

ACTION RESEARCH ATTITUDE OF TEACHER-RESEARCHERS IN A SCHOOLS-DISTRICT IN QUIRINO PROVINCE, PHILIPPINES

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Abstract

Within the realm of educational research, understanding educators' attitudes towards various aspects of the research process holds paramount importance. This study delves into such attitudes, unveiling valuable insights into prevailing dispositions among respondents. Notably, a substantial high lackadaisical attitude is prevalent, notably concerning action research execution, personal interest, research application, and research-related apprehensions. Conversely, respondents exhibit a more balanced perspective in approaching research difficulties, showcasing a moderate lackadaisical stance that contrasts with the pronounced attitudes observed in other dimensions. The significance of these findings is rooted in their potential implications for refining educational practices. To address the identified high lackadaisical attitudes, tailored interventions are recommended, including strategies to enhance action research engagement, nurture personal interest, alleviate research anxiety, and promote research utilization. Capitalizing on the moderate lackadaisical attitude towards research challenges presents an opportunity for proactive approaches to surmounting obstacles. In essence, these insights form a bedrock for shaping future educational initiatives, fostering a culture of proactive inquiry and enriching the landscape of research engagement within the educational context.

Keywords: Action Research, Research Attitude, Lackadaisical Attitude.

1. Introduction

In the dynamic realm of educational research and professional growth, comprehending educators' viewpoints and stances regarding action research holds utmost importance. Action research, a proactive strategy for tackling real-world challenges through systematic investigation, holds the potential to revolutionize teaching methodologies and cultivate meaningful changes within educational settings.

This preliminary investigation delves into the intriguing discoveries from a study centered on educators' attitudes, examining various facets of action research. The study sheds light on the widespread lackadaisical attitudes among participants, providing valuable insights into their involvement in action research processes, individual interests, utilization of research findings, and concerns related to research.

At the core of action research lies the belief that educators play an active role in shaping knowledge rather than being mere recipients (Eagly&Chaiken, 2005; Sanchez et al., 2017). Anchored in the principles of action research, this study seeks to untangle the intricate perceptions that educators hold towards the multifaceted domain of research (Estrada, Batanero, & Lancaster, 2011). Notably, a prominent revelation of this study is the prevalent high lackadaisical attitude demonstrated by the majority of respondents across crucial dimensions such as performing action research, personal interest, research use, and research anxiety. This finding underscores the prevailing hesitancy or disengagement among educators when confronting these aspects, underlining the urgency for targeted interventions to rekindle enthusiasm and dedication (Bautista, 2021).

Interestingly, the study's exploration of research challenges presents a distinct perspective. Respondents tend to exhibit a relatively moderate lackadaisical attitude in this aspect, in contrast to the more pronounced stance observed in other areas. This intriguing distinction suggests that educators might adopt a more balanced outlook when tackling obstacles related to research activities. The unique nature of this dimension offers an opportunity to leverage the existing moderate stance and channel it towards proactive strategies for overcoming challenges, thereby contributing to a more comprehensive engagement with action research (Hernandez et al., 2022; Bautista, 2021; Waweru & Kyakuha, 2020; Sanchez et al., 2017).

As we navigate the intricate fabric of the study's findings, it becomes evident that educators' attitudes towards action research are intricate and diverse. The implications of these attitudes resonate not solely within the research realm but also extend across the educational landscape. By delving into these attitudes, we commence the process of unraveling the complex matrix that shapes educators' interaction with action research, enabling a comprehensive comprehension that can guide focused interventions and initiatives. This exploration marks the initial stride on a transformative voyage towards revitalizing engagement, fostering professional advancement, and cultivating a culture of active inquiry within the sphere of educational practice.

1.1 Objectives of the Study

This study is designed to determine the lackadaisical attitude of pre-service teachers in conducting action research.

It specifically aimed to (1) determine the categories of lackadaisical attitude of pre-service teachers in conducting Action Research at the CTE of Quirino State University-Difun; (2) differentiate the categories of lackadaisical attitude of pre-service teachers in conducting Action Research at the CTE of Quirino State University-Difun; (3) propose a developmental plan to recuperate the known attitude of pre-service teachers in conducting Action Research.

2. Methodology

The Quantitative Descriptive Research design was used in this study as it aimed to gather data on the attitude toward practical research. This research design fits best in studies that describe the nature of situations and explore the cause of a particular phenomenon. Among the various types of descriptive research design, 2 were rightly applied: survey and in-depth study.

This study was conducted in a schools district in the Division of Quirino as an output of the Learning and Development in Action Research in 2022. The authors being the proponents and consultant did the survey after the project was conducted. A total of 134 teacher-respondents who responded in the survey.

The questionnaire is adopted from the study of Valerozo (2022) titled "Assessing the Lackadaisical Attitudes of ISU Faculty in Performing Educational Research". It has five parts: on conducting research, personal interest, research use, research anxiety, and research difficulties. Indicators per category are evaluated using a 4-point Likert scale as 1(low lackadaisical), 2(moderate lackadaisical), 3(high lackadaisical), and 4(very high lackadaisical). The scores are added to determine the attitude index of the respondents. The gathered data were treated with mean and t-test. Hypothesis was tested at .05 level.

3. Results and Discussion

Introducing the concept of lackadaisical attitude within the framework of Kurt Lewin's Action Research Theory (Adelman, 1993; Burnes, 2020), it becomes evident that such attitudes represent a critical point of intervention in the process of change. Lewin's theory, which centers on the idea of unfreezing existing behaviors and beliefs to facilitate transformative change, underscores the importance of understanding and

addressing attitudes as a foundational step. In this context, a lackadaisical attitude can be seen as a form of resistance to change, akin to the "unfreezing" stage in Lewin's model (Coghlan & Jacobs, 2005; Burnes, 2020). Acknowledging and dissecting these attitudes is akin to identifying barriers to change, a fundamental principle in action research. By recognizing and assessing the high lackadaisical attitude observed in various dimensions of research, educators and researchers can initiate targeted interventions aimed at 'unfreezing' these attitudes, ultimately enabling a more proactive and engaged approach to research activities, thus aligning with Lewin's framework for transformative change.

3.1 Lackadaisical Attitude of Pre-service Teachers in Conducting Action Research

Table 1

Lackadaisical Categories of Pre-service Teachers in Conducting Action Research

Lackadaisical Categories	Attitude in Conducting Action Research									
	Performing Action Research		Personal Interest		Research Use		Research Anxiety		Research Difficulties	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Low Lackadaisical	-	-	-	-	6	4.50	1	.70	3	2.20
Moderate Lackadaisical	12	9.00	27	20.10	30	22.40	68	50.70	62	46.30
High Lackadaisical	74	55.20	76	56.70	67	50.00	62	46.30	62	46.30
Very High Lackadaisical	48	35.80	31	23.10	31	23.10	3	2.20	7	5.20

Table 1 presents the lackadaisical attitude of the teacher-respondents in conducting AR. It shows that most of the respondents are having *high lackadaisical* attitude along performing AR, personal interest, research use, and research anxiety while they are mostly having *moderate lackadaisical* along research difficulties.

In Lewin's framework (Adelman, 1993; Burnes, 2020), attitude plays a crucial role in driving behavior. The finding of a high lackadaisical attitude among respondents could indicate a lack of motivation, interest, or engagement with the AR process.

According to Lewin's theory, the first stage of action research is "unfreezing," where existing attitudes and behaviors are challenged to prepare for change.

Addressing this lackadaisical attitude might involve creating awareness about the benefits of AR and the potential positive outcomes for both individuals and the organization (Coghlan & Jacobs, 2005; Burnes, 2020).

Table 2

Lackadaisical Categories of Pre-service Teachers in Conducting Action Research when they are grouped by Academic Positions

Attitude in Conducting Action Research	Teacher		Master Teacher		t- value	p- value
	Index	DE	Index	DE		
Performing action research	23.67	HL	22.66	HL	.509	.611
Personal interest	20.41	HL	19.67	HL	.393	.695
Research use	22.30	HL	21.33	HL	.440	.661
Research anxiety	17.41	HL	15.56	ML	1.365	.175
Research difficulties	18.34	HL	16.00	ML	1.453	.149

Table 2 presents the lackadaisical attitude of the respondents when they are grouped by academic positions. It shows that the MTs are better-off than their teacher-counterparts. Furthermore, they own better attitude in terms of research anxiety and research difficulty than their counterparts: *moderately lackadaisical* vs *high lackadaisical*. The t-test results also show that there are no significant differences on the lackadaisical attitude of the respondents when they are grouped by academic positions.

This study reveals that MTs exhibit better attitudes and attributes compared to their teacher counterparts. Specifically, MTs demonstrate a more positive attitude with lower levels of research anxiety and research difficulty, whereas the teacher counterparts show higher levels of these factors, indicating a lackadaisical attitude. Furthermore, the differences in attitudes and attributes between MTs and teacher counterparts might be explained by their varying levels of experience, responsibilities, and exposure to research. Master Teachers, being more experienced and possibly having leadership roles, might have a clearer understanding of the benefits of research. They may also have more opportunities to engage with research activities, contributing to their positive attitudes.

Apparently, the Lewin's framework in action research emphasizes collaboration and participation in the change process (James & Augustin, 2018; Pesti, Győri, & Kopp, 2018). In this context, the study's findings suggest that MTs could serve as valuable change agents within the teaching community. They could mentor and support their

teacher counterparts in overcoming their lackadaisical attitudes, research anxiety, and research difficulties (Cloonan, 2019; Pesti, Győri, & Kopp, 2018). Action steps could include workshops, peer learning, and sharing success stories to encourage a more positive approach to research.

Moreover, interpreting the findings through Lewin's framework highlights the progression from existing attitudes to embracing change. The positive attributes of MTs suggest that they have moved further along this progression, making them potential catalysts for change within the educational context. By leveraging their positive attitudes and experiences, educators can work collaboratively to address the lackadaisical attitude, research anxiety, and research difficulties observed among their peers (Hine, 2013; Sanchez et al., 2017).

Table 3

Lackadaisical Categories of Pre-service Teachers in Conducting Action Research when they are grouped by Grade Level Taught

Attitude in Conducting Action Research	Elementary		High School		t- value	p- value
	Index	DE	Index	DE		
Performing action research	22.40	HL	24.35	HL	-1.504	.135
Personal interest	20.10	HL	21.61	HL	-1.211	.228
Research use	22.05	HL	23.17	HL	-.772	.441
Research anxiety	17.10	HL	18.17	HL	-1.191	.236
Research difficulties	18.09	HL	18.20	HL	-.103	.918

Table 3 presents the lackadaisical attitude of the respondents when they are grouped by grade level taught. It shows that the HS teacher-respondents are better-off than their teacher-counterparts. Furthermore, they own better attitude in terms of research anxiety and research difficulty than their counterparts: *moderately lackadaisical vs high lackadaisical*. The t-test results also show that there is no significant differences on the lackadaisical attitude of the respondents when they are grouped by academic positions.

The foregoing results indicate that High School (HS) teacher-respondents are in a better position than their teacher counterparts in terms of their overall status. Specifically, HS teacher-respondents exhibit a more positive attitude toward research, characterized by lower levels of research anxiety and research difficulty, in contrast to their counterparts who display a higher degree of these factors. The t-test results suggest that there is no significant difference in lackadaisical attitude among respondents when they are grouped by academic positions.

Based on the comparative advantage of HS teacher-respondents, there could be lessons learned and best practices shared within the educational community to improve overall attitudes and reduce anxiety and difficulty associated with research. For the teacher counterparts with higher research anxiety and difficulty, interventions can be designed to address these challenges. Training, mentorship, and workshops could be provided to help them navigate the research process more effectively.

While no significant differences were found based on academic positions, it's still important to recognize that individual experiences within each group could vary (Bautista, 2021). Thus, a more holistic approach to understanding attitudes and behaviors is needed. Interpreting these findings through the lens of Kurt Lewin's framework highlights the progression from existing attitudes to potential change (Coghlan & Jacobs, 2005; Burnes, 2020). The differences observed between HS teacher-respondents and their counterparts emphasize the importance of addressing research anxiety and difficulty to foster positive attitudes and promote engagement with research activities. Additionally, the lack of significant differences based on academic positions suggests that individual and contextual factors play a significant role in shaping attitudes and behaviors related to research (Manfra, 2019).

Table 4

Lackadaisical Categories of Pre-service Teachers in Conducting Action Research when they are grouped by Education

Attitude in Conducting Action Research	BS		MA/MS/MAT		t- value	p- value
	Index	DE	Index	DE		
Performing action research	22.69	HL	22.77	HL	-.077	.939
Personal interest	20.22	HL	20.49	HL	-.293	.770
Research use	22.71	HL	21.80	HL	.831	.408
Research anxiety	17.54	HL	17.04	HL	.724	.470
Research difficulties	18.17	HL	18.19	HL	-.024	.980

Table 4 presents the lackadaisical attitude of the respondents when they are grouped by education. It shows that the teacher-respondents who have advanced education exude higher lackadaisical attitude along performing action researches and personal interest while those who hold BS degree had higher lackadaisical attitude along research use, research anxiety, and research difficulty. The t-test results also show that there are no significant differences on the lackadaisical attitude of the respondents when they are grouped by age.

For teachers with advanced education, interventions could focus on bridging the gap between theoretical knowledge gained during advanced studies and practical application in the classroom (Bautista, 2021; Chow et al., 2015). This might involve providing more hands-on training and demonstrating the tangible benefits of action research. On the other hand, for the teachers with a BS degree might benefit from targeted support to address their research-related anxieties and difficulties. Workshops, mentorship programs, and resources aimed at building research skills and confidence could be valuable in this context. Thus, the lack of significant differences in lackadaisical attitude based on age highlights the need for personalized approaches to address attitudes toward action research. It suggests that age alone might not determine an individual's engagement with research activities.

Aptly, these findings underscore the complex interplay between education, attitudes, and engagement with action research (Guerrero-Hernandez & Fernandez-Ugalde, 2020; Hine, 2013). While advanced education might lead to certain lackadaisical attitudes, it is essential to tailor interventions based on specific needs and challenges faced by teachers with different educational backgrounds (Eagly&Chaiken, 2005). Addressing these attitudes requires a comprehensive approach that considers individual factors such as education level, professional experiences, and personal motivations. Age alone might not be a determining factor in shaping attitudes toward action research, emphasizing the need for a nuanced understanding of the influences on teacher attitudes.

3.2 Proposed Developmental Plan in Conducting Action Research

Program Name: Enhancing Teacher Involvement in Action Research through Project **MIGS** (*Maximizing Innovation and Growth Strategies*)

Objective: Develop favorable mindsets and amplify participation among educators in conducting action research by addressing indifferent attitudes, concerns about research anxiety, and challenges related to research endeavors.

Phase 1: Awareness and Preparation

Program Launch Workshop: Conduct an initiation workshop to acquaint participants with the program's goals, advantages of action research, and the importance of surmounting apathetic attitudes. Tackle prevalent misunderstandings and reservations concerning research activities.

Motivation Gathering: Invite seasoned teacher-researchers to share anecdotes of achievement and the transformative impact of action research on pedagogical methods. Accentuate how research positively shapes personal and professional growth.

Individual Evaluation: Prompt participants to introspect on their existing perceptions and sentiments about research, identifying domains where motivation is lacking or where obstacles are encountered.

Phase 2: Skill Enhancement

Research Competence Workshops: Offer workshops dedicated to fundamental research proficiencies, encompassing crafting research inquiries, devising methodologies, collecting and interpreting data. Tailor these workshops to cater to diverse educational backgrounds among participants.

Mentorship Initiative: Pair adept teacher-mentors with those grappling with elevated research anxiety and complexity. Mentors can provide guidance, address queries, and furnish encouragement throughout the research journey.

Hands-On Assignments: Engage participants in hands-on research tasks, commencing with compact-scale projects. Such experiential engagement can cultivate self-assurance and familiarity with the research progression.

Phase 3: Cultivating Constructive Attitudes

Attitude Transformation Workshops: Facilitate workshops concentrating on reshaping indifferent attitudes. Explore strategies for kindling personal intrigue in research subjects, and spotlight both intrinsic and extrinsic motivations that foster research engagement.

Stress Management and Coping Approaches: Facilitate sessions on navigating stress and difficulties linked to research. Impart techniques for relaxation, effective time management, and adept problem-solving tactics.

Phase 4: Application and Reflection

Action Research Undertakings: Encourage participants to embark on action research projects that align with their interests and teaching context. Sustain a conduit for ongoing guidance, constructive feedback, and avenues for collaboration.

Sharing and Commemoration: Organize a symposium where participants showcase their action research findings. Celebrate their accomplishments and acknowledge their strides in conquering indifferent attitudes.

Reflection and Input: Facilitate a session for participants to contemplate their journey, share the evolution of their attitudes, and proffer insights on the efficacy of the program.

Assessment and Follow-Up: Conduct preliminary and concluding surveys to gauge shifts in attitudes, levels of anxiety, and perceived obstacles.

Obtain qualitative feedback through focused group dialogues, providing insights into participant experiences and recommendations for enhancement.

Extend continuous support and resources to sustain engagement in action research even after the program concludes.

4. Conclusion

The findings of this study provide valuable insights into the prevailing attitudes of the respondents towards different aspects of the research process. The data indicates a prevalent high lackadaisical attitude among the participants, particularly concerning performing action research, personal interest, research use, and research anxiety. These results underscore the existence of a significant level of reluctance or disinterest in actively engaging with these facets of the research endeavor.

Moreover, the study reveals a nuanced perspective in relation to research difficulties. While a prevailing moderate lackadaisical attitude persists in this dimension, it stands in contrast to the pronounced high lackadaisical stance observed in the other areas. This suggests that respondents might possess a relatively more balanced outlook when it comes to facing challenges associated with research activities.

These findings emphasize the importance of tailored interventions that address the identified high lackadaisical attitudes. Strategies aimed at boosting engagement in performing action research, cultivating personal interest, alleviating research anxiety, and improving research utilization could play a pivotal role in transforming these attitudes into more positive and proactive ones. Moreover, leveraging the existing moderate lackadaisical attitude towards research difficulties offers an opportunity to channel this relatively neutral perspective into a proactive approach for overcoming obstacles.

In moving forward, these insights can serve as a foundation for educational initiatives designed to reinvigorate respondents' attitudes, fostering a more active and enthusiastic involvement in the research process. By targeting specific areas of concern while capitalizing on the existing moderate lackadaisical stance towards research

difficulties, educators and researchers can collaborate to create an environment conducive to cultivating a culture of meaningful and impactful research engagement.

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