typical
	Difficulties in Identifying Appropriate Research Designs	Typical
	Inability to Manage Time	Typical

I was able to identify two (2) major themes: the positive and negative experiences of teachers in conducting research. Under the positive experiences, three (3) core ideas were noted, namely: received financial and moral support, gained opportunities for professional growth, and motivated in conducting research. For their negative experiences, 3 core ideas were also noted, namely: difficulties in identifying appropriate research designs and difficulties in analyzing data.

Positive Experiences

The first major theme that emerged from the ambivalent experiences of teachers in conducting research is positive experiences, which have deeply enriched their professional journey and thus have positively influenced their teaching strategy. Therefore, doing research allowed my participants to explore some aspects of new ideas, enhancements of methods, and a direct way to the problems they faced in their classrooms. They were also motivated by the fact that financial and moral support received from school administrators and colleagues alike eased the burden of research. My participants also pointed out that research opened vistas for professional growth in terms of acquiring new skills and gaining recognition for work. Therefore, this kind of support and achievement motivated them and played an important role in their willingness to continue doing research despite all sorts of problems.

Received Financial and Moral Support. The first core idea under the positive experiences of teachers regarding the conduct of research

was that they had received financial and moral support. The financial support here entailed funding or resources from the school to cover various expenses or resources relevant to the research activities my participants were involved with. Indeed, this support provided participants with the materials they needed for the job, research tools, and even financial payments that allowed them to conduct the work with minimum personal financial burdens. However, not all participants enjoyed equal financial support in this regard, and indeed some did indicate that the resources made available may not suffice to fully support their efforts in conducting research.

Apart from financial support, moral support also acted as an influential factor in my participants' experiences with their research studies. Support through encouragement and advice from colleagues and school administrators provided the necessary motivation and emotional support. Through such moral support, my participants were kept constantly attached to their research, even at times when challenges arose. As participants confirm, positive reinforcement was helpful for boosting confidence, through which teachers in schools were able to surmount challenges while conducting their research.

Moreover, my participants benefited greatly from the support they received from their administrators and colleagues, which plays a crucial role in their professional development and effectiveness in the classroom. P1, P2, and P3 shared that they received financial support from their school administrators when conducting research, as presented:

P1: Our administrators have full support on financial, especially when I conducted last year. They gave me the financial that I requested. (Lines 94-96)

P2: With our administrators, I have received their full financial support whenever I am conducting my study. (Lines 77-78)

P3: Our administrators provided me financial support and allocated budget for our research activity. (Lines 97-98)

In addition, P4, P5, and P7 also shared that they received financial support from their school administrators when conducting research, as it is presented below:

P4: So, in terms of school administrators, one of the biggest supports they gave was the financial support (Lines 96-97)

P5: Our school principal provided the things that we need, especially in the financial aspect. (Lines 113-114)

P7: They give us budget, or they allocate resources or budget to make our research be successful. (Lines 101-102)

However, P8, P9, and P10 expressed that they received both financial and moral support from their school administrators when conducting research, as presented in the following statements:

P8: My administrators, give support through financial and moral support. (Lines 71-72)

P9: Our school administrators are very supportive in terms of conducting research, that is why they gave the support that we need, especially in terms of financial and moral support. (Lines 55-57)

P10: Our school administrators' ma'am no, very supportive morally, and they gave their 100% support especially in financial. (Lines 64-65)

The statements gained support during our focus group discussion as P2, P4 and P11 stated that they received financial and moral support from their school administrators, as presented in the following transcripts:

P2: I was able to receive support by our school administrators by giving me financial support to go on with my study. (Lines 168-169)

P4: I agree, they give us financial support which is very important in conducting research. (Line 174)

P11: I agree also, because as for me, our school administrators gave me the financial support that I need whenever I conduct research. I can even feel their moral support by giving such nice and encouraging words. (Lines 175-177)

Moreover, P5 also shared that she received both financial and moral support by their school administrators; P6 and P9 agreed on those statements during our focus group discussion as presented on the following transcripts on the next page:

P5: I received both financial and moral support. (Line 173)

P6: Yes, I agree, they showed their support by giving us financial support in conducting our research. (Line 170-171)

P9: For me ma'am, I agree. They show their support through giving us financial. (Line 172)

In terms of financial support, the school administrators engaged some of my participants in opportunities for professional growth, empowering them to enhance their skills and stay updated on best practices in education. Their school administrators also created a positive work environment by recognizing and valuing my participants' contributions, fostering a sense of appreciation and moral support. Luckily, my participants had a very supportive school administrator, especially since they were provided adequate financial support when they conducted their research.

By reflecting on their experiences with financial support, teachers identified areas of success, challenges, and opportunities for

improvement, informing future decision-making and resource allocation strategies. The provision of adequate financial and moral support by their school administrators enriched teachers' professional development journeys, fostering a culture of continuous learning, inquiry, and scholarly excellence within their educational institutions. Ertürk's (2021) study highlighted that strong support from school administrators significantly boosts teachers' job satisfaction and overall well-being. This finding aligns with my study, where teachers who received both financial and emotional support from their school had a more positive experience with their research. They felt more motivated and valued in their work. Conversely, those who lacked sufficient support found it difficult to juggle teaching and research, which led to mixed feelings about their research roles. This underscores the critical role of school administrators in providing support, as it not only enhances teachers' well-being but also fosters their ongoing engagement in research activities.

On the other hand, my participants experienced and received moral support from their colleagues when conducting research as P1, P3, P7, and P8 as presented in the following lines below:

P1: My colleagues gave suggestions for the betterment of my research study. (Lines 103-104)

P3: I solicit ideas from our expert in research and they provided constructive feedback especially those experience researchers. (Lines 102-103)

P7: Our colleagues give me technical assistance specially those who are experts in research. (Lines 106-107)

P8: My colleagues gave support to me when I conducted research, they shared their thoughts and ideas about my research. (Lines 72-73)

P1 added that she received moral support from her colleagues through valuable help along with P5 and P6 when conducting research, as presented in the following transcripts:

P1: Our colleagues are very supportive; they provided some key insights which helped to strengthen the foundation of my research. (Lines 102-103)

P5: In terms of our colleagues, they gave me time to help to walk through my data analysis process to finish my research. (Lines 115-116)

P6: Additionally, my colleagues helped me prepare some presentations of my findings. (Lines 95-96)

In addition, P7 and P11 shared the same sentiments with P1, P5, and P6 that they experienced moral support from their colleagues in conducting research, as coded below:

P7: For colleagues, they give me their moral support just like the word of encouragement, cooperation, just like this one ma'am, we cooperated in your study and to be your respondents. (Lines 104-106)

P11: About our colleagues, their encouragement also boosts my self-confidence and gives me high morals, to stay motivated in doing my research. (Lines 64-65)

The statements gained support from our focus group discussion by P4 and P2 that they experienced moral support from their colleagues in conducting research, as stated below:

P4: They gave me moral support; they offered help to mentor me regarding with my study. (Line 190)

P2: They also gave us technical support and gave comments for the betterment of our research. (Lines 205-206)

Moreover, P5, P10, and P3 also shared during our focus group discussion that they experienced moral support from their colleagues when conducting research, as presented in the following transcripts:

P5: Yes ma'am, I asked help also to our colleagues who are expert in terms of conducting research. (Lines 207-208)

P10: Yes, they gave us feedback on how to improve our research. (Line 209)

P3: Yes ma'am, that's very true. Our colleagues always asked us if we they have something to help. (Lines 210-211)

However, during our one on one in depth interviews, some of my participants received moral support through words of encouragement from their colleagues, as stated by P5, P6, and P7, as presented below:

P5: My colleagues gave me advice and cheer me up to finish my research. (Line 120)

P6: And to our colleagues, they give me moral support also by showing their encouragement to finish my research. (Lines 94-95)

P7: Additionally, for my colleagues, their words of encouragement to finish our research and it help us a lot. (Lines 108-109)

P11 and P6 supported the statements above during our focus group discussion that they experienced moral support through words of encouragement from their colleagues when conducting research coded below:

P11: Our colleagues, encouragement boosts my self-confidence to stay motivated in doing my research. (Lines 195-196)

P6: As for me ma'am, the colleagues that we have is very supportive, they are the one who encouraged you to push with your research. (Lines 197-198)

In addition, P9 and P7 emphasized that they received moral support from their colleagues through words of appreciation and recognizing their work in making research, as stated in the following transcripts:

P9: Yes, I have experienced that also, they gave you their appreciation about your research and they recognize your work. (Lines 199-200)

P7: They value our work in our research. They always appreciated our efforts and recognize our work. (Lines 201-202)

My participants were given moral support by their peers through constructive assistance, advice, and words of encouragement that helped them surmount their adversities and further improve their research work. Material support was given to my participants in the form of offering an attentive ear, showing empathy, and raising their morale at a sad time when they were doing their research. Their colleagues assured readiness for feedback and constructive critique that nurtured continuous improvement and reflective practice among my participants. My participants received moral support from colleagues in very helpful practical ways to support them through emotional encouragement.

Such a situation when teachers got support from their colleagues in research evidences a culture of sharing learning and innovation in educational institutions. This may help the sharing of knowledge and improve the quality of research and professional development among teachers. When teachers support one another in research, they may learn together and come up with new ideas. Due to this teamwork, the research is improved, and it may help the teachers in growing jobs.

My study gains support from the study of Shrank et al. (2022) as it highlights the importance of colleague support throughout the research process, which replicates the experiences shared by my participants. Indeed, in our respective studies, teachers valued the practical support provided by colleagues with aspects such as data collection, analysis, and writing. The process of conducting research was thus easier to bear. Sharing resources in my study was also valued by the participants, most especially by giving technical assistance in conducting research, which has helped them further their understanding and analyze their data. Feedback and advice from colleagues were also key to improving the quality of their research by showing that working together plays a big role in successful research.

In addition, Shin's (2021) work supported my study that emotional assistance from colleagues means much when conducting research. Indeed, both studies identified that through emotional support from their peers, teachers were being encouraged and motivated to keep them positive and focused on their activities. Support contributed to teacher self-reflection over their research in dealing with setbacks and rejoicing in successes. That therefore shows how supportive and understanding environments by colleagues mean much for teachers in conducting their research.

Gained Opportunities for Professional Growth. The second core idea underlies the positive experiences of teachers in researching as they gained opportunities for professional growth. My participants had gained professional growth through their experiences in conducting research, such as improved problem-solving skills, becoming reflective, and attending seminars, training, and workshops that served as valuable opportunities for learning and reflection for their advancement. Engaging in research allowed them to deepen their understanding of their subject matter, refine their instructional practices, stay updated on current trends, and be able to develop their professional growth.

P3, P7, P8, and P9 shared the same experiences that, through conducting research, they gained opportunities to develop their professional growth, and it improved their problem-solving skills, as presented in the following transcripts:

P3: My experiences in conducting research have shaped me to become an effective problem solver. (Lines 112-113)

P7: So, through conducting research, it improved my problem-solving skill. (Lines 117-118)

P8: Okay, my experiences in conducting research shaped me as an effective problem solver. I can find a solution to my own problem in my own little way. (Lines 81 and 83)

P9: It shaped me to become an effective problem solver. It improves my problem-solving skills in terms of dealing with problem that I may be able to think of a solution to a problem especially in my classroom. (Lines 67-69)

Moreover, P10, P11, and P12 also added that through conducting research, they gained professional opportunities to improve their problem-solving skills, as presented below:

P10: It shaped me also as an effective problem solver. (Lines 79-80)

P11: Research is finding a problem and find a solution, so shaped or improved my problem-solving skill. (Lines 73-74)

P12: It can improve my problem-solving skills. (Line 83)

Certainly, during our focus group discussion, the statements received additional support by P6, P3, and P8 that they gained opportunities for professional growth that improved their problem-solving skills, as noted on the next page:

P6: For me ma'am, I was able to solve problems that arise in my classroom. It improved my problem-solving skills so far. (Lines 219-220)

P3: I was able to be a strong problem solver to a certain problem. (Line 221)

P8: Agree ma'am. Through research, it improves my problem-solving skills. (Line 223)

Additionally, P7, P4, and P12 both agreed during our focus group discussion that through conducting research, they gained opportunities for professional growth that improved their problem-solving skills, as noted and presented below:

P7: I agree, through my experiences in conducting research, it improved my problem-solving skills. (Lines 224-225)

P4: It improves my problem-solving skill. (Lines 227-228)

P12: For me ma'am. Same with P3 through conducting research, it improves my problem-solving skills. I don't stop until I find a solution to a problem in my classroom or even in our school setting. (Lines 244-246)

My participants improved their problem-solving skills by exploring new ideas, experimenting with innovative approaches, and collaborating with colleagues, fostering a culture of continuous learning and professional development that they applied inside their classroom and in their school. Conducting research provided them with opportunities to contribute to the broader educational community, share their insights and findings, and reflect on their own experiences in conducting research within their classrooms or even in the schools. Their experiences not only enhanced their expertise and credibility but also inspired them to remain curious, adaptable, and effective problem-solver teachers. The experiences of my participants in conducting research extend beyond the acquisition of knowledge; it also enhanced their problem-solving skills. According to my participants, finding solutions to their problems and the challenges they encountered.

Certainly, teachers who engage in research gain valuable opportunities for professional growth, particularly in enhancing their problem-solving skills. This implies that they can identify and address challenges in their teaching practice more effectively. This not only fosters continuous improvement in their teaching methods but also enhances their capacity to support student learning in diverse educational contexts. Leuverink et al. (2022) findings align closely with those of my study, particularly in how conducting research enhances teachers' problem-solving skills. Both studies demonstrate that when teachers engage in research, they develop a deeper understanding of the challenges they encounter in the classroom. By taking a systematic approach, teachers can analyze situations and identify effective solutions to these issues. Similarly, my study found that teachers are proactive in addressing classroom problems through research, which ultimately strengthens their ability to tackle a variety of challenges in their teaching environment.

On the other hand, my participants gained professional growth by being thoughtful, reflective teachers. P5 and P7 experienced opportunities for professional growth and became reflective teachers, as they stated during our in-depth interviews as presented below:

P5: Conducting research help me practice reflective approach in teaching. (Lines 132-133)

P7: And, I became a thoughtful reflective teacher, in the sense that, through research I was able to reflect on myself and about my teaching if I am still effective. (Lines 125-126)

Additionally, P11 and P12 shared during our individual in-depth interviews that they experienced opportunities for professional growth and became reflective teachers, as presented in the following statements on the next page:

P11: I was able to reflect on the strength as a teacher and my weaknesses to improve as a teacher. (Lines 75-76)

P12: Addition ma'am, it shaped me to become a thoughtful reflective teacher, Because I was able to reflect and act on the things that I am going to make right. (Lines 87-88)

The statements found further support in our focus group discussion with my participants P2, P9, P11, and P1 that through conducting research they gained opportunities for professional growth, they became reflective teachers, as stated on the next page:

P2: It made me reflect with my teachings. (Line 230)

P9: I become a reflective teacher when conducting research because at the end of the day or in our I can think if I am still effective? (Lines 232-233)

P11: Agree ko ana maam, through conducting research naging reflective teacher ako. (Line 235)

(I agree ma'am, through conducting research, I became a reflective teacher)

P1: Yes, as for me, I have become reflective teacher too since I conducted research. (Line 236)

Participants became more reflective in conducting research because the process itself urges them to reflect critically on their teaching

practices and outcomes. Research entails taking a closer look at what is working, what is not, and why, which triggers deep reflections by the participants on their methods and their students' responses. It is through such self-reflection that they may notice their strong and weak points, which has been the reason for their relatively better way of teaching the children. The very process of data analysis and hunting for evidence forces them to think deeply, question their assumptions, and then be open to any alternative perspective. Finally, research makes their practice more reflective and intentional, adding to the development of effectiveness as a growing professional teacher.

In this respect, the effect of research on the ambivalent experiences of teachers who conduct research is that reflective teachers are more likely to evaluate positively as well as negatively the paths taken within their research journey. This leads them to understand in a fuller sense their challenges and successes. Self-awareness may facilitate this process by making them aware of which areas they need support and improvement, thus making them resilient and adaptive. Such ambivalence may be transformed into useful learning only by encouraging reflective practice, which enhances the research skills and professional development of the teachers. The approach may benefit not only the individual teacher but also add to creating a more supportive and effective research culture within the educational landscape.

Wu's (2022) findings are like those in my study, showing how engaging in research helps teachers reflect on their teaching practices. In both studies, teachers reported that conducting research made them think more deeply about their teaching methods and how their students were learning. Wu's study, which involved surveys and interviews, found that teachers became more aware of areas where they could improve and were able to make more intentional choices in their teaching strategies. Similarly, my study also showed that teachers, through research, gained a better understanding of their instructional practices, which helped them make positive changes in the classroom. This reflects how research can be a powerful tool for teachers to reflect, grow, and improve their teaching.

On the other hand, since seminars were sometimes limited, only three of my participants had had the chance to experience informative seminars, workshops, and training at the municipal or division level. P3, P6, and P9 have the same experience that they engaged in informative seminars, workshops, and trainings regarding conducting research, as coded on the following scripts:

P3: I was very thankful and lucky to attend seminars, training or even workshops regarding research. (Lines 98-99)

P6: I was able to choose to represent our school in the division's workshops about research. (Lines 90-91)

P9: I was given the chance to attend seminars and workshops regarding research in our Division (Lines 57-58)

The following statements were supported during our focus group discussion: they gained opportunities for professional growth through informative seminars, workshops, and training regarding conducting research, as presented:

P3: I am also thankful to our administrators, they send me to an informative seminars, workshops, and training regarding research. (Lines 178-179)

P6: Agree, me also, I was able to attend seminars regarding research. (Line 180)

P9: Agree, I was one of the lucky one also who was able to attend seminar and workshops regarding research. (Lines 181-182)

Few participants engage in informative training, seminars, and workshops related to conducting research due to some reasons. This is because of some reasons: a time-consuming and energy-draining workload impels the teacher to leave no room for professional training. They are already juggling lesson planning, grading, and classroom management; hence, it may be difficult to commit to extra training. Second, there was a lack of relevant and accessible training opportunities, and the trainings were only limited due to a lack of budget from the higher offices. Sometimes, schools or districts may not provide enough resources or emphasize professional development related to research; hence, my participants do not get adequate support to work on their research skills. Lastly, some participants may feel intimidated or unprepared for the rigorous nature of research; thus, they may hesitate to join training sessions in research.

This is very important because the limited involvement in the training of teachers in conducting research through informative training, seminars, and workshops signifies that a good portion of them is not skilled or ready to conduct research studies. Also, it means that this can lead to a lower quality of studies that might translate to missed opportunities to improve education. The teachers cannot innovate and undertake evidence-based practices in the classrooms. In this case, teachers without such training may be less confident and more stressed to involve themselves in research activities, which can act as further discouragement. Making professional development opportunities more available and relevant is going to be an important part of addressing this and allowing a culture of continuous learning and improvement to flourish in education.

Smith and Gillespie's (2023) findings further supported my study in that they reflected how taking part in my study afforded the teachers opportunities that were so fundamental to the teacher participants' professional development. This was also manifested within the stories of my participants, whereby the chances presented granted the participating teachers specialized training, seminars, and workshops that heightened their capability and expertise. While both studies demonstrate that research activities enhance teachers' research skills, they also broaden teachers' professional connections and build confidence. My study also revealed how research helped teachers grow professionally, creating the opportunity to apply new ideas in the classroom. This corresponded with Smith and Gillespie's results, which showed how research may have a positive influence on professional development, teaching practices of

teachers, and job satisfaction.

Motivated in Conducting Research. Motivation can either be extrinsic or intrinsic. Extrinsic motivation refers to those external factors like rewards, recognition, or promotion that encourage people to do something or behave in a particular way. Intrinsic motivation, on the other hand, emanates from within a person, being driven by interest, satisfaction, or a sense of purpose.

In my research study, the participants had both extrinsic and intrinsic motivations for conducting research. There were those participants who had extrinsic motivational factors; for instance, being promoted after successful results have been found out. These types of incentives developed their interest in researching since they know that after all their hard work, it may mean their promotion or their recognition by colleagues and superiors. Material gain or an increase in professional status somehow proved to be a sufficient incentive to conduct the research activities for my participants.

Other participants were motivated by intrinsic factors. This means their drive came from a deep personal desire to learn and grow. They found joy and purpose in doing research because it helped them address the challenges they encountered inside their classrooms, find solutions to the problems, and improve their teaching. For them, the satisfaction of discovering new ideas and making a positive difference in their students' learning was enough motivation, even without external rewards because in this way, they found satisfying to help their pupils.

Being able to be promoted was one of the significant extrinsic motivating factors for my participants when conducting research. P1, P2, and P3 shared the same motivation when they conducted research, as presented in the following statements:

P1: What motivates me to conduct research? Frankly speaking, maybe for promotion because this is one of the requirements for promotion. (Line 28-29)

P2: Practically speaking, it also motivates me for promotion. Because research is one of the requirements for promotion. (Lines 30-31)

P3: Requirements. For us to be promoted in our department (Line 42)

Moreover, P4, P5, and P6 shared the same motivation with P1, P2, and P3 when they conducted research as presented below:

P4: Of course, for promotion. Sa panahon karun na gusto ka magpapromote, dako pud kayo ug puntos ang research karun. (Lines 33-34)

(Of course, for promotion. At the time when you want to promote, research has a big point now.)

P5: Yes! Advancement, for promotion. (Line 34)

P6: Practically speaking for promotion. (Lines 22-23)

During our in-depth interviews, P7 and P8 had also shared the same positive experiences when they conducted research, as presented below:

P7: Me personally, my motivation to do this research is for promotion. (Lines 26-27)

P8: Para sa promotion ma'am. (Line 31)

(For Promotion ma'am.)

P9 and P10 added:

P9: For promotion, of course, this is one of the requirements for promotion, so that's it. (Lines, 25-26)

P10: I guess, honestly speaking, I do research this time for promotion. It's because, one of the criteria of promotion is research. (Lines, 20-21)

Moreover, P6, P7, and P9 were motivated to conduct research to address significant problems in their classrooms, as coded below:

P6: What motivates for me to do research aside from promotion, was that I was able to address challenges inside my classroom. (Lines, 29-30)

P7: Another motivation was that to address problems or challenges that arises in my classroom. (Lines 33-34)

P9: What motivated me to engage in conducting research is to address significant problems that I encountered in my classroom. (Lines 23-24)

In addition, P10 and P11 pointed out that they were also motivated to conduct research because they could address significant problems in their classrooms, as presented below:

P10: I have done research before to address the problem inside my classroom

and those important problems that need really a quick solution. (Lines 22-23)

P11: To address important problems that emerge in my classroom. And to find a solution to that problem, so I do research. (Lines 25-26)

The statements were supported by P1, P4, and P3 during our focus group discussion that they were motivated to do research to be able for them to be promoted, as presented below:

P1: To be able to be promoted. (Line 37).

P4: Yes, for promotion for me as well. (Line 38)

P8: To be promoted. Research is one of the requirements for promotion. (Line 40)

P6: I am also motivated to do research to be able to be promoted. (Lines 46-47)

P3 also agreed to their responses:

P3: Strongly agree. To be able to be promoted that is why we are conducting research. (Line 39)

However, P6 also added during our focus group discussion that she is motivated to conduct research because they can address problems inside their classroom. It was also agreed by P9, P5, and P12, as presented below:

P6: Additionally, I am motivated also to do research to address the problems inside the classroom or even in our school and to find solution for it. (Lines 47-47)

P9: I agree with that ma'am, it is also one of our motivations in doing research to address the problems inside the classroom that they immediate solution. (Lines 50-51)

P5: I also agree. I do research to address the needs and problems inside my classroom. (Line 52)

P12: Yes ma'am. I agree with them that through research. I can address the problems in my class. (Lines 55-56)

P11 and P2 added:

P11: I agree also ma'am with what they say that addressing classrooms problems is one of our motivations to do research aside from promotion. (Lines 57-58)

P2: I agree with them that one of our motivations in doing research is to address problems in our class. (Lines 59-60)

My participants were motivated to conduct research for promotion through research activities. When they engage in research, they can produce scholarly publications, present at conferences, or receive grants and awards, all of which enhance their professional reputation and visibility within their field. When it comes to their intrinsic motivating factor, my participants conducted research to address classroom problems because it provided them with a systematic approach to identify, analyze, and solve specific issues encountered inside their classroom. Research enabled them to explore innovative methods and strategies tailored to the unique needs of their learners and the classroom environment. By investigating these problems, my participants gained valuable insights that informed their instructional decisions, ultimately leading to improved learners' learning outcomes.

When teachers are motivated to conduct research, it leads to improved teaching practices, enhanced student learning outcomes, and a culture of continuous professional development. By supporting and encouraging teachers' research endeavors, our educational institutions can cultivate a dynamic learning environment where innovation flourishes and we teachers are empowered to make meaningful contributions to the field of education.

Mehranirad's (2023) study backs up the findings of my research by showing how important research is for teachers' growth and why they are motivated to do it. Both studies agree that teachers are driven by personal and professional reasons. Mehranirad identified four key reasons why teachers in Iran engage in research: improving their skills, personal and practical motivations, meeting organizational expectations, and enhancing their teaching methods. This matches what I found, where my participants are motivated by a mix of personal satisfaction and the desire to improve their teaching. Both studies highlight that understanding these motivations is crucial for supporting teachers effectively, as their commitment often comes from a genuine desire to better their practice and help their students.

Negative Experiences

The second major theme that emerged from the ambivalent experiences of teachers in conducting research is negative experiences. Engaging in research as a teacher can sometimes present challenges and negative experiences that hinder the process. One negative experience is the inability to manage time faced by my participant, who already has a demanding schedule. The complexities of research designs, methodology, and data analysis posed difficulties for my participants who lacked formal training or experience in research methodologies. Also, as much as my participants love to do research, their time will not let them do research due to their heavy workloads in school and personal responsibilities at home. Balancing research responsibilities with teaching duties and administrative

tasks can be overwhelming, often leading to feelings of stress and burnout.

Difficulties in Analyzing Data. Many of my participants faced challenges when it came to analyzing data for their research. One common reason was the lack of proper training or experience in handling data, whether it was statistical analysis for numbers or techniques for understanding qualitative data. Without a solid background in these areas, my participants found it difficult to make sense of the information they collected. This made the process of interpreting their research findings more complicated and often overwhelming, leading to frustration and uncertainty about their abilities. These difficulties highlighted the need for better training and support to help teachers improve their data analysis skills.

During our one on one in depth-interviews, my participants experienced difficulties in analyzing the data of their study when conducting research as coded by P1, P5, and P8:

P1: And then, another challenge aside in designing my research design, other would be the appropriate data analysis tool to be used, because sometimes, we have this confusion. (Lines 56-57)

P5: Second, I lack research skills especially in analyzing my data, especially if my study is qualitative. (Lines 64-65)

P8: Another is I don't know the appropriate tool or in the data analysis part. Sometimes, I am confused. (Lines 43-44)

In addition, my participants, P10, P11, and P12 shared their experiences with the difficulties of analyzing the data of their study when conducting research, as presented in the following transcripts:

P10: And sometimes, I also have difficulty in data analysis, what appropriate methods to be used in my data. (Lines 36-37)

P11: I have this difficulty in the data analysis part. I am still confused in analyzing and interpreting data. (Lines 35- 36)

P12: Analyzing and interpreting data were also difficult for me. (Lines 36-37)

Furthermore, the statement found further support in our focus group discussion, in which my participants, P5, P11, and agreed by P12 that they also experienced difficulties in analyzing data for their research study and labeled it as one of their negative experiences in conducting research, as mentioned below:

P5: The Lack of research skills, especially in data analysis part. So hard to do. I guess. (Line 64)

P11: For me, lack of skills, specifically in analyzing and interpreting the data in my study. (Line 86)

P12: I agree also, I lack skill on that part in the data analysis part. (Line 87)

Without a strong foundation in diverse methods of data analysis, my participants found it difficult to either select the most appropriate analytical approaches that best suited their research question or interpret findings accurately. Data analysis by nature requires access to specialized software and resources combined with expertise, which is bound to be limited within educational settings. Education has many varied topics and methodologies, and this adds to the problem of data analysis when different research designs perhaps call for different ways of analysis.

Typically, my participants have a problem with analyzing data, and this further calls for more training and support in research methods. Targeted professional development and resources on data analysis provide my participants with the resources to better tackle the research challenges. It would also be ideal if the environment were supportive enough to share best practices in data analysis and seek assistance where needed, as such a move would raise their confidence and skill levels in that important area of the research of my participants.

Certainly, the level of challenging feeling when analyzing data in research has great implications for teachers in their professional development and the quality of the studies they may conduct. Without proper training and support on data analysis, teachers cannot fully develop the appropriate skills to reach correct conclusions; thus, they may conduct less effective or even flawed research. This can suppress their confidence level and motivation to participate in future research. In addition, poor analysis of data reduces the potential contributions that teachers can make to the academic community toward gaining improved insights into the educational environment and contributes to the general trends in teaching methodology. Such disparities do indeed need to be identified and given training or support to empower teachers for strengthening their research.

In addition, my study is further supported by Maniam and Razak (2023), who also found that teachers faced similar difficulties while conducting research. They established that teachers in high school could not analyze any data because they were never trained in statistics and software; therefore, information that was too complex could not be understood or used to one's advantage. This heightened their level of frustration and reduced their confidence. The work of analyzing the data added to their misery. Their findings confirm many of the challenges I noted, including those related to the research method and managing time. More training and support were identified for teachers in both studies as an enabling condition to engage in data analysis. Strengthening these areas may provide greater capacity, confidence, and quality in teachers' research.

Difficulties in Identifying Appropriate Research Designs. Most of the participants in my study faced a challenge in choosing a design

that would apply appropriately to their study. The main reason for this challenge was the wide variety in the selection of research designs, each with an expressed specified purpose. This made it difficult to figure out which design would most appropriately work out concerning their research questions and goals. Because understanding various approaches and their fancy skills in research is complex, they often remain indecisive about choices. The challenge simply underscores the need to improve teachers' guidance and training programs in research methods to make better choices in their professional work. Consequently, P5, P6, and P7 struggled to produce high-quality research that contributes meaningfully to the field of education because of their difficulties in identifying appropriate research designs, as they stated below:

P5: I think I believed I don't have enough research skills. I lacked those skills on making my research designs. (Lines 47-48)

P6: So, it was a big challenge for me. The making of my research design. (Line 43)

P7: I lack research skill, especially in designing my research and that is one of my biggest challenges when I conducted research first. (Lines 47-48)

In addition, P10 and P11 also experienced difficulties in identifying appropriate research designs, as coded:

P10: My knowledge in research skill is limited. Until now I have had this difficulty in my research design. (Lines 35-36)

P11: I experienced lack of skill or knowledge in doing research. I don't know where to start and what will be the design of my research. (Lines 31-32)

The statements received additional support during our focus group discussion. P2, P1, and P4 also experienced difficulties in identifying appropriate research designs when conducting research, as presented in the following transcripts:

P2: We don't have enough knowledge in research designing ma'am. (Line 75)

P1: The lack of skills that I have is in deciding what design will be fitted to my research study. (Lines 76-77)

P4: Our knowledge or skills in research is very limited. I lack on that part on formulating question under research design (Lines 78-79)

The limited exposure of my participants to research methodologies and lack of formal training in the research design itself made them indecisive and clueless as to how they would choose the best framework for their studies. To add to their confusion, ethical considerations and logistical constraints, like the limitation of time and other resources, further complicate the decisions of my participants. As such, my participants found it difficult to explore the details of the research design, which in turn impacted the conducting of valid and meaningful research. This is a challenge that requires support and professional development with a focus on strengthening the literacy of my participants and their abilities to identify research designs that best fit their context and purpose.

Reflective practice helps teachers to critically consider their experiences and come to the important realization that they have received neither adequate training nor experience in research design making. They felt untaught on how one should go about structuring an actual research study, as no formal education in that regard was provided. In this manner, the identification of growth areas through reflective practice leads to proactive steps toward keeping those limitations minimal so the teachers will be much more capable of contributing to educational research.

Cortes et al. (2021) recognized the formulation of the research questions and research design as fundamental challenges encountered by teachers due to underdeveloped research skills, which are the same challenges recognized in my study. Secondly, Bullo et al. (2021) also observed that among the challenges that teachers encounter is data analysis, both quantitative and qualitative, which is a challenged evident in my study.

On a positive note, both studies mention that teachers have participated in professional development activities like training sessions and graduate studies. These experiences have helped teachers improve their research skills and better design their projects. Overall, both studies reinforce my findings by showing that while teachers face significant research challenges, professional development can help them overcome these issues. This highlights the need for ongoing support and training to improve teachers' research skills.

Inability to Manage Time. Another core idea under negative experience that teachers experienced in conducting research was their inability to manage time. My participants had difficulties managing time effectively when conducting research, which impeded their progress and impacted the quality of their studies. With the demands of teaching responsibilities, administrative tasks, and personal commitments, my participants have difficulties allocating dedicated time for research activities. The limited availability of uninterrupted time poses a significant barrier, as my participants struggle to balance competing priorities and find moments of focus concentration for their research study.

Typically, heavy workloads could be one of the reasons why my participants have the inability to manage their time when conducting research. This was supported by the statements of P1, P3, and P7, as mentioned in subsequent lines:

P1: I almost forgot, the lack of time that I have, of course I have so many things to do, especially I have so many coordinatorship, and many reports to do. (Lines 61-62)

P3: Sometimes we have unexpected school activities and doing research can be an add to our heavy workloads as well. (Lines 50-51)

P7: Diba as teachers, we are very busy, daghan workloads, and pabuhaton patag research. (Lines 59-60)

(As teachers, we are very busy, many workloads and we will make research.)

In addition, P8 and P9 also emphasized that heavy workloads were one of their reasons why they experienced an inability to manage their time when conducting research, as coded in the following transcripts:

P8: It's because, as a teacher, we had a lot of work loads as a teacher, and we can't prioritize our research sometimes. (Lines 37-38)

P9: We often have a busy schedule, and we tend to forget our research project because of the bombarded activities that we had every day. (Lines 32-33)

Moreover, during our focus group discussion, the statement gained more support as P2, P3, and P4 shared the reason for their inability to manage time when conducting research as presented below:

P2: Time pressured ma'am, or lack of time because it can be another workload. (Line 63)

P3: Yes, lack of time. Sometimes, we tend not to do our research because of the many school activities and heavy work loads. (Lines 66-67)

P4: Lack of time because of it can be an additional workload. (Line 68)

In addition, my participants P8 and P6 also added a statement during our focus group discussion about their inability to manage time, as coded:

P8: Lack of time because we can't prioritize our research sometimes. (Line 70)

P6: We always have lack of time in doing research because of our heavy teaching loads and extracurricular activities just like ma'am P8 said. (Lines 88-89)

On the other hand, during our one on one in depth interviews, P5, P6, and P11 had shared sentiments that because of personal responsibilities, they sometimes experienced inability to manage their time in conducting research, as presented in the following lines:

P5: I must take good care of my baby after school. I am also a lactating mother. (Line 74)

P6: Since I cannot do both research and teaching at the same time, I don't have enough time to do my research since I have so many responsibilities waiting for me at home. (Lines 54)

P11: As much as I like to conduct research, I don't have enough time to do because at home, I have many responsibilities to do since and I need to care of my kids. (Lines 51-53)

P12 added:

P12: I must take good care of my family after the class, ug dili pud ko gusto magdala ug trabahuon sa balay ma'am kay naa papud koy tindahan na ginabantayan, mga hayop na ginabuhì na asikasuhon so yun. (Lines 32-34)

(I must take good care of my family after the class, and I don't want to bring my work at home because I am also taking care of my store, and I have animals to look after.)

Moreover, the statements gained support during our focus group discussion by P7 and P8 that they experienced an inability to manage their time in conducting research because of their personal responsibilities, as presented below:

P7: Lack of time because of being a teacher, we also have many responsibilities at home. (Lines 71-72)

P8: We also have duties at home that we cannot do research in our home. (Lines 73-74)

P12: I need to look after my small sari-sari store and I must feed my animals in the afternoon, so sometimes, no time for research. (Lines 80-81)

Additionally, during our focus group discussion, P5 also shared her reasons to experience inability to manage her time in conducting research due to her personal responsibility as a new mother, as it is presented below:

P5: Lack of time, due to my personal responsibilities as a new mother and at the same time I am a lactating mother. (Lines 82-83)

My participants often experienced the inability to manage time when conducting research because of heavy workloads due to the dual responsibilities of teaching and school activities, which led them to their inability to manage their time. The demands of lesson planning, classroom instruction, grading, meetings, and extracurricular activities already consume a significant portion of their time and energy. When they add research activities on top of their teaching responsibilities, it further increases their workload, and it becomes heavy on the part of my participants, which leads to their inability to manage their time.

In

addition, my participants typically experienced the inability to manage time when conducting their research due to their responsibilities aside from being teachers at school. Having personal and family obligations outside of work competes for their time and attention. These responsibilities can further limit the amount of time available for research activities. Most of my participants love to do research, but time will not permit them, and some were busy with their household chores, business, taking care of their animals, and taking good care of their family after school and even on weekends and holidays.

When teachers struggle to manage time effectively during research, it implies the importance of providing support and resources for time management skills. By offering training and guidance on efficient scheduling and prioritization, educational institutions can empower them to balance their responsibilities more effectively. Teachers often have numerous personal responsibilities at home, such as caring for family members, managing household chores, or attending to personal commitments. These responsibilities can compete with their time and energy, making it challenging for them to dedicate sufficient time to conducting research (Gituriandu et al., 2022). A teacher aspires to engage in action research within their classroom or even in their school districts or division level. On a personal level, the demands of family life, including household chores, grocery shopping, and caring for children, frequently come first over research endeavors.

This is further supported by Sakunti and Debi (2022), who also stated that teachers faced similar difficulties concerning classroom action research. In-depth interviews with the teachers in Mauro Jambi were conducted and revealed that the difficult balancing of time between teaching and the CAR task, organizing the research, problem diagnosis in the classroom, understanding research methods, or going over relevant theories and literature were the major concerns of the teachers. These challenges are consistent with those in my study, given the fact that my teachers were also troubled by time management and methodology concerns. Both studies stress a need for better support and equipment, which may help teachers conduct research more effectively. Overall, the findings of Sakunti and Debi support my study in demonstrating that there are considerable problems encountered by teachers in CAR, as in my study. This means that for teachers to break through these challenges, support needs to be given to them to strengthen their research practices.

Grounded in Schön's (1983) Theory of Reflective Practice, my study explores the complex and often ambivalent experiences of teachers in conducting research. Reflective practice emphasizes the importance of self-examination and continuous learning, allowing teachers to assess their challenges, refine their skills, and make informed decisions in their research journey. My study reveals that teachers struggle to balance their regular teaching responsibilities with the demands of conducting research. While research is essential for professional growth and educational innovation, the limited time, resources, and institutional support make it difficult for teachers to fully engage in research activities. However, reflective practice helps them navigate these challenges by enabling them to critically analyze their experiences, adapt to constraints, and find ways to integrate research into their professional roles.

My research points to the key role played by schools in creating a research-informed culture by supporting teachers with the requisite training, time and support to conduct research. To maintain teacher participation, schools need to do more than provide encouragement and introduce formal programs like allocated research time, mentorship schemes, professional development courses, and rewards. Creating collaborative research groups and partnership with higher education institutions can further develop teachers' research skills and resource access.

Factors like inability to manage time, difficulties in analyzing data and identifying appropriate research designs could discourage teachers involvement in doing research. It is important to tackle these barriers if research efforts at schools are going to be sustainable. To overcome inability to manage time, schools can include special research time in schedules of teachers, incorporate classroom-based action research as part of everyday teaching, and offer collaborative research to spread the load. Fostering team-based research enables teachers to divide responsibilities, hence research becomes easier in addition to teaching assignments. For those teachers who are having difficulties with data analysis and identifying appropriate research design, schools can provide training in qualitative and quantitative techniques, grants access to easy-to-use software tools, conducting methodology workshops, offering sample research templates and establishing a support system in which teachers can seek advice from research mentors or school-based research committees.

By tackling these difficulties, schools can foster an enabling culture where teachers believe in themselves, feel capable, and are willing to undertake research. This improves not only their professional development but also ongoing school improvement in learning and teaching to secure the sustainability of research practices in schools over the long term.

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