



Peer Reviewed/
Refereed Journal

ISSN - PRINT-2231-3613
INTERNET-2455-8729
International Educational Journal

CHETANA

Impact Factor SJIF=4.157



Received on 13th Nov. 2018, Revised on 18th Nov. 2018; Accepted 29th Nov. 2018

RESEARCH PAPER

Perception of Elementary School Inservice Teachers towards Action Research

***Dr. S. K. Pradhan**, Principal
Nathulal Das B.Ed. College, Manikpur
West Bengal

Key words: *Perception, Elementary school Teachers, Action Research etc.*

Abstract

The purpose of this study was to measure the perception of elementary school teachers towards doing action research to solve the immediate problem of classroom. The study was conducted on 100 elementary school teachers teaching at different elementary school of Mayurbhanj district of Odisha as sample of the study. A self made scale on 'Perception towards Action Research' (PTAR) was used to collect data from inservice teachers. Results provide evidence that arts and male teachers had good perception towards action research as compare to their counterparts. Further, the maximum teachers did not know about action research how to carry it and they never do any action research on students to solve the immediate problems of education.

Introduction

Education is a vital process of the development, which considered one of the main pillars of a society. Education is the foundation of all types of development in the world. It is an established fact that in the world only those nations have made progress and development which have a sound education system. It creates awareness among the people about life and its challenges in the world. It fills empty minds with ideas and creativity. Thus educationally sound nations play leadership role in the world. The systems of primary education is deliberately neglected in the country's. The teacher's role and responsibilities have found extension outside the classrooms. The implication of education policies, transaction of curriculum and spreading awareness are the main areas which keep teacher in the forefront. The

perception of teachers towards education and its transaction plays vital role for successful transaction in the classroom. The research oriented teachers are more important for providing quality education. Research carried by teachers in the school to solve immediate problem of students is action research. It seeks to document the context, change processes, resultant learning and theorizing of faculty in developing their pedagogies (Fisher and Phelps, 2006). What separates action research from other forms of research are its epistemological underpinnings (Ozanne and Saatcioglu, 2008).

Throughout the nation, teachers and administrators are being challenged to collaborative investigate the effectiveness of research based instructional practices currently used in classrooms to improve student learning. Teachers are encouraged to reflect on and analysis student data on a consistent and collaborative basis to ensure quality for all student's. In order to meet the challenges being faced, schools are encouraged to restructure their professional development system providing faculty members with opportunities for collaborative inquiry, reflection and dialogue what is driven by student data. In that context, action research is important aspect of any teachers to provide research based and factual instruction to students. Action research is a model of professional growth and development that promotes collaborative inquiry, reflection and dialogue. "within the action research process educators study student learning related to their own teaching. The teacher to improve there teaching practices by testing innovative ideas of their own academic research.

Objectives of the study

1. To study the awarness about action research among elementary school teachers.
2. To study the difference in perception between art and science elementary school teachers towards action research.
3. To study the difference in perception between male and female elementary school teachers towards action research.

Hyptheses of the study

1. There is low level of awareness about action research among elementary school teachers.

2. There exists a significant difference between art and science elementary school teachers towards action research
3. There exist a significant difference between male and female elementary school teachers towards action research

Methodology

The study was based on descriptive survey research. In this study a Perception towards Action Research (PTAR) developed by investigator was used to assess the perception of elementary school teachers. The scale consisted of 32 items bearing 16 favourable and 16 unfavourable items. The reliability of the test was developed by split half method. It was found to be 0.84 by the Person Product Moment correlation method. The validity of the scale was determined by the self rating by subject on a graphic continuum of a scale. It was found to be 0.77. Further, an interview schedule was to check the awareness level about action research among elementary school teachers. The sample of the study comprises 100 elementary school teachers of mayurbhanj district of Odisha.

Analysis and interpretation

Table-1

Significance of difference between the mean perception scores of arts and science elementary school teachers towards action research.

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Perception towards Action research	Arts	50	58.91	8.98	1.72	3.38	0.01
	Science	50	53.09	9.04			

Table-1 indicated that the mean perception score of art elementary school teachers is 58.91 and that the science teachers are 53.09 with S.D.s 8.98 and 9.07 respectively. The t-value is found to be 3.38 which are significant at 0.01 levels. It implies that the two groups differ significantly on their perception towards action research. The mean score of art teachers was higher than the science teachers. It shows that the arts teachers had good and positive perception towards action

research as compare to the science teachers. Thus, the hypothesis (Hy-1) that 'there exists a significant difference in perception between arts and science elementary school teachers towards action research' is retained.

TABLE: 2

Significance of difference between the mean perception scores of male and female elementary school teachers towards action research.

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Perception towards Action research	Male	50	58.67	8.45	1.69	3.37	0.01
	Female	50	53.00	9.01			

Table-2 indicates that the mean perception score of male and female teachers is 58.67 and that the female teachers are 53.00 with S.D.s 8.45 and 9.01 respectively. The t-value is found to be 3.37 which are significant at 0.01 levels. It implies that the two groups differ significantly on perception towards action research. The mean perception scores of male teachers are higher than the science teachers. It shows that the male teachers had good and positive perception as compare to the female teachers. Thus, the hypothesis (Hy-2) that 'there exist a significant difference in perception between male and female elementary school teachers towards action research' is retained.

Qualitative analysis

The researcher conducted interview with teachers with the help of interview schedule comprised of 10 questions. Maximum teachers replied that they don't know how to carry action research in the schools. Even the steps, importance of action research are also unaware among teachers. Teachers were asked to have you done action research ever in your professional career, they replied never in their professional career. In this situation we can't expect a quality education from such type of teachers.

Discussion and Conclusion

The findings of the study revealed that the awareness about action research among teachers is very low. So, first step for the educational administrator to create awareness about action research among teachers. Again the finding of the present studies revealed that there is significant difference in perception between arts and science elementary school teachers towards action research. However, science and male teachers have good and positive perception about action research. So it is suggested to school authority, educational administrator and curriculum planner should encourage teachers to do action research in the school to solve the immediate problems of students. There should be organized training programme in school and block level to give orientation about action research to teachers.

The finding of the study may be useful in providing better scope to teachers to perform action research in the school. Finding and recommendation of this study are expected to provide a process or framework which should assist school managers in making decision on how to adopt action research in the school.

References:

- Corey, S. M. (1953), *Action Research to Improve School Practice*, New York: Teachers College Press.
- Dick, B. (2004), *Action Research Literature: Themes and Trends*, *Action Research*, 2(4), 425- 444.
- Dick, B. (2006), *Action Research Literature*, *Action Research*, 4(4), 439-458.
- Elliott, J. (1991), *Action Research for Educational Change*, Open University Press,
- Milton Fisher, K. & Phelps, R. (2006), *Recipe or Performing Art?: Challenge Conventions for Writing Action Research Theses*, *Action Research*, 4(2), 143-164.
- Ozanne, J. L. & Saatcioglu, B. (2008), *Participatory Action Research*, *Journal of Consumer Research*, 35(October), 423-439.

*** Corresponding Author:**
Dr. S. K. Pradhan, Principal
Nathulal Das B.Ed. College, Manikpur
West Bengal