

Attitude of Elementary School Teachers towards Action Research

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Abstract:- In education, action research is mostly used to identify specific issues in the classroom and offer practical solutions. Action research is linked to several activities in the area of education that address weaknesses and challenges. Teachers use action research to promote evidence-based practices, individualize professional development, and cultivate critical thinking. The current study was designed to find out how elementary school teachers perceived towards action research in this particular context. The study's methodology was a descriptive survey design. Using a simple random technique, a total of 120 elementary school teachers were selected to constitute the study's sample. Data were collected by using an ATR scale which the researcher had developed. The t-test, standard deviation (SD), and mean of the data used for analysis and interpretation. The hypothesis of the research was that, in terms of various characteristics, there would be no significant variance among elementary school teachers' attitudes towards action research. The findings revealed that the attitudes of male and female elementary school teachers toward action research differed significantly. Furthermore, it was discovered that there was no statistically significant difference in elementary school teachers' attitudes towards action research based on their academic stream or their professional education.

Keywords:- Attitude, Elementary School Teacher, Action Research.

I. INTRODUCTION

Teachers have a significant impact on students' lives, forming not only their academic but also their personal and character development. Teachers have a lasting influence that goes well beyond the curriculum because they frequently act as mentors, guides, and role models outside of the classroom. In order to enhance student learning, educators around the country are being tasked with working together to explore the efficacy of research-based teaching strategies now in use in classrooms. It is recommended that educators engage in prevalent and collaborative reflection and analysis of student data to ensure that every student is prepared to meet the challenges. It is recommended that educational institutions redesign their professional development program to give faculty members more chances for group inquiry, introspection, and discussion that is informed by student data. To realize this, research is

considered to be a prominent key which is essential to the opening of new doors in education (Courtney, 1965, Tentima & Desta, 2014). McNiff and Whitehead reiterated the need for research-based professionalism because studies conducted in academic research although they may be significant for the teacher, they may not be applicable for immediate application.

Action research is an approach to professional development that encourages group investigation, contemplation, and discussion. Teachers examine how students are learning in relation to their own lessons as part of the action research process. By placing innovative ideas from their own scholarly research to the test, teachers can enhance the way they instruct.

II. MEANING OF ACTION RESEARCH

Action research is a methodical investigation procedure that aims to enhance societal concerns impacting the lives of everyone. Historically, Kurt Lewin's work has been closely linked to the phrase "action research," as he saw this research process as cyclical, dynamic, and participatory in character. Changes necessary for improvements in society can be implemented by individuals and organizations involved in action research through appropriate cycles of planning, observing, and reflecting. Action research is a small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention (Halsey, 1972 & Core, 1953) states that action research is a process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions. Describing the action research, Best (2009) said, 'Action research is focused on the immediate application, not on the development of the theory, nor upon general application. It has placed its emphasis on a problem, here and now, in a local setting. Its findings are to be evaluated in terms of local applicability, not in terms of universal validity. Action research challenges certain assumptions about the research process and educational change (Grundy, 1994.). It challenges the separation of research from action, the separation of the researcher from the researched, assumptions about control of knowledge, and assumptions about the nature of educational reform. Action research is *by, with, of, and for* people, rather than *on* people (Reason & Bradbury, 2001).

In educational action research, teachers, who traditionally have been the subjects of research, conduct research on their own situations and circumstances in their classrooms and schools. They conduct their research according to Lewin’s basic dictum, “No research without action—no action without research” (Marrow, 1977). Teachers are privileged through the action research process to produce knowledge and consequently experience that “knowledge is power.” As knowledge and action are joined in changing practice, there is growing recognition of the power of teachers to change and reform education from the inside rather than having changed and reform imposed top down from the outside. Through action research, “teachers transcend the truth of power through the power of truth”(Whitehead, 1989).

➤ *Objectives of the Study*

- To find out how male and female elementary school teachers perceive towards doing action research.
- To investigate the attitude of elementary school teachers in the field of Arts and Science stream towards action research.
- Exploring the attitudes of highly qualified and qualified elementary school teachers on action research.

➤ *Hypothesis of the Study*

- There is not a significant variation between male and female elementary school teachers' attitude on action research.
- There is not a significant variation between elementary arts and science teachers' attitudes toward action research.
- There is no discernible difference between highly qualified and qualified elementary school teachers' attitudes regarding action research.

III. METHODOLOGY

This study adopted a descriptive survey method design. Teachers at elementary schools in the Balasore district represented the study's population. Simple random sampling was employed by the investigator. A total of 120 elementary school teachers constituted the sample. A three-point ATR scale—Agree, Undecided, and Disagree was self-developed by the investigator. The tool has a 0.75 reliability rating. A factor analysis of the inter-element scores, which produced a pattern of four dimensions, was used to report on the validity of the test. By using statistical methods such as Mean, SD, and t-test, the data was examined and interpreted.

IV. ANALYSIS AND INTERPRETATION

Table 1 Significance Difference between Male and Female Elementary School Teachers Attitude towards Action Research.

Group	N	Mean	SD	't' ratio	Level of Significance
Male	60	71.6	4.74	2.88	Significant
Female	60	76.01	6.27		

From Table No. 1, it was inferred that elementary school teachers' attitudes toward action research are, on the average, 71.6 for males and 76.01 for women, with standard deviations of 4.74 and 6.27 for each. The "t-ratio" calculated from the two groups mentioned above is 2.88, which represents significance at both levels of analysis. This indicates that there is a notable variation between the attitudes of male and female elementary school teachers concerning to action research.

Thus, the **hypothesis - 1** “There is not a significant variation between male and female elementary school teachers' attitude on action research.” is rejected.

Table 2 Significance Difference between Arts and Science Stream Elementary School Teachers attitude Towards Action Research.

Group	N	Mean	SD	't' ratio	Level of Significance
Arts	60	85.41	5.94	0.22	Not Significant
Science	60	87.75	5.14		

From Table No. 2, it was inferred that elementary school teachers in the Arts and Science streams have mean scores of 85.41 and 87.75, respectively, with standard deviations of 5.94 and 5.14. The t-ratio result from the two groups mentioned above is 0.22, which is not significant at any level of significance. This indicates that elementary-school teachers in the arts and science streams have similar attitudes about action research.

Thus, the **hypothesis - 2** “There is not a significant variation between elementary arts and science teachers' attitudes toward action research”- is accepted.

Table 3 Significance difference in the Attitude of Highly Qualified and Qualified Elementary School Teachers towards Action Research .

Group	N	Mean	SD	't' ratio	Level of Significance
Highly Qualified	60	86.36	6.05	0.67	Not Significant
Qualified	60	86.80	5.34		

Table No. 3 shows that the mean scores of conducting action research among highly qualified and qualified elementary school teachers are 86.36 and 86.80, respectively, with standard deviations as 6.05 and 5.34. The "t-ratio" obtained from the two groups indicated is 0.67, stating that it is not significant at both of the significance levels. Thus, there is not a significant variance in the attitudes towards action research between highly qualified and qualified elementary school teachers.

Thus, the **hypothesis - 3** "There is no discernible difference between highly qualified and qualified elementary school teachers' attitudes regarding action research" is accepted.

V. DISCUSSION AND CONCLUSION

The investigation's main objective was to find out how male and female elementary school teachers attitude towards action research. The findings showed that male elementary school teachers had a higher level of positivity than female teachers. They were in favor of using action research to enhance classroom instruction. The study's second objective was to determine how elementary school teachers in the arts and science stream perceived about action research. The outcome demonstrates that their attitudes in both academic streams were the same. This indicates that there is no discernible difference in the attitudes of teachers in the Science and Arts streams regarding their action research. Consequently, hypothesis-1 is rejected and hypothesis-2 is accepted. The third objective of the research was to investigate the attitudes of highly qualified and qualified elementary school teachers regarding action research. Following data analysis, it became clear that primary school teachers' attitudes regarding action research are not impacted by their qualifications. It demonstrates that, when considering their qualifications, elementary school teachers' attitudes regarding action research do not significantly differ from one another. As a result, hypothesis-3 is retained.

From the above discussion it is concluded that action research is the pre-requirement for the teachers in teaching learning process. Action research provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools (Mills, 2011 & Hine, 2013). National agencies like NCERT and NCTE are emphasizing to integrate the action research practices in teacher training program. It is found that Positive attitude towards any work significantly motivate an individual to work enthusiastically.

Therefore like any activity, Positive attitude towards action research is pre-requirement for conducting action research effectively. Attitude can be developed through good and real experiences among the group. So, guidance, facility and motivation towards conduction of action research should be provided by school managements, government authorities. Teacher training institutes should pay attention towards this work and provide such type of environment and guidance in which our future teacher can learn the lesson of knowledge, skills and importance of action research.

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