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TAKING ACTIONS IN THE FIELD: THE SPUD PRE-SERVICE TEACHERS' ACTION RESEARCH EXPERIENCE

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RATIONALE AND BACKGROUND

- CHED M.O. 74, 75, 80, & 82 Series of 2017 (H.E. A. of 1994)

- SPUD– Transformational Outcome-based Education approach

- 1st Batch of enhanced education program under the K-12 graduated in May 2022



- Research in Education
- Field Study (FS) II

- Mini-workshop on Action Research

- Requirement: conduct action research during FSII

METHODS

- Exploratory-non-statistical utilizing qualitative content analysis (Schreier, 2014)
- Participants were purposefully selected
 - A. Pre-service teachers
 - B. 11 Graduates of CASE-SPUD (Batch 2021-2022)
- Consent from the participants
- Reflection paper describing their experiences in complying their partial requirements in FS II – submitted through Google Forms
- Randomized participant and assigned codes (PTR-01)
- Per statements were treated as one line
- Thematic analysis using segmentation through a thematic criterion then setting the coding frame by generating and defining categories or themes.

EMERGING THEMES

1 Attitudes towards action research

2 Challenges & difficulties encountered

3 Pedagogical implications

4 Overcoming the challenges & difficulties

5 Achieving expected outcome

6 Realizing purpose

RESULTS AND FINDINGS

1 Attitudes towards action research

"It is one of the most anxiety triggering requirement... the impression that it is hard... I would say that even though the teachers already introduced what would happen in the said research the students will still feel alone while doing it. They would still be confused and unconfident if they could [finish] it, (PRT-01, L2, L5, & L6)."

"...not enough knowledge of what [is] action research and the anxiety of writing it, (PRT-08, L5)."

2 Challenges & difficulties encountered

"One of the most challenging parts of the action research was constructing the appropriate and needed research itself. It was quite difficult, especially that was my first time constructing one, and take note it was on an individual basis, (PRT-05, L1 & L2)."

"The challenging part of doing action research was lack of time to conduct the study, not enough knowledge of what [is] action research and the anxiety of writing, (PRT-06, L1)."

"...I really have a problem on how to gather data especially when the respondents are very difficult to approach and also have a hard time understanding my research data analysis plan, (PRT-06, L2)."

RESULTS AND FINDINGS

3 Pedagogical implications

"The basic skills we all need to have is what type of research do we think is good... (PRT-01, L8)."

"If there is an improvement needed, then it would be introducing the steps on how to craft an action research step by step and should [include] topics on what should be the expected content of each part and to give a model or an example of action research, (PRT-08, L7)."

"I think the most needed concept or skill during conducting the action research is to know if the data gathered would answer the research questions... Next is the skill of analyzing data, (PRT-10, L9 & 10)."

4 Overcoming challenges

"As I cope with it, even though I have zero confidence, somehow, I always told myself to conduct research that I would be happy and would have fun while doing it, (PRT-01, L3)."

"... I'm still glad I was able to push through my research and was able to present on the day of the final defense, (PRT-02, L4)."

"Guidance with research advisers... Research will be successful if support is given, (PRT-1, L15 & L17)."

RESULTS AND FINDINGS

5 Achieving expected outcomes

"It was also quite challenging for us graduating students that time that we had to discern and challenge each other. It came to a point when I had to frequently ask myself whether my inputs [were] correct but then again, the action research was a worthy experience. The most needed skills to creating and completing a complex action research [were] the ability to manage time, the ability to always seek support and help from expert teachers, and even to classmates (which is not something one should be ashamed of), the ability to discern and foresee whether the research would be a very sustainable one that future researchers can use in the next [batch] to come. We [became] creative as possible, innovative, logical yet practical all at the same time, (PRT-05, L3, L4, & L5)."

6 Realizing purpose

"Great help not just for the improvement of the course... but also to the students conducting action research (PRT-03, L1)."

"Action research is probably one of the most relevant types of research because its main goal is to solve timely and relevant issues in school... (PRT-08, L2)."

"...we had to discern whether the research was for the improvement of ourselves or for our learners, and it turned out beautifully because majority of us chose to prioritize the needs of our learners... (PRT-05, L2)."

DISCUSSION

Feelings of inadequacy and views it as daunting and burdensome (Gurbuz, 2012; Butt & Shams, 2013; Elmas & Aydin, 2017)

Complex process and levels of engagement (Ryan et al., 2017) along with data analysis, writing the paper, and collaborating (Price, 2001; Akiskali et al., 2022)

Better course support from instructors and advisers is crucial for their success (Klein et al., 2015)

Pre-service teachers likely used coping strategies, such as cognitive structuring, instrumental support, and affective support, to overcome challenges in their action research (Akiskali et al., 2022)

DISCUSSION

Reflection development requires refining the process, cultivating attitudes, and defining appropriate content (Zeichener & Liston, 1987)

According to Dewey and Schon, reflection involves self-examination, intuitive interpretation, decision-making, and monitoring outcomes (Dewey, 1933; Schon, 1983)

It offers a positive avenue for professional development, emphasizing evidence-based practice and fostering ownership of teaching practice (Ryan et al., 2017; Ulvik & Riese, 2015). This empowers them to make informed decisions and improve student outcomes.

CONCLUSION

This study gave insight into the pre-service teachers' experiences of SPUD with action research, which is described in six distinct themes that capture the essence of their journey. The analysis of pre-service teachers' experiences with action research reveals a multifaceted journey marked by initial apprehension, significant challenges, and ultimate growth.

RECOMMENDATIONS

Based on findings and discussions presented in this study, several recommendations emerge to enhance the experience of pre-service teachers with action research:

1. Provide intensive training in basic research skills for teacher education programs.
2. Improve the support from research advisers and course instructors handling the course.
3. Provide professional development program for pre-service teachers related to action research
4. Develop a framework for conducting action research for education program.
5. Adopt a continuous assessment and improvement approach for the teacher education program.

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Thank you very much for listening.

**Maraming salamat sa inyong
pakikinig.**

**Daghang salamat sa inyong
pagpaminaw.**