Promoting Action Research Through a Sustainable Research Capability and Productivity (ReCaP) Building Program: A Mixed-Methods Study

May Maricel Biares-De Gracia, La Salle Green Hills, Philippines
Janel Concepcion Cruz-Cinches, La Salle Green Hills, Philippines

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Abstract
Action research (AR) plays a vital role within an institution, enabling educators to reflect and assess their own practices. Given its significant impact, this study was conducted to evaluate the activities undertaken from the development, implementation, and evaluation of the Research Capability and Productivity (ReCaP) Building Program. ReCaP is composed of a series of webinar-workshops that provide opportunities to acquire knowledge, tools, and necessary skills to conduct AR. Employing an action research design with a mixed-methods approach, this study includes $N_1 = 26$ volunteer educators who attended the webinars and $N_2 = 260$, colloquium attendees. Furthermore, the study uses the Perceptions on Action Research Questionnaire (PARQ) to assess educators' views on AR, researcher-made tools to gather feedback on the conduct of each program session, and to assess the program's culmination, the colloquium. Findings show that PARQ is a reliable instrument to measure the AR views of educators and is useful in developing AR training programs. ReCaP has also demonstrated the value of the Plan-Do-Study-Act (PDSA) cycle as a research paradigm. Additionally, the commitment and passion of the participants in completing the program, along with the positive colloquium feedback, affirm that ReCaP can enhance the research capabilities of educators and foster a research-oriented community. These results are instrumental in establishing the ReCaP framework, ensuring the long-term sustainability of the program.

Keywords: research program, action research, research capability building, professional development

Introduction

Action research (AR) has been regarded as an integral component of any educational institution (Torrato et al., 2021). It enables educators, school leaders, counselors, and other stakeholders invested in education to collect data about school operations, teaching methods, and student learning processes (Mills, 2011, as cited in Hine, 2013). While "AR focuses on driving change, it is also a mindset—a way of being in the classroom and school—and a lifelong habit of inquiry" (Pine, 2008). Educators recognize that AR strengthens their professional growth, fosters self-reflection, and deepens their accountability in teaching. As a result, "AR serves as a powerful tool for empowering educators to take an active role in driving school improvement" (Hopkins, 2008).

The significance of conducting research is widely acknowledged across various disciplines. According to Hine (2013), "educators who engage in a continuous cycle of reflection, inquiry, and action can create positive changes in their teaching practices". This approach to self-reflection and collaborative inquiry allows teachers to tackle specific issues or challenges within their teaching and learning environments.

While teaching and research are generally considered to complement each other in the roles and professional identities of educators, not all teachers possess the necessary skills to conduct research effectively. Additionally, research suggests that the overall quality of academic work in this area needs enhancement (Murray & Vanassche, 2019). Hence, research capacity building has been identified as an essential component in strengthening the research skills of educators. Rees et al. (2007) emphasize the need to strengthen researchers' abilities to conduct empirical studies. This involves refining the research design, enhancing data collection and analysis methods, and improving strategies for effectively disseminating results, particularly to end users.

Research capacity building programs play a significant role in developing and enhancing the essential research skills of educators. As noted in the study by Rees et al. (2007), the establishment of robust research capacity-building initiatives represents a more systematic effort not only to ensure that professional learning occurs but also to shape its content and implementation. Furthermore, these programs equip educators with the knowledge, tools, and skills necessary to conduct research effectively while also enriching their teaching methodologies. Educators proficient in research can share their knowledge with students, thereby improving the overall quality of education.

Given the significant effect of action research in enabling educators to reflect and assess their own practices and taking into consideration the significant role of capacity building in enhancing the research skills of educators, the Research Office of La Salle Green Hills has developed and initiated the first Institutional Research Program, known as the Research Capability and Productivity (ReCaP) Building Program. ReCaP is a training program that aims to promote a culture of research and to encourage and inspire the community to undertake quality action research.

ReCaP primarily aims to cultivate a research culture and increase research productivity by equipping educators with the skills necessary to conduct action research, enabling them to undertake and share high-quality research efficiently and effectively and to establish a purposeful partnership between the research office and the school community.

Objectives

To continually assist the school in strengthening the quality of education through the promotion of a research culture, this study was conducted to:

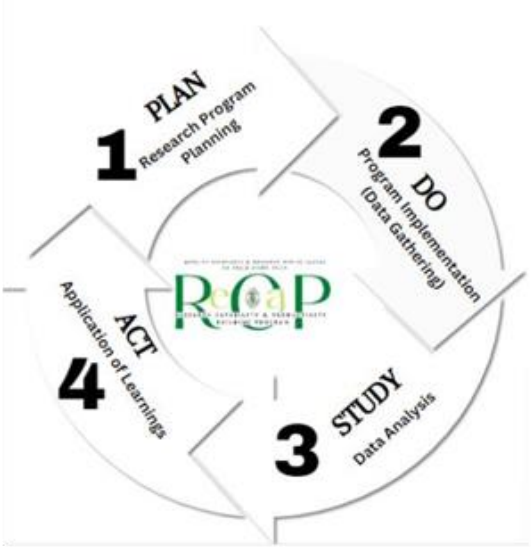
1. Evaluate the implementation of the ReCaP Program
2. Develop a sustainable research program framework
3. Define recommendations to ensure the sustainability of the ReCaP program

Research Questions

Specifically, this paper aims to answer the following questions:

1. What are the perceptions of the ReCaP participants regarding the principles, attitudes, and processes involved in doing action research?
2. Is there a significant difference between the perceptions of the participants before and after the implementation of the program?
3. How do ReCaP participants perceive the conduct of the training sessions?
4. What were the attendees' or audience's evaluations of the research colloquium or ReCaP's culminating event?
5. What recommendations can be made to ensure the sustainability of the research program?

Figure 1: Research Paradigm



The PDSA Cycle by Dr. W. Edwards Deming

The PDSA cycle by Dr. Edwards Deming (1993) as shown in Figure 1, was used as a research paradigm of this study. The Plan, Do, Study, Act (PDSA) cycle, also referred to as the Deming Wheel, can be iterated repeatedly, forming an ongoing process of continuous learning and improvement. In this study, Step 1-Plan - ReCaP was conceptualized. Goals and objectives were identified, and an implementation plan was developed. Step 2-Do - the program was launched, and data collection methods were established. Step 3-Study - data was analyzed to assess the effectiveness of the program. Step 4-Act – learnings were applied. Actions were recommended to further improve and enhance the program.

Similarly, as seen in Table 1, the PDSA cycle was also used in the implementation of the ReCaP Program. ReCaP was composed of 8 online training sessions conducted on Saturdays

from 8:30 AM – 11:30AM. The culminating activity of the program (session 9), which is the research colloquium, was conducted in-person. The matrix below shows the detailed schedule of activities.

Table 1: ReCaP Webinar -Workshop Series

Module	Topic Outline	Expected Output
PLAN Module 1: Writing the Action Plan for the Action Research Project	Session 1: Principles of Action Research	Action Research Problem
	Session 2: The PDSA Model (Plan-Do-Study-Act) Strategies in Conducting Systematic Reviews	Action Research Plan
	Session 3: Research Ethics, Marketing Tools; Title, Abstract and Keywords	Abstract, Title and keywords
DO Module 2: Using Appropriate Protocols and Tools to Gather Data	Session 4: Data Gathering in Action Research, Developing Questionnaire, Interview and/or Focus Group Discussion Protocol, Checklist for Document Analysis	Instruments for Gathering Data in Action research
STUDY Analyses of Data	Quantitative Data: Presentation, Analyses using SPSS, Data Interpretation and/or Discussion	Instruments for Quantitative Data and Plan for Analysis
	Session 6: Qualitative Data: Presentation, Analyzing Verbal Data, Interpretation	Qualitative Data Instruments
ACT Module 3: Writing and Disseminating the Action Research Report	Session 7: Writing the Action Research Manuscript Introduction, Methods, Results, Discussion, Conclusions, and Implications	AR Proposal/Report Draft
	Session 8: Writing for Publication Research Dissemination, Participation in Research Fora/Conferences	
	Session 9: Research Presentation: Action Research Proposal/Completed Work, Virtual Closing Program	AR Proposal/Report

Methodology

Design

A mixed methods action research design has been conducted to gain a deeper understanding of the topic. Both quantitative and qualitative data were collected and analyzed to achieve a better understanding and a complete picture of the topic under investigation.

Participants

A total of 26 educators voluntarily participated and completed the series of webinar-workshops named Research Capability and Productivity Building Program (ReCaP 1.0). They are composed of 6 administrators, 18 faculty, and 2 support staff personnel. A volunteer participant must be a full-time employee and willing to work beyond official school time. The second part of the study includes 260 participants, where 243 are faculty and 17 are support staff evaluated the culminating activity of ReCaP or the colloquium.

Instruments

The Perceptions on AR Questionnaire (PARQ) (Prudente & Aguja, 2018) is used to assess the pre and post perceptions of the ReCaP participants toward action research. It is composed of 30 items divided into 3 components: AR Principles with 9 items, Attitudes Toward Doing AR with 10 items, and Processes Involved in Doing AR with 11 items. It utilizes a 4-point Likert Scale ranging from 1-strongly disagree, 2-disagree, 3-agree, and 4-strongly agree. To measure the internal consistency and reliability of PARQ, Cronbach α was computed at $\alpha = 0.839$ (Pretest N = 26; number of items = 30) and $\alpha = 0.801$ (Post-test N = 26; number of items = 30).

Session Feedback Form. A researcher-made evaluation is used to assess the preparation, content, and delivery of the different sessions of ReCaP. The 10-item questionnaire utilizes a 4-point Likert scale to determine the level of agreement to the statements ranging from 1-strongly disagree, 2-disagree, 3-agree, and 4-strongly agree. Also included in the questionnaire are 2 open-ended questions that inquire about the additional insights and suggestions of the participants regarding the program.

Research Colloquium Evaluation Form. The culminating activity of the ReCaP Program is a research colloquium where the ReCaP participants share the results of their studies. A researcher-made tool is used to assess the objectives and goals, content, framework, and overall proceedings of the colloquium. It is composed of 13 items where the audience indicates their degree of agreement or satisfaction. Two open-ended questions are also included to gather the comments of the audience regarding the most valuable part of the colloquium and what needs to be improved.

Data Gathering Procedure. The PARQ, session feedback form, and colloquium evaluation forms were administered online through Google forms, while the feedback form was administered after every ReCaP session. Lastly, reflections and insights regarding the ReCaP program were collected at the end of the 8th online training session.

Data Analysis. The responses to the questionnaires were computed using Microsoft Excel and SPSS version 26. Descriptive statistics were used to analyze the responses obtained from the PARQ questionnaire, feedback form, and colloquium evaluation form, while independent t-tests were used to determine the significant differences in the responses. Qualitative data were examined using thematic analysis.

Results and Discussion

Table 2 displays the pre and post–test mean ratings of each item and category of PARQ, adapted from Prudente and Aguja (2018).

Table 2: Category and Item Mean Ratings of PARQ

Category	Items	Pretest Mean N = 26	Pretest SD	Post-test Mean N = 26	Post-test SD
Action Research Principles	1. Action research is done within the context of the teacher's environment.	3.61	0.667	3.95	0.218
	2. Action research is a challenging endeavor.	3.68	0.702	3.81	0.402
	3. Action research aims to explain why we do things.	3.61	0.667	3.90	0.301
	4. Action research links educational theory with professional practice.	3.74	0.631	3.95	0.218
	5. Action research is focused on studying one's own practices to bring about change.	3.68	0.702	3.90	0.301
	6. Action research involves collaborative methods to generate data that inform changes in practice.	3.71	0.643	3.95	0.218
	7. The conduct of action research is a good measure of the teacher's professional commitment.	3.48	0.890	3.71	0.463
	8. An action plan is needed in trying out the improvement theory.	3.61	0.715	3.81	0.402
	9. Results of action research studies should be shared and disseminated.	3.77	0.617	4.00	0.000
	Category Mean	**3.66**	**0.690**	**3.89**	**0.314**
Attitudes Toward doing AR	1. I find enjoyment in trying out new things in teaching.	3.65	0.661	3.76	0.436
	2. I believe that doing action research is part of my duties as a teacher.	3.32	0.832	3.57	0.746
	3. I have a positive feeling that by doing action research, I can become a more effective teacher.	3.65	0.661	3.67	0.577
	4. Doing action research can be emancipating for the teacher.	3.35	0.755	3.67	0.577
	5. Planning for future instruction is the end of the cycle for action research. *	2.06	1.181	1.95	1.203
	6. Teachers can find the time to do action research. *	2.16	1.036	2.29	1.146
	7. Teachers are given enough training on how to do action research.	2.55	0.995	3.33	0.796
	8. Through action research, teachers become professional knowledge makers.	3.45	0.723	3.81	0.402
	9. I am convinced that doing action research can improve my teaching practice.	3.55	0.675	3.71	0.561
	10. The amount of work I do in school does not prevents me from doing action research. *	1.68	0.748	1.90	0.944

Category	Items	Pretest Mean N = 26	Pretest SD	Post-test Mean N = 26	Post-test SD
	Category Mean	**2.94**	**1.093**	**3.16**	**1.07**
Processes Involved in Doing AR	1. Action research starts at assessing the current situation.	3.71	0.643	3.71	0.717
	2. Action research does not investigate learners' behavior. *	1.45	0.768	1.52	0.981
	3. Action research follows an iterative process.	3.52	0.769	3.81	0.402
	4. Reflection is done in all the stages of the action research process.	3.77	0.617	3.86	0.359
	5. A concept test is enough evidence to measure learners' understanding. *	2.23	1.087	2.19	1.167
	6. In analyzing effects of the action implemented, it is necessary to have quantitative data as evidence. *	1.81	0.946	1.76	0.995
	7. Action research does not follow a linear process. *	2.48	1.122	2.10	1.179
	8. The action plan is based on the root causes of the problem of practice.	3.45	0.850	3.81	0.402
	9. Action research does not involve the implementation of predetermined answers. *	2.32	1.045	2.19	1.209
	10. Action research improves educational processes through change.	3.58	0.720	3.76	0.436
	11. Researchers doing action research articulate the process of reflection in their discussions to allow others to follow the sense-making processes.	3.61	0.715	3.86	0.359
	**Category Mean*	**2.90**	**1.176**	**2.96**	**1.236**
	Overall Mean Rating	**3.19**	**1.092**	**3.30**	**1.060**

Negative statements

Mean Interpretation: 1.00 – 1.75: Strongly Disagree, 1.76 – 2.50: Disagree, 2.51 – 3.25: Agree, 3.26 – 4.00; Strongly Agree

As defined by Stringer (2008), AR equips educators in enhancing their educational practices and addressing critical challenges that will help improve their students' learning. Looking at Table 2, results show that the AR principles got the highest level of agreement from the respondents (M = 3.66, 3.89, SA). Results show that for both pretest and posttest, respondents strongly agree that AR is done within the context of the teacher's environment (M = 3.61, 3.95, SA), it explains why we do things (M = 3.61, 3.90, SA), and it links education theory with professional practice (3.74, 3.95, SA). This result gives positive feedback that the respondents see the connection between theory and practice (M = 3.74, 3.95, SA). In addition, respondents strongly agree that AR is focused on studying one's own practices to bring about change (M = 3.68, 3.90, SA). Despite knowing that doing AR is challenging, results revealed that the respondents understand and recognize the principles of AR. This indicates that the purpose of doing AR is clear to the teachers and administrators. This generated level of agreement was also observed in the study of Prudente and Aguja (2018) and Torrato et al. (2021). These two studies show that teachers generally have a high level of agreement and understanding toward the principles of AR.

Attitudes, on the other hand, are evaluations associated with an object, while perceptions involve the interpretation of meaning (Maio et al., 2019). They are related and can influence each other. Positive attitudes and motivation towards AR can lead to increased engagement and empowerment in problem-solving (Eagly & Chaiken, 1993). As seen on Table 2, results show that respondents strongly agree that they find joy in trying out new teaching methods (M = 3.65, 3.76, SA), see AR as part of their duties as teachers (M = 3.32, 3.57, SA), believe that AR can make them more effective teachers (M = 3.65, 3.67, SA), and think it can be emancipating (M = 3.35, 3.67, SA). However, respondents strongly disagree that their workload does not prevent them from doing AR (M = 1.68, 1.90, D) and that they can easily find time for it (M = 2.16, 2.29, D). Respondents agree to strongly agree in saying that they have received enough training on how to conduct AR (M = 2.55, 3.33, A, SA), while they strongly agree that AR can make them professional knowledge makers (M = 3.45, 3.81, SA), and think it can improve their teaching practice (M = 3.55, 3.71, SA). Furthermore, respondents are somewhat confused about whether planning for future instruction is already the endpoint of AR. This confusion indicates that they may be thinking that AR projects can be addressed in one cycle, that involves identifying the research problem, collecting data, analyzing, and interpreting it, disseminating results, and developing an action plan, as defined by Fraenkel et al. (2013) or that AR is cyclical and does not have a clearly defined endpoint which is the correct definition of AR. Parsons and Brown (2002) describe AR as the “process of "observing-doing-observing-adjusting" and then doing it again”. In general, there is a considerable high agreement leaning towards a positive attitude in the conduct of AR (M = 2.94, 3.16, A).

The third category of the PARQ is about the processes involved in doing research. Table 2, respondents strongly agree (M = 3.71, 3.71, SA) that AR starts at assessing the current situation but somewhat disagree that AR does not investigate learners’ behaviors (M = 1.45, 1.52, D). Fraenkel (2005) notes that “AR goes beyond analyzing learner behavior—its core purpose is to improve practices, solve problems, and foster positive change in education”. Moreover, results show that respondents are confused on whether AR follows an iterative process (M = 3.52, 3.81, SA) or a linear process (M = 2.48, 2.10, A), indicating confusion among respondents about the action process. Several authors describe the research process as cyclical, with AR as a spiral of activity, as explained by Kemmis et al. (2013), or as a helix, with "look, think, act" continually recycling, as presented by Stringer (2008). Further, respondents strongly agree that researchers doing AR explain the process of reflection in their discussions and that reflection is done in all stages of the AR process. These results align with Mertler's (2009) argument that systematic reflection is essential for critically examining one's practice. The mean rating of the third category (M = 2.90, 2.96, A) indicates that the respondents may still need further training in the different processes.

Generally, the overall mean rating of the three categories shows that there is a positive increase from the pretest to the posttest. This suggests that respondents developed an increase in their level of concurrence in perceiving the benefits and advantages of doing action research.

Table 3: Independent t-Test Analysis of PARQ Pre and Post-test Results

Category		N	Mean	SD	t	Sig. (2-tailed)
Action Research Principles	Pretest	26	3.66	0.690	**-5.473**	**.000**
	Post-test	26	3.89	0.314		
Attitudes Toward doing AR	Pretest	26	2.94	1.093	-1.347	.195
	Post-test	26	3.17	1.072		
Processes Involved in Doing AR	Pretest	26	2.90	1.176	-.148	.884
	Post-test	26	2.96	1.236		

The mean difference is significant at 0.05 level.

Table 3 reveals that at the start of the program, the respondents already had a high positive perception regarding action research. After completing the program, posttest results show that there is an increase in the perception of the participants in the conduct of action research. Further analysis also shows that using an independent t-test, the perception of the participants regarding action research principles yielded a significant difference (t = -5.473, p-value = .000) between pretest and post-test results. Participants seem to have strengthened their knowledge of the principles and nature of action research. They show improved appreciation of the benefits and advantages of conducting action research in their area of practice.

Table 4: Descriptive Statistics of the Evaluation of the 8 Online Training Sessions

	Items	Mean	St. Dev	Interpretation
Preparation	1. The objectives of the session were clearly defined.	3.97	0.160	SA
	2. The session was well-organized.	3.97	0.184	SA
	3. The speaker was well-prepared.	3.97	0.160	SA
Content	4. The information and/or skills presented were relevant and useful.	3.97	0.184	SA
	5. This training session increased my knowledge and skills in doing action research.	3.98	0.131	SA
	6. The training session, as presented, was consistent with the workshop description.	3.99	0.093	SA
Delivery	7. The speaker provided adequate time for questions and answered them satisfactorily.	3.97	0.160	SA
	8. The speaker allowed me to work with and learn from others.	3.94	0.240	SA
	9. The speaker facilitated and prepared activity that is relevant to the topic.	3.98	0.131	SA
	10. The speaker is knowledgeable in the topic.	3.99	0.093	SA

Mean Interpretation: 1.00 – 1.75: Strongly Disagree, 1.76 – 2.50: Disagree, 2.51 – 3.25: Agree, 3.26 – 4.00; Strongly Agree

The results obtained from the feedback of the participants got a mean range of 3.94 to 3.99 as shown in Table 4. This indicates that the preparation, content, and delivery of each ReCaP online session were conducted effectively. In addition, Tables 5, 6, and 7 show some feedback and sample reflections shared by the participants.

Table 5: Online Session Feedback
"What did you like most in the session today?"

Themes	Verbatim Responses
Quality of Content and Presentations	• *The topics were clearly and properly discussed.* • *The examples and samples provided were helpful.* • *The discussion on how to write the AR paper, methodology, results, and discussion segments.* • *Tips for accomplishing the manuscript for action research.* • *Presentation and tips on conducting research.* • *Lecture on quantitative research methods.* • *Research techniques and styles for writing and formulating research questionnaires.*
Resource Speakers and Expertise	• *The resource speakers were knowledgeable, engaging, and thorough in their discussions.* • *The selflessness of the speakers in sharing their expertise.* • *The live critiquing and mentoring sessions by Dr. Prudente and Dr. Aguja.* • *The enthusiasm and valuable learnings from the speakers*
Practical Application and Workshops	• *The workshop and critiquing of outputs.* • *The actual critiques and feedback provided.* • *The presentation of samples and output with feedback.* • *The scaffolding session for abstract, title, and keywords.* • *The educational action research model.*
Collaboration and Engagement	• *The collaboration among participants.* • *The engagement of participants during discussions.* • *The welcoming approach of the consultants.* • *The opportunity to clarify questions and share practical tips.*
Learning and Insights	• *The reflection part of the session.* • *Learning how to write action research competently.* • *Insights on how to interpret data and use resources.* • *Learning how to use statistical tools like SPSS and JAS.* • *- Understanding qualitative and quantitative analysis.*

Table 6: Online Session Feedback

"What more can be improved or what would you want to be included in the succeeding training session?"

Themes	Verbatim Responses
Time Management and Scheduling	• *Requests for morning sessions instead of after-work hours.* • *More time for sessions and discussions.* • *Time allotment for participants to work on their papers.* • *Avoid scheduling sessions after work due to fatigue.*
Additional Sessions and Topics	• *More sessions on specific topics (e.g., qualitative methods)* • *Sample oral presentations and ARs in the Philippine education setting.* • *Demo on the use of software for data analysis.* • *Discussion on how to organize findings in convergent/triangulation analysis.*
Workshops and Hands-On Activities	• *More workshops and hands-on activities.* • *Short workshops to deepen understanding of concepts.* • *One-on-one feedback sessions with speakers.* • *More time for private consultations.*
Participant Readiness and Support	• *Address participants' readiness, confidence, and mental health in doing research.* • *Provide a "Research Recovery Program" to help participants regain confidence.* • *Refresher courses on writing RRLs (Review of Related Literature).* • *Address workload and work-life balance, especially for teaching faculty.*
Access to Resources	• *Provision of sample action research papers.* • *Access to good online research databases.* • *Sharing of PowerPoint slides for annotation.*
Feedback and Consultation	• *More time for feedback and consultation.* • *Availability of consultants outside training sessions for advising.* • *Address anxiety and stress related to research.*

Table 7: Sample Verbatim Reflection of Participants

Reflection 1: Cecilia Bugayong	**Reflection 2: Tess Abarabar**	**Reflection 3: Paz Corsino**
People from the research office motivated me to participate. The experience from the program went way beyond my expectations po. The sessions served as a reminder that there is always something new and that the desire to learn must be there in all stages of the life of an educator. Thus, it would be great if there were another round of ReCaP. Thank you so much po to the research office team, to our consultants Doc Prudente and Doc Aguja.	*This Recap session 1.0 was truly effective and helpful. I learned a lot, but in my personal end, I really need time to come up with my paper since I am also attending to yearbook tasks as well as working and implementing the new LG guides and plans this school year. The recorded videos were helpful. I just hope that even if the program is done already, the recorded videos and presentation stay so that when time allows me to work and sit down for my paper, I have these to refer to.*	*Thank you for conceptualizing this program. Very useful, fruitful, engaging, and enriching. The speakers are competent, experiential, patient, and inspiring. Please offer this again, especially to the administrators and the LMTA members. They'll surely appreciate this and will be moved to renew their love for research.*

The valuable feedback and insights of the participants show that the program has made them appreciate research and that this can be further improved and be implemented again.

Table 8: Research Colloquium Evaluation Summary

Area	**Mean Rating N = 260**	**Remarks**
Objectives and Goals	4.78	Excellent
Content	4.67	Excellent
Framework	4.75	Excellent
Proceedings	4.63	Excellent

Mean Interpretation: 1.00 – 1.49: Poor, 1. 50 – 2.49: Fair, 2.50 – 3.39: Good, 3.50 – 4.49; Very Good, 4.50 – 5.00 Excellent

As shown in Table 18, results indicate that the objectives and goals were well received. The theme was clear and relevant, the topics were relevant to LSGH's educational and institutional practices, it fostered a research culture and facilitated valuable learning experiences. The content of the colloquium was also highly rated, with the respondents assessing the format, structure, and flow of the program as excellent. Similarly, the respondents assessed the topics presented during poster and paper presentations as excellent. The framework of the event, including the program overview, venue, and schedule, was also highly regarded. Overall, the organization and the proceedings of the research colloquium were deemed excellent. Comments were also gathered through open-ended questions. Table 19 shows the themes generated from the feedback of the audience.

Table 9: Themes Generated on the Research Colloquium Feedback

Themes	Remarks
Relevance and Practical Application	The research presented was highly relevant to attendees' professional practice and offered practical applications for improving teaching and learning.
Inspiration and Continuous Learning	The colloquium inspired attendees to engage in research and emphasized the importance of continuous learning.
Community Building and Collaboration	The event fostered a sense of community and encouraged collaboration among educators
Time Management and Event Logistics	Attendees suggested improvements in time management, particularly for presentations and poster viewing.
Presentation Quality and Audience Engagement	There is a need to enhance the quality of presentations and provide more opportunities for audience interaction.
Diversity and Scope of Research	Attendees recommended broadening the scope of research topics to include more diverse perspectives and areas of interest.

The research colloquium was well-received for its practical relevance, inspiration, and community-building aspects. Attendees appreciated the opportunity to learn from their peers and apply research findings to their professional practice. However, suggestions for improvement included better time management, enhanced presentation quality, and increased audience engagement. Expanding the diversity and scope of research topics was also recommended to further enrich the event. Overall, the colloquium was seen as a valuable and motivating experience, with room for refinement in certain areas.

Conclusion

The study reveals that the ReCaP program is effective in enhancing educators' research skills and promoting a research culture within the institution. Key findings indicate that participants developed a stronger understanding of action research principles, displayed positive attitudes toward conducting research, and gained confidence in the processes involved in doing action research. The Perceptions on Action Research Questionnaire (PARQ) is also a reliable instrument in measuring the AR views of educators and is useful in developing AR training programs. The structured approach of ReCaP, grounded on the Plan-Do-Study-Act (PDSA) cycle, provided a clear framework for continuous improvement and practical application.

Feedback from the training sessions and the colloquium highlighted the program's relevance, content quality, and the expertise of the facilitators, further validating its impact. Additionally, the insights and reflections from ReCaP participants demonstrate their appreciation for the training program. The ReCaP initiative effectively addressed the need for building research capacity among educators, empowering them to integrate research into their professional practice. The positive reception of the colloquium reinforced the value of collaborative learning and knowledge-sharing, emphasizing the role of the program in establishing a research-oriented community within the institution.

Recommendations

A culture of research is essential for fostering innovation and promoting academic growth. The successful implementation of ReCaP is a demonstration of the dedication and drive of educators to improve their practice and program offerings, which contribute significantly to academic excellence and career advancement. Hence, to ensure sustainability and further improvement of the ReCaP program, it is recommended that its implementation is expanded by encouraging more teachers and administrators to join the program. Also, the provision of a protected time where the participants can focus on completing their papers is recommended. Moreover, providing a reasonable workload and research incentives are positive ways of acknowledging the efforts and grit of the program participants. By implementing these recommendations, the ReCaP program can continue to evolve as a model for research capacity building, ultimately contributing to the professional growth of educators and the advancement of educational practices.

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Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

In finalizing the paper, the authors used AI tools such as Grammarly, ChatGPT, and Gemini to improve grammar and sentence structure. Themes were also generated with the assistance of the AI tool DeepSeek. After using these tools, the authors reviewed and edited the full paper and will take full responsibility for all its contents.

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Contact emails: may.degracia@lsgh.edu.ph
janel.cinches@lsgh.edu.ph