

A Descriptive-Correlational Study of the Teachers' Motivation, Competences, and Perceptions in Writing Action Research

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Abstract

In education, action research is significant. In order to address problems and concerns in the classroom, it enables teachers to figure out what went wrong and what may be done. A way to improve classroom instruction and have a bigger impact on students' overall development in public schools is to train teachers to do action research. This study examined how educational research is viewed in the context of public schools in order to assist teachers in upgrading and improving their skills. Using data from public secondary school teachers in the Division of Agusan del Sur, this study analyzes their motivation for writing, research skills and competence, and perceptions. This research project utilized quantitative research. Specifically, it employed a descriptive-correlational research design to evaluate secondary teachers' writing motivation, research skills, and competence, and perspectives on the parts, scope, and significance of action research. The sample size of the population was determined using Slovin's formula with a 0.05% margin of error. The study had been analyzed using IBM SPSS (Statistical Package for the Social Sciences). The data gathered was treated using standard deviation and mean as statistical tools to interpret the teachers' responses. For a correlational analysis between research-writing competence and motivation in teachers' perceptions, the researcher used an alpha of 0.05 and a confidence level of 95%. The secondary teachers who took part in the study exhibited strong, significant motivation and competence in academic research writing. They place a lot of importance on improving their writing. Secondary teachers are capable of writing action research papers that consider the technical aspects, write an introduction, choose an appropriate methodology, present results, and discussions, come to conclusions, offer recommendations, summarize references, and take other research papers into consideration. The Department of Education should use extensive seminars and workshops on action research to give teachers more knowledge and a deeper understanding of how to conduct research.

Keywords: Competence, Motivation, Teachers Perceptions, Research Writing, Action Research.

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INTRODUCTION

The Philippine Department of Education (DepEd) has released DepEd Order No. 39, Series 2016 to its constituencies in order to promote the adoption of the "Basic Education Research Agenda" and the undertaking of educational research throughout the country. In order to offer remedies based on the outcomes and findings of the currently conducted research, it is necessary to identify the problems and difficulties that teachers and the department are facing. However, since many teachers are unaware of what action research is and how to perform it very well, this

was the exact issue in public elementary and secondary schools in the country. The Department of Education has been working on various strategies to educate public school teachers on the significance of conducting research. Unfortunately, a majority of the teachers appeared to have no interest. Moreover, the Department of Education is currently assessing and evaluating its progress in this field. They encourage teachers to embark in action research projects that will highlight their finest approaches to delivering effective teaching and learning processes (Anzaldo & Cudiamat, 2019; Ching, 2021).

Every year, the Department of Education (DepEd), Division of Agusan del Sur, organizes a forum for researchers in the field of basic education to present their work that is in line with the symposium themes of "evidence-based actions for ensuring access to a complete basic education," "improving the quality of education," and "ensuring effective, transparent, and engaging governance." To encourage teachers to conduct action research, the regional and divisional levels are actively involved. The Department of Education, Caraga Region also provides financial assistance to teachers who work on action research through their Basic Education Research Fund. Additionally, compared to other countries which had more studies, the Philippines has very few studies about teachers as researchers and the difficulties they encountered when conducting research. Similar to this, a few academics attempted to investigate the difficulties and problems faced by public teachers when conducting studies in the Philippines (Ulla *et al.*, 2017). Action research is crucial to determine where teachers anchor their pedagogical approaches to be used in the teaching and learning process based on the current trends in the Philippine educational system (Quidmas, 2017).

According to a news article, professional development is viewed as a means by which teachers are given the chance to advance their knowledge and abilities. Action research, a popular method of professional development, considers the qualities of efficient professional development that aid in students' learning. Through action research, teachers can concentrate on the individual needs of the students in the classroom. Additionally, it aids educators in critically and analytically assessing their own pedagogy and learning what works best for enhancing instruction. Furthermore, it offers a rationale for the actions conducted that will help them develop a repertoire, identify issues, and implement improvement measures in place (Lejarde, 2017). Pea (2018) argues that in order to overcome the limited uses in teaching and learning, educators need professional development. Teachers must construct and acquire new knowledge to establish a conceptual grasp of it, hence a professional development framework is required that encourages ongoing professional development. Teachers should look at models and examples that aim to investigate teaching strategies and provide a practical understanding of specific research. Teachers can also incorporate new information and concepts into both individual and group plans for curricular and instructional development (Saro *et al.*, 2022).

The motivation to converse and analyze may not have been as strong or as vulnerable as the desire to conduct research, and this is likely to vary depending on the context of the execution (Zain *et al.*, 2011). According to Altricher (2005), positive motivation has been linked to responsible behavior, perseverance in tasks, and academic success in writing. Persuaded

teachers employ learning and adapting strategies (such as appropriated intermittent material surveys, outlining of key ideas and thoughts, self-consolation, and seeking assistance) to increase their teaching potential, persevere through challenges and adversity, and improve student performance. More so, teachers have to be more knowledgeable and be more skilled in doing and writing research for them to innovate teaching practices and learning approaches that fit the learning situation of their students. Nonetheless, there are some research claims showing interests of the teachers in analyzing and scrutinizing only their roles in the educative progress of the students and not in the competencies set that they need to obtain in order to effectively plan their instruction and pedagogical aspiration. The skills and abilities of the teachers were carefully studied regarding development plans in training and seminar, advancement of educator schooling, logical after-effects of instructive methodologies in different fields (Selvi, 2010).

One of the most significant factors in a school's effectiveness is its teachers. A teacher's potential to advance personally and professionally may be increased by utilizing their skills in several areas. The results of this study were analyzed to demonstrate the possibility that the Department of Education, especially in the Division of Agusan del Sur, might find it beneficial to pay more attention to and make an effort to promote research involvement in the planning of various programs to improve teachers' capacity for writing action research. This occurred in the activities suggested by the division's school heads, especially in the schools chosen for this study.

Diverse perspectives on action research, particularly as it relates to teachers, were provided from the aforementioned literature and studies. This study examined how educational research is viewed in the context of public schools in order to assist teachers in upgrading and improving their skills. Using data from public secondary school teachers in the Division of Agusan del Sur, this study analyzes their motivation for writing, research skills and competence, and perceptions. Thus, it is asserted that while this distinction has some validity, it is also true that some action research plays a significant role in enhancing schools' initiatives.

Objectives of the Study

This study was conducted to evaluate secondary teachers' writing motivation, research skills and competence, and perspectives on the parts, scope, and significance of action research. It concentrated primarily on how teachers view the underlying principles and technicalities of action research in the context of education.

Specifically, this study was administered to:

1. To determine the level of research writing motivation of the secondary teachers in the division of Agusan del Sur, particularly the selected schools in writing action research.
2. To assess and evaluate the level of research writing competence of the secondary teachers in terms of: writing an introduction/background of the study; writing action research methodology; presentation of results and discussion; delivering conclusions, recommendations, citations and references; technical aspects of doing action research.
3. To attest to the teachers' perceptions of doing and writing action research in terms of research parts, scope, and significance.
4. To investigate whether there is a significant relationship between the research writing motivation and research perspective of the secondary teachers in the schools and their research competence.

RESEARCH METHODOLOGY

This research project utilized quantitative research. Specifically, it employed a descriptive-correlational research design to evaluate secondary teachers' writing motivation, research skills and competence, and perspectives on the parts, scope, and significance of action research. It concentrated primarily on how teachers view the underlying principles and technicalities of action research in the context of education. A survey questionnaire was explicitly distributed and answered by the chosen participants. The study included the public secondary teachers in San Vicente National High School (SVNHS), Del Monte National High School (DMNHS), Prosperidad National High School (PNHS), Patin-ay National High School (PNHS), and San Luis National High School (SLNHS) in the Division of Agusan del Sur under the Department of Education.

Research Design

This study used a quantitative method of research with an emphasis on the descriptive-correlational design employed in the research project. Weighted mean and standard deviation were used to describe and evaluate secondary teachers' writing motivation, research skills and competence, and perspectives on the parts, scope, and significance of action research. Withal, it concentrated primarily on how teachers view the underlying principles and technicalities of action research in the context of education. The variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2008).

Participants of the Study and Sampling Technique

The participants of the study were the public secondary teachers in San Vicente National High School (SVNHS), Del Monte National High School (DMNHS), Prosperidad National High School (PNHS), Patin-ay National High School (PNHS), and San Luis National High School (SLNHS) in the Division of Agusan del Sur under the Department of Education, who were chosen randomly. Thus, this study had 80 participants. There were 15 (18.75%) teachers at San Vicente National High School, 10 (12.50%) teachers at Del Monte National High School, and there were 20 (25%) teachers at Prosperidad National High School, 15 (18.75%) teachers at Patin-ay National High School, and 20 (25%) teachers at San Luis National High School, which were distributed properly in accordance with safety protocols and measures. Nonetheless, the sample size of the population was greatly determined using a Slovin's formula with a 0.05% margin of error. With that, to divide the respondents explicitly and evenly among the teachers of the five selected schools, stratified random sampling was utilized. Hence, the researcher thoroughly identified the respondents as to their intellectual ability for action research using the random sampling technique by dint of the fishbowl technique.

Table 1: The distribution of study participants among the selected secondary schools within the Division of Agusan del Sur, Philippines

Secondary Schools (<i>Participants</i>)	Frequency (<i>n</i>)	Percentage (%)
San Vicente National High School	15	18.75
Del Monte National High School	10	12.50
Prosperidad National High School	20	25.00
Patin-ay National High School	15	18.75
San Luis National High School	20	25.00
Total	80	100

Construction and Validation of Research Instrument

The questionnaire was designed to be built on the substantial reading the researcher did of various studies, literature, and other samples of questionnaires. The researcher developed the initial draft of the questionnaire with assistance from the experts and research associate. Three (3) experts with experience in

education and research validation and dependability were provided the document after it had been revised in terms of content, format, and structure. A minor adjustment was made after the questionnaire was submitted for content validation. The researcher obtained and quantified the questionnaire's internal consistency using the Cronbach alpha statistics in order

to test the questionnaire's reliability. The survey questionnaire readily accepted an alpha coefficient of 0.95, which suggests that the survey's items were reliable and doable.

Data Gathering Procedure and Ethical Consideration

The researchers secured the permission and approval of the school principals of San Vicente National High School (SVNHS), Del Monte National High School (DMNHS), Prosperidad National High School (PNHS), Patin-ay National High School (PNHS), and San Luis National High School (SLNHS) for the data gathering procedures. Upon approval, the researcher distributed the questionnaires to the respondents of the study, which are the teachers of the aforementioned schools. Respondents were assured that their responses would be treated with strict confidentiality and that the results would be used for research and professional development purposes. The researchers requested the participants' free time to answer the questionnaire. After the retrieval of the questionnaire, the researcher tabulated and processed the data for the statistical analysis. Additionally, the ethical standards were followed throughout the research project. To avoid plagiarism, the researchers examined

the authors' ideas and concepts and respected their rights by correctly citing them. Once the study is complete and the results are in, the researchers would delete the data they have collected from their end.

Statistical Treatment and Data Analysis

The data were tabulated and presented in the manuscript this time, prompting the proponent to develop an extension program and projects for teachers in the Agusan del Sur division's schools with the goal of increasing the number of committed teachers who will participate in action research. The study had been analyzed using IBM SPSS (Statistical Package for the Social Sciences), a statistical software program that was used to run and analyze the data confidently. Thus, the data was analyzed using standard deviation and mean as statistical tools to interpret the teachers' responses. For a correlational analysis between research writing competence and motivation in teachers' perceptions, the researcher used a correlational treatment with an alpha of 0.05 and a confidence level of 95%. The table below shows the values of the range of means with descriptive interpretations that will be used in analyzing the data to be obtained after the survey.

Table 2: Range of Means and Descriptive Interpretations

Range of Means (Threshold)	Descriptive Interpretations
1.00 - 1.79	Strongly Disagree
1.80 - 2.59	Disagree
2.60 - 3.39	Neutral
3.40 - 4.19	Agree
4.20 - 5.00	Strongly Agree

RESULTS AND DISCUSSIONS

The research writing motivation of the secondary school teachers in the Division of Agusan del Sur, particularly the selected secondary schools, namely, San Vicente National High School (SVNHS), Del Monte National High School (DMNHS), Prosperidad National High School (PNHS), Patin-ay National High School (PNHS), and San Luis National High School (SLNHS), was assessed first to determine if they have the drive to write scholarly articles or action research to properly document their best practices in the interests of doing action research.

As per Table 3, the Division of Agusan del Sur teachers are moderately and significantly motivated to write scholarly and research papers. This demonstrates their average level of motivation for academic writing. Teachers are encouraged to write and express their desire to gain knowledge through action research. Secondary teachers must improve their writing skills if they are to maintain their position as the ones to be built

upon and fulfill the demands placed upon them by their profession. This only indicates that the explanation for the typical degree of writing motivation as it relates to research work is due to what Boscolo & Hidi (2007) identified as the fact that the writing tasks taken into consideration by teachers are frequently multidimensional.

Teachers reported being moderately motivated to write action research papers, with an average weighted mean of 3.87 and a standard deviation of 0.90. This indicates that teachers are competent to conduct action research in all of its components, as described by Dziedzic (2016). To do this, potential action researchers go through a "brief, clear, and detailed look at how to complete your own self-directed site-based action research." The methodical approach gives new action researchers a firm foundation in the definition of action research, how it could be carried out, and how to convey the findings.

Table 3: Level of Research Writing Motivation of Secondary Teachers in Doing and Writing Action Research

Indicators	Mean	SD	Descriptive Interpretations
1. Interests in writing action research.	4.02	0.87	Agree
2. Writing personal ideas on action research can be expressive and meaningful.	3.93	0.96	Agree
3. Participate in online and offline written discussions for academic research.	3.75	0.93	Agree
4. Consciousness and awareness on technical matters in writing and for future directions.	3.84	0.90	Agree
5. Engaging in writing academic research and studies is often extremely interesting.	3.82	0.84	Agree
OVERALL	3.87	0.90	Agree

Legend: SD; Standard Deviation; Scale and Adjectival Rating; 1.00 - 1.79, Strongly Disagree; 1.80 - 2.59, Disagree; 2.60 - 3.39, Neutral; 3.40 - 4.19, Agree; 4.20 - 5.00, Strongly Agree

Based on the findings, the level of research writing motivation of secondary teachers in doing and writing action research. It was concluded that the interest in writing action research for secondary teachers has got a weighted mean of 4.02, agree; writing personal ideas on action research had a mean value of 3.93 with a standard deviation of 0.96; the other indicators such as: participating in online and offline written discussions for academic research (3.75), consciousness and awareness on technical matters in writing and for future directions (3.84), and engaging in writing academic research and studies is often extremely interesting (3.82) had the same findings that the teachers explicitly agreed on the indicators for level of motivation in writing action research (Table 3).

As shown by the study's findings, secondary teachers who took part in action research loved accomplishing so since they recognized the advantages it may have for both them and their students. They are aware that through action research, they would be able to pinpoint several pedagogical innovations to infuse excitement into their classroom (Hong and Lawrence,

2011; Khasinah, 2013). Additionally, working with action research aids teachers in being more expressive. They are able to discuss and reflect on their pedagogical approaches, elevating their individual teaching philosophies and innovations to standards. In order to properly plan the effectiveness of the instructive processes, teachers will reflect on the learning systems (Ocal, 2018; Khan, 2018).

In conjunction with the study's respondents' level of motivation for writing action research, it is indeed essential to measure and evaluate the secondary teachers' writing competence. This will serve as a guide for the researchers as they establish a schedule of activities or any significant responsibilities that will be given to them, preparing them for the educational training and coaching program. The technical aspects, writing an introduction, choosing the best methodology, delivering results and discussions, coming up with conclusions and recommendations, summarizing references, and other research-related skills of the teachers were all evaluated.

Table 4: Level of Research Writing Competence of Secondary Teachers in Doing and Writing Action Research

Indicators	Mean	SD	Descriptive Interpretations
1. Writing Introduction/Background of the Study	3.87	0.88	Agree
2. Writing Action Research Methodology	3.82	0.92	Agree
3. Presenting Results and Discussion	3.78	0.98	Agree
4. Delivering Conclusions, Recommendations, Citations (Further Reading)	3.76	0.94	Agree
5. Technical Aspects in Doing Action Research	3.64	0.91	Agree
OVERALL	3.77	0.93	Agree

Legend: SD; Standard Deviation; Scale and Adjectival Rating; 1.00 - 1.79, Strongly Disagree; 1.80 - 2.59, Disagree; 2.60 - 3.39, Neutral; 3.40 - 4.19, Agree; 4.20 - 5.00, Strongly Agree

The secondary teachers who were examined for this study are proficient and competent in the technical aspects of writing action research, as demonstrated in table 4. The study's introduction and background received the highest mean (3.87), but it still suggests that teachers have an average level of competence in their ability to process grammar and construct sentences effectively. What they neglected was the research paper format, which indicates a lack of understanding of the construct and sequence of contents

in preparing the documented forms of action research (Nugent *et al.*, 2012).

Based on the findings, the level of research writing competence of secondary teachers in doing and writing action research. It was concluded that the writing introduction/background of the study has got a weighted mean of 3.87, agree; the writing action research methodology had a mean value of 3.82 with a standard deviation of 0.92; the other statement

indicators such as: presenting results and discussion (3.78, 0.98), delivering conclusions, recommendations, citations (further reading) (3.76, 0.94), and technical aspects of doing action research (3.64, 0.91) had the same findings that the teachers explicitly agreed on the indicators for level of competence in writing action research (3.64, 0.91). Teachers reported being competent to write action research papers, with an average weighted mean of 3.77 and a standard deviation of 0.93 (Table 4).

The table also shows the teachers' writing competence for the introduction or study background, based on the highlights in the findings. When writing the introduction, you must explain why the study was undertaken and state its primary goal (Bavdekar, 2015; Loeb *et al.*, 2017). The research intends to explore this area because it is also the source of the research problem. The study's participants are able to construct a strong study introduction with a fair amount of expertise. They still request intervention in doing so, though. The chart also depicts the teachers' level of research competence in terms of the proper research approach to be taken into account. It is obvious they are capable. The level of competence of the researchers as to the appropriate methodology to be considered in making research is also indicated in the table. It is evident that they are competent and knowledgeable about different research methodologies that can be applied in their research concepts.

According to study, time is viewed as a valuable resource that may be divided and used indefinitely in the modern society. The idea of time should be taught in every subject in school. The only resources that cannot be changed, bought, or stored are time and the teachers' capacity to create action research; however, all of an organization's material and human resources can be enhanced or transformed over time. The key to success in life is effectively managing this resource that everyone has in equal amounts and placing enough emphasis on planning and enhancing

their professional development through research (Nasrullah and Khan, 2015).

Though time can be used more effectively and efficiently depending on the tasks being completed, the amount of knowledge and abilities required of modern workers has raised the need for time for research planning. Effective and efficient work, which is only attainable through time management, is the key to success in social life (Nasrullah and Khan, 2015; Braga and Queroda, 2020).

In order to improve their skills in the modern world and to have comprehension for research writing, teachers are encouraged by the competitive environment in which they now work to plan and manage their time effectively from elementary school onward. The high-performance requirements of competitive conditions force organizations and directors to use time effectively and stipulate research to control time (Braga and Queroda, 2020).

In relation to other nations where there were more studies, the Philippines had extremely few studies about teachers as researchers and the difficulties they encountered. Similar to this, few academics attempted to investigate the difficulties and problems faced by instructors when conducting study in the Philippines (Ulla *et al.*, 2017). Action research is crucial to determine where teachers anchor their pedagogical techniques to be employed in the teaching and learning process based on the current developments in the Philippine educational system.

The respondents provided a highly significant rating for their ability to summarize the results and for expressing extra value and formulating appropriate recommendations when asked how competent they felt they were in producing conclusions and recommendations. This suggests that respondents are only significantly proficient in summarizing their reference lists, indicating that they have the knowledge of the competency and need additional training to become more competent (Table 4).

Table 5: Teachers' Perceptions of Doing and Writing Action Research in terms of Research Parts and Significance

Indicators	Mean	SD	Descriptive Interpretations
<i>I fully understand that.....</i> 1. the title of my action research to be conducted is based on the research problems that need a solution.	4.36	0.82	Strongly Agree
<i>I fully understand that.....</i> 2. the respondents for my study should be selected based on the attributes required to provide a response to the desired measure. The type of research design I can employ will also be determined by this rather than the other way around.	4.15	0.87	Agree
<i>I fully understand that.....</i> 3. the research questionnaire I create for my action research must be valid, dependable, and adhere to the most relevant methods of data collection.	4.42	0.85	Strongly Agree
<i>I fully understand that.....</i> 4. the findings from my research questionnaire should be properly addressed and			

Indicators	Mean	SD	Descriptive Interpretations
that the solution to the issue at hand should benefit from the action plan I develop.	4.45	0.88	Strongly Agree
<i>I fully understand that.....</i> 5. classroom teachers often do individual action research, and this type of research is done to evaluate a particular activity.	4.18	0.86	Agree
<i>I fully understand that.....</i> 6. individual action research is typically carried out by the teacher alone. However, during this approach, research is carried out by using a group activity for a predetermined period of time.	3.87	0.86	Agree
<i>I fully understand that.....</i> 7. the teacher also examines or evaluates the results, implements changes, or discards the program if it is not found to be useful in the context.	4.13	0.84	Agree
<i>I fully understand that.....</i> 8. action research can offer me multiple, beneficial opportunities, which include facilitating the professional development of teachers.	4.38	0.91	Strongly Agree
<i>I fully understand that.....</i> 9. it helps me address critical issues in classrooms and schools and that it gives me fresh information and understanding about how to improve educational practices.	4.38	0.78	Strongly Agree
<i>I fully understand that.....</i> 10. it can improve my professional demeanor as a teacher and that it pushes me to continue learning in my classroom and at school.	4.51	0.81	Strongly Agree
OVERALL	4.28	0.85	Strongly Agree

Legend: SD; Standard Deviation; Scale and Adjectival Rating; 1.00 - 1.79, Strongly Disagree; 1.80 - 2.59, Disagree; 2.60 - 3.39, Neutral; 3.40 - 4.19, Agree; 4.20 - 5.00, Strongly Agree

Based on the results, the secondary teachers strongly agree that they understand the action research parts and their significance with an average weighted mean of 4.28 and a standard deviation of 0.85. This means that teachers are knowledgeable and intellectually oriented about action research in the field. According to the study by Miller and Maguire (2009), action research provides a framework for recapturing the potential of practitioner inquiry and highlighting new concepts to bring about meaningful change and new pedagogical innovation. According to them, the intentional focus and premise of action research have to provide or deliver an action for social change, and participant education shifts inquiry from an individual to a collective endeavor, intentionally aimed at transformative personal, organizational, and structural change. As a whole, the results show that teachers strongly agree that they understand the significance of action research, with an average weighted mean of 4.28. This means that teachers understand the importance of action research as a source of new understanding in improving educational practices and methods.

To highlight the findings in table 5, this indicator or statement, "I fully understand that it can improve my professional demeanor as a teacher and that it pushes me to continue learning in my classroom and at school," got the highest weighted mean of 4.51 and a standard deviation of 0.81. This means that teachers are more competent in enhancing their professional development and have new ways or strategies they might use in improving their learning procedures in a classroom setting. According to Abuda (2016) in her news article "Bridging the gap between research and practice", it is then necessary for teachers to grow professionally by upgrading themselves on current issues. The Action Research Congress was a good avenue for teachers to share their research findings and, as a school community, address existing problems. It is also one way a school acts cooperatively to solve a problem, thus bridging the gap between research and practice. Conducting action research is tedious but indeed rewarding.

Table 6: The Correlation between Research Writing Competence and Motivation in Teachers' Perceptions

Research Writing Competence	Teachers' Perceptions		
	r	Sig.	Interpretation
1. Interests in writing action research	0.635**	0.000	Significant
2. Writing personal ideas on action research can be expressive and meaningful.	0.523**	0.000	Significant
3. Participate in online and offline written discussions for academic research.	0.394**	0.007	Significant
4. Consciousness and awareness on technical matters in writing and for future directions.	0.354**	0.006	Significant
5. Engaging in writing academic research and studies is often extremely interesting.	0.582**	0.000	Significant

<i>Research Writing Competence</i>	Teachers' Perceptions		
	r	Sig.	Interpretation
<i>Research Writing Motivation</i>			
1. Writing Introduction/Background of the Study	0.441**	0.002	Significant
2. Writing Action Research Methodology	0.483**	0.000	Significant
3. Presenting Results and Discussion	0.615**	0.000	Significant
4. Delivering Conclusions, Recommendations, Citations (Further Reading)	0.477**	0.001	Significant
5. Technical Aspects in Doing Action Research	0.505**	0.000	Significant

The table demonstrates that for all of the study's variables, there is a substantial correlation between teachers' perceptions and their research writing competence and motivation. The link indicates a significant positive relationship, suggesting that if the researcher is driven to complete research tasks, this opens up a window for them to do so with a higher degree of competence and performance.

According to the findings of this study, teachers are knowledgeable about action research in terms of its components, various types, scope, and significance. This is based on their agreement with the fundamental principles of research writing. It is advised that teachers undergo ongoing professional

development that focuses on developing their research capacities in order to improve the quality of their writing of educational research and the teaching and learning process. In light of the results, a model has been created to localize the study's advice.

Through using the model, it is shown that there are three vital factors required for teachers to have more knowledge and a thorough understanding of writing action research: 1) further seminars and training about action research; 2) research funds and other resources to be utilized by the teachers; and 3) government assistance so that the production of high-quality research will be possible and teachers will be encouraged to become active researchers.

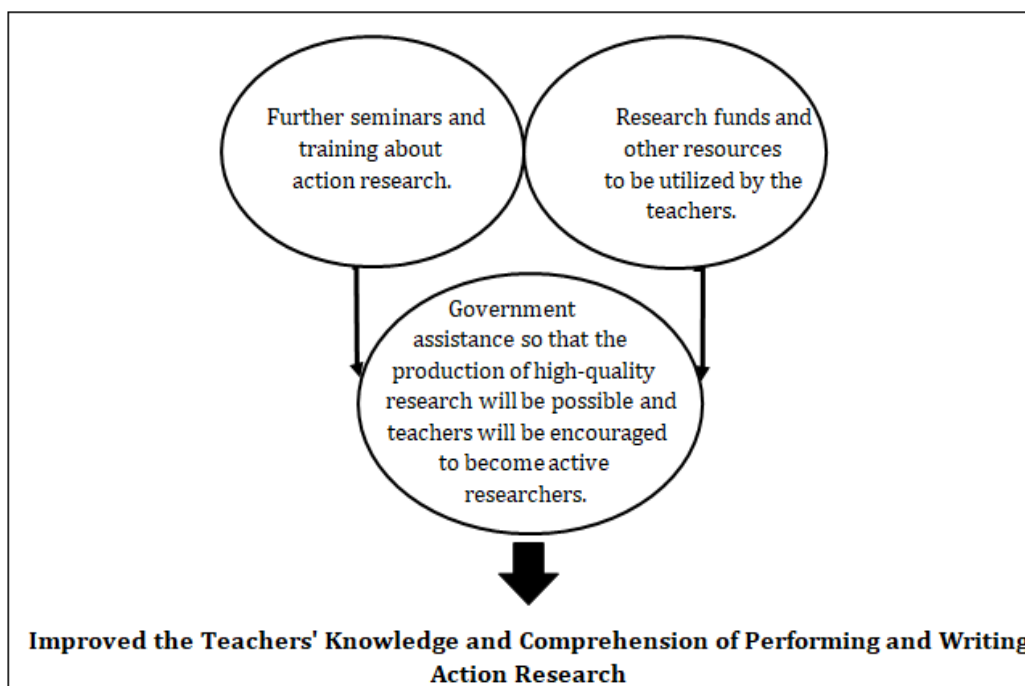


Figure 1: The Study's Model for Development

As a consequence, the completion of action research projects was crucial in altering teachers' practices as well as their career-long professional growth. However, there is also a time commitment needed, just like with any new pursuit or significant project. Teachers thought the action research approach was a time-consuming and difficult task, which is consistent with other research findings (Auger & Wideman, 2000; Johnson & Button, 2000). For teachers, the hardest aspect of the research process was

typically the data analysis stage. The researchers recommend school-level teacher support for action research studies and activities because of this.

CONCLUSIONS AND RECOMMENDATIONS

The secondary teachers who took part in the study exhibit strong significant motivation and competence in academic research writing. They place a lot of importance on improving their writing. Secondary teachers are capable of writing action research papers

that take into account the technical aspects, write an introduction, choose an appropriate methodology, present results and discuss them, come to conclusions and offer recommendations, summarize references, and take other writing research papers into considerations. The motivation for academic writing and level of research writing proficiency are positively correlated and statistically significant. This implies that an individual will be more proficient at writing research papers if they have a higher motivation to write for academic purposes.

According to the study's findings, teachers are educated about the fundamentals of action research. They wholeheartedly support the recommendations that gender-sensitive research training be provided and that other teacher profiles be taken into account while building capacity. The Department of Education should use extensive seminar workshops on action research to give teachers more knowledge and a deeper understanding of how to conduct research. Teachers are advised to conduct action research in order to develop their writing abilities as well as for compliance purposes. By conducting action research, you can encourage teachers to write about or record their finest classroom methods, which will help them become better researchers and professionals.

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