

**TEACHERS' PERCEPTIONS AND PRACTICES OF ACTION
RESEARCH IN COMMUNIT SCHOOLS OF NEPAL**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**By
SushilaRai**

**Department of Education
Janta Multiple Campus
Tribhuwan University
Itahari, Sunsari
December, 2021**

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Date of Viva :2077-11-29(March13-2021)

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2077/12/03

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Sushila Rai** has completed this thesis entitled “Teachers’ Perceptions and Practices of Action Research in Community Schools of Nepal” under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

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RECOMMENDATION FOR EVALUATION

The thesis entitled “Teachers’ Perceptions and Practices of Action Research in Community Schools of Nepal” by **Sushila Rai** has been recommended for evaluation by the following Research Guidance Committee.

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EVALUATION AND APPROVAL

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DEDICATION

Dedicated

to

My Parents and Gurus

Who have devoted their whole life to make me what I am today.

ACKNOWLEDGEMENT

First and foremost, praises and thanks to the God for his showers of blessings throughout my research work to complete the research successfully.

I would like to express my deep and sincerer gratitude to my research supervisor Mr. GovindaPuri for giving me the opportunity to do the research and proving me invaluable guidance throughout this research. His dynamism, vision, sincerity and motivation have deeply inspired me. He has taught the methodology to carry out the research and to present the research works as clearly as possible. It was a great privilege and honor to work and study under his guidance. I'm extremely grateful for what he offered me. I would also like to thank him his friendship, empathy and great sense of humor. I'm extending my heartfelt thanks to his wife, family for their acceptance and practice during the discussion I had with him on research work and thesis preparation.

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Last but not the least I would like to express my special thanks to all my teachers, professors, relatives and friends for their constant source of inspiration.

Date: 2077-11-10

Sushila Rai

ABSTRACT

This study aims to explore the community school teachers' perceptions and practices of implementing action research in their classrooms. Further, it attempts to investigate how they have perceived action research as one of the professional development tools and how they have been practicing in their classroom. This study has precisely carried out in order to understand the community school teachers' perception and practices on action research. This study intends to find out the problems and challenges that they have been facing while conducting action research. Selecting 50 community school teachers purposively from Sunsari district as sample population, I used mixed method research design. Analyzing the collected data, I found that most of the teachers are well known about action research. They have positive perceptions on action research and they have been doing action research in their classroom regularly. From my research it is also found that a few teachers are not aware of action research as they take action research as time consuming and difficult to conduct.

This thesis consists of five chapters. Chapter one consists of introduction of action research, background of action research, practices of action research in Western countries, practices of action research in South Asian countries and also the practice of action research in Nepal. Chapter one also consists of statement of the problem, rationale of the study, objectives of the study and significance of the study, research questions and delimitations of the study. Similarly, chapter two consists of review of related literature, implication of the review of related literature and conceptual framework. Likewise, chapter three consists of methodologies, sample population and data collection procedure. Chapter four consists of analysis and interpretation of data

and demographics of the participants. Finally, chapter five consists of findings, conclusion and recommendations. The final section contains references and appendixes.

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Chapter I

Introduction

This study aims to explore the community school teachers' perceptions and practices of implementing action research in their classrooms. Further, it attempts to investigate how they have perceived action research as one of the professional development tools and how they have been practicing in their classroom.

Following the mixed method research design, I have collected the data from the participants. At first, I developed the five point Likert scale and administered to purposively sampled 50 secondary and lower secondary level teachers of 15 community schools of Sunsari district. Similarly, I interviewed 5 teachers to understand their practices on action research. The major findings of the study are reported as below:

The majority of the teachers have been putting action research into practice with their positive perspectives on it

Though the government policy of Nepal says that teachers now have to carry out action research once in a year mandatorily, a few teachers are not taking action research seriously due to their negative attitudes towards action research, lack of support and guidance, lack of time and resources, large number of students etc.

1.1 Background of the Study

Kurt Lewin (1890-1947) is popularly known as the proponent of Action Research. Action Research represents a growing field of educational research whose chief identifying characteristics is the recognition of the pragmatic requirements of the educational practitioners for organized reflective inquiry into classroom

instruction. It is initiated to solve an immediate classroom problem and help to minimize those problems.

Action Research is a philosophy and methodology of research generally applied in the social sciences. It seeks transformative change through simultaneous process of taking Action and doing research, which are linked by critical reflection. Many practitioners as well as writers have defined action research. The concepts of action research have been presented as follow:

“Self-reflective enquiry” undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out (Carr & Kemmis, 1986, p.220 as cited in, ‘ An Overview of the Methodological Approach of Action Research).

The study of a social situation with the view to improving the quality of the action in it (Elliott, 1991, p.69 as cited in, ‘Action Research for Educational Change)

Small scale intervention in the functioning of the real world and a close examination of the affects of such intervention. (Van Lier, 1996, p.32 as cited in, ‘Action Research’, Monterey Institute of International Studies).

A self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research. (Burns, in Cornwell, 1999, p.5 as cited in

Teacher to Researcher: Reflections on a New Action Research Program for University
EFL Teachers)

The above definitions suggest that AR is not only to follow a fixed pattern to solve the real time classroom problem in the classroom but also to contribute in multiple, overlapping and varied ways in the issues arisen in the classroom and beyond. It can be means, end, theory, institution, society, and teacher oriented. Action research is an activity done to diagnose academic weaknesses or problems and to help teachers develop practical solutions to address them quickly and efficiently. It is a wide variety of evaluation investigation and analytical research.

1. 1.1Practices of Action Research In Western Countries

Many researchers and English language teachers have been carrying out action research in their own context. In the UK, high school, teachers have been compulsorily carrying action research in their classroom (Smith.2018).Similarly, in the countries like Australia, France, Canada and Portugal, the school curriculum makes action research as one of the important phenomena of education. The teachers are found carrying action research in their classroom as the professional development tool.

1.1.2Action Research in South Asian Countries

Participatory Action Research is being currently understood, theorized, debated and implemented for the education of children in the South Asian Countries like Singapore, China and South Korea.

The Teacher Development Centre (TDC) in Singapore has recently started the process of developing and supporting Action Research projects with education partners.

Since the introduction of Action Research into China in the 1980s, Chinese Education Researchers have been trying to localize it in relation to the backdrop of the national curriculum reform in basic education.

1.1.3. Action Research in Nepal

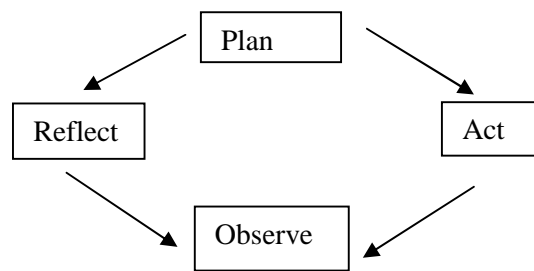
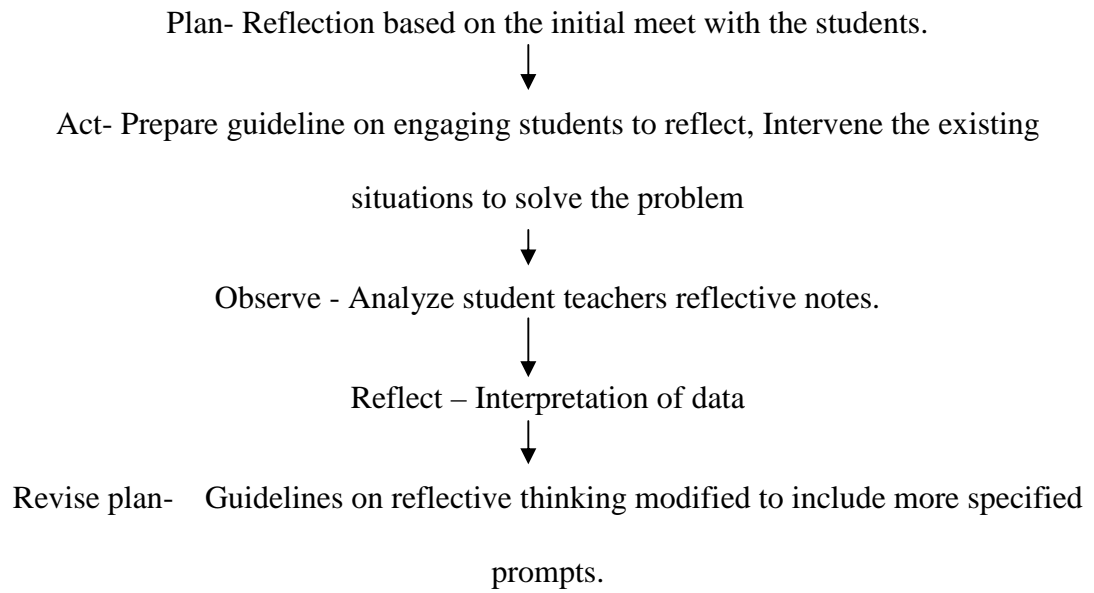
Action research is mandatory for community schools' teachers for their professional development. Moreover, at least one action research report a year is provisioned for promotion too. Moreover, many campuses have necessarily kept action research component in their pre-service teacher preparation course. At the end of their graduation or master's degree completion, they require to submit one action research report. Realizing the essence of action research in Nepal's classroom context, it has been practiced elsewhere.

An action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. Generally there are two types of action research: participatory and practical. It is an interactive inquiry that balances problem solving actions implemented in a collaborative analysis or research to understand underlying causes enabling future predictions about personal or organizational change. After six decade of action research development many methods have evolved that adjust the balance to focuses more on the actions taken or on the actions.

William Barry (cited in Atkins and Wallace,2012) defined an action research as an approach to research which focuses on creating ontological weight. He adapted the idea of ontological weight to action research from existential Christian philosopher Gabriel Marcel(1963). He was influenced by Jean McNiff's and Jackwhitehead's ,(2008)phraseology of living theory of action research but was diametrically opposed to the validation process advocated by whitehead which demanded video "evidence " of "energy flowing values" and his conception of values in action research. Barry explained that living educational theory (LET) is a critical and transformational approach to action research. It comforts the researcher to challenge the statues question of their educational practice and to answer the questions, "how can I improve that tam doing?".The mission of LET action researches is to overcome workplace norms and self-behavior which contradict the researcher's values and beliefs. The vision of LET researcher is to make an original contribution to knowledge through generating an educational theory proven to improve the learning of people with in a social learning space.

Action research has been recognized for its breadth as a field of research practice and its depth as a discourse of theoretical insight. It does not have one neat, widely accepted definition.

Cycle of Action Research



Source: Research Methodology

It shows a Cycle of Action Research in different phases, planning, acting, observing and reflecting. This is an iterative, cyclical process of reflecting on practice, taking an action, reflecting, and taking further action. The action research is quite different from the theory based basic researches. They are different in terms of the criteria like objectives, trainings they require, selection of a problem and their hypothesis which can be presented below:

Criteria	Basic research	Action research
Objectives	To develop and test educational theory and derive generalization.	To find solutions to problems in a specific context.
Training	Intensive training is needed in research methodology.	Limited training is needed.
Selection of a problem	A wide range of methods are used to select a problem.	Teachers identify problems in teaching learning process
Hypothesis	Highly specific hypothesis are developed.	Specific statement of the problem.

1.2 Statement of the Problem

ELT teachers are supposed to carry out action research in their classroom at least once in a year but it seems that they are not taking it seriously. One of the resource persons in the district who also evaluates the teacher action research report and assigns the marks shared with me that many teachers they copy each other's report. Moreover, he said that a teacher submits the previous research reports as well.

That point hit my mind and I understood the carelessness of teachers as the problem. There might have been some challenges, or perceptions or practices of the teachers. Here, my question is why the teachers are not doing it to bring about changes in the classroom as a part of their professional development.

1.3 Rationale of the Study

Last, year, I got an opportunity to work as a mentees of action research mentoring scheme under the British Council project. Gaining some insights and experiences, I tried to understand the existing situation of action research in Nepal's education systems. I also acquainted with some research persons and had some sharing about teacher's involvement in action research in community schools. After my study, the report may be significant for the teachers, resource persons and also other policy makers to understand the teachers' perceptions and practices of action research in their classroom, Basically, this study is carried out to bring together the teaching and research, theory and action for the effective teaching and learning activities. It can enhance the professionalism as well as relevance and applicability of educational research to the educational research to the educational context and to generate real and permanent change in school. Likewise, this study might be helpful to find out how they have been practicing. And I have chosen this area for my research as it is one of the very important element for the teachers for their personal as well as professional development. Objective of the study

1.4 Objectives of the Study

-) To find out the perspectives of English language teachers in government aided community school.
-) To find out the teachers 'classroom practices of carrying out action research in these schools.

1.5 Significance of the Study

Learning is the key to achieving a person's full potential. Human beings are uniquely adapted to learn and can learn throughout their lifespan. For people, learning does not stop after high school, college or graduate school. People who continue to learn are able to transform their lives and become more successful at home, more successful with their families, more successful at work and more successful writing their local community.

Learning does not happen through isolation, and there are many factors that can either boost learning or hinder learning. A person's motivation and their preferred learning style can be a help or a hindrance to their ability to learn. A help or a hindrance. There are several key factors that affect people's learning behavior and these include people's resources, their image of learning, the rewards associated with learning activity, the availability of information about learning opportunities, the availability of appropriate learning environments and the climate in which learning takes place. Each and every study is important for the scholars, readers, students, researchers, institutions, professors who are interested in related field and area. This study aims at revealing the practices of action research for teacher professional development. It focuses on teachers' perception on the role of action research for their professional development. Whether it is helpful for teacher professional development

and what are the existing beliefs and attitudes of teachers towards the role of action research. Similarly, this study explores the perception of teacher on the role of action research for their professional development. This study mainly focuses on action research as one of the important activities and practices for teacher's professional development. So, this study will be useful to the teachers who are willing to use different techniques to develop themselves professionally. It is useful for the prospective researchers who want to undertake reaches in the area of action research and teachers' professional development. This study is beneficial for experienced teachers who are working collaboratively with the beginners as well as the novice teachers. This study is equally beneficial for the teacher trainers, institutions, readers, students and the researchers. It is beneficial for textbook writers, educators, administrators, language planners, syllabus designers, materials developers, policy makers, teacher training designers.

Moreover, this study is important to the interested readers as well as other people who are directly and indirectly involved in the teaching profession and who are willing to develop knowledge in the field of professional development.

1.6 Research Questions

The research questions are as follows:

What is the teachers' perception of conducting Action Research in their classroom?

How are they experiencing Action Research for their professional development?

1.7 Delimitations of the Study

-) I have limited this study in different government schools of Sunsari district.
-) I selected 50 respondents from primary and secondary level English as well as other subject teachers.
-) I used survey questionnaire to elicit the data.
-) I limited this study on Teachers' Perceptions And Practices On Action Research in Nepalese community School
-) I used only close-ended questions in this study.

Chapter II

Review of Related Literature

2.1 Review of Related Literature

Amal Muhammed Hosni Abu Sharma of Islamic University had carried out his research in ‘The Effectiveness of Action Research Based Training Program in improving in service Teachers’ Techniques in Teaching English language Skills and Areas. In his research, he aimed to explore the effectiveness of Action Research based training program in improving in service teachers’ techniques in teaching English language skills and areas.

To answer his research questions, he used the mixed method approach and multiple case studies consist of 18 female in service teachers from the Middle Directorate of Education. From his research he found that the action research-based training program bears great potentials to improve teachers’ teaching techniques of language skills and area.

Similarly, Sarah Ultan Segal Montana of State University carried out his research in ‘Action Research In Mathematics Education’ with his aim to determine whether and how the impact on the teacher doing. He used mixed method explanatory study, similar to case study which combines both quantitative and qualitative methods. As a sample population, he used graduated students from a Research-Intensive Land Grant University located in the Northern Rocky Mountains.

Using Likert-scale ranging from ‘strongly agree’ to ‘strongly disagree’, he came to a conclusion that all the teachers get benefit from Action Research but sometimes it’s hard to get through. During his research, he found all the participated

graduates very positive about the master's program and useful learning experience of doing Action Research.

2.1.1 Theoretical Review

Action Research Theory provides the bridge between knowledge building and data gathering with effective action. It empowers employees and enables the organization to sustain the change by providing data not only of how to make the changes required today but also on the change process itself.

Educational Action Research involves participants conducting inquiry into their own practices in order to improve teaching and learning, practices and programs. This means that the researcher is a participant in the activity being investigated, be it in schools or community centers – wherever teaching and learning occur.

Kurt Lewin is known as the father of Action Research. He developed Action Research model first. He has developed a model of Action Research in three steps(1940s):

Unfreezing: Faced with a dilemma or disconfirmation, the group becomes aware of a need to change.

Changing: The situation is diagnosed and new models of behavior are explored and tested.

Refreezing: Application of new behavior is evaluated and if reinforcing, adopted.

Similarly, Lewin developed a unified changed theory based on four distinct elements; Field theory, Group Dynamics, Action Research and the three step model of Change.

This theory is based on what Lewin advised, 'no action without research, no research without action.

Field Theory: It is a psychological theory which examines patterns of interaction between individual and the total field or environment using this field as model, he graded existing social orders as to the degree of integration of their parts- designation the most fully integrated as democratic.

Group Dynamics: Kurt Lewin is commonly identified as the founder of movement to study groups scientifically. He coined the term Group Dynamics to describe the way groups and individuals act and react to changing circumstances.

The above mentioned model can be clarified more specifically from the following diagram:

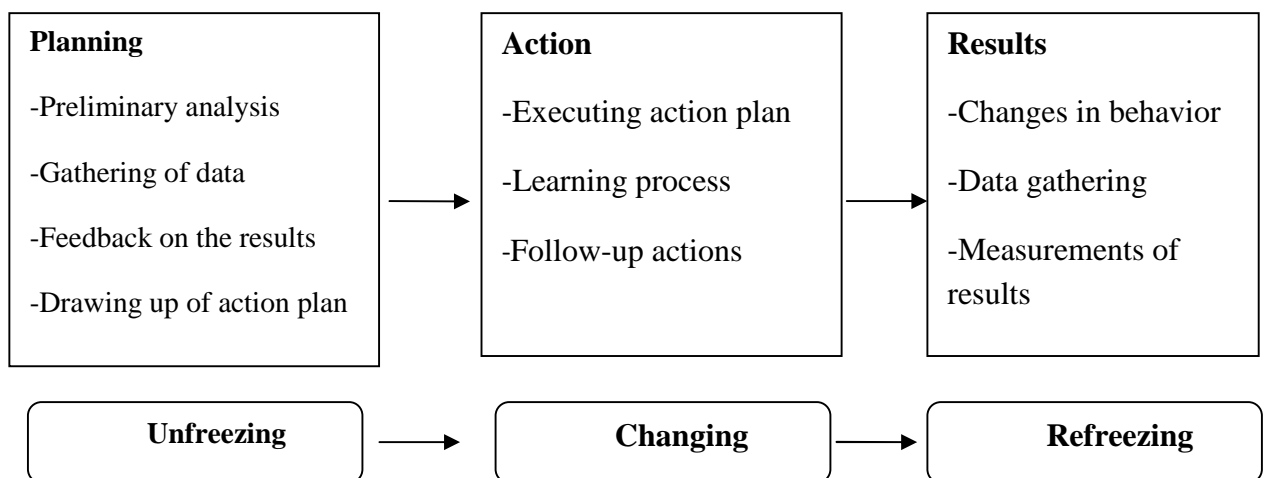


Figure 1

2.1.2. Thematic Review

Recently many authors have contended that one important way to promote the reform of schools is to involve teachers in doing research in their own classrooms (Casanova, 1989; Hovda and Kyle, 1984; McCutcheon, 1987; Sardo-Brown, 1990;

Shalaway, 1990). Since action research is conducted by practitioner, it provides a way for teachers to investigate issues of interest or concern in their classroom and to incorporate the result in future teaching.

2.1.2.1 Acknowledgement and attitude on Action Research

In 2018, Rina Herlina of Galuh University carried out action research on, 'Teachers' Perception on Classroom Action Research In English Education Among English Teachers In Ciamis And West Java'. Her major objective of her research work was to investigate how English teachers perceive on classroom action research in teaching English. Using the survey design, she found that particularly English teachers perception on classroom action research vary at one another. Due to this variation on teachers' perception she found only 40% teachers ever made effort on classroom action research where as rest of the teachers never had done any action research in their classroom.

2.1.2.2 Practicability of Action Research

RukyaHassen(Phd), Assistant Professor of Applied Linguistics at Wollo University did research on, 'Female teachers' Professional development through Action Research Practice' with the major purpose to explore the effect and experiences of the teachers' action research engagement on their professional development. He used a mixed method approach in his research and found that the practice of action research helped the teachers for their professional development.

Based on two studies conducted Chicago metropolitan area in 2009 and 2010, it is found that teachers do in fact use research although they tend to seek it out under very specific conditions and circumstances. Namely, teachers tend to look to research in response to an immediate, pressing concern such as how to best teach fractions to

English language learners. In terms of broader reviews research, teachers sometimes review research they have used in the past, such as best practices for a particular topic or method.

2.1.3. Empirical Review

Jean Mc Niff had (J McNiff 2013) published the book 'Action Research; Principles and Practice' in 1988. At that time action research was struggling for legitimacy this remained the serious case until late 1990s. Many people take action research as a powerful form of learning, especially professional learning but would not accept as a methodology for knowledge creation.

Baldau(1946)wrote an article on 'Action research and Minority Problems' in 1946. He has presented in a very clear way the challenge of the person who is trying to improve group relations. Although he is able to paint a relatively friendly picture about the situation in Cleveland, he is eager to stress that he is not at all certain whether his report mirrors more than the surface. He is quite in doubt about the effectiveness of the techniques used for the betterment of inter group relations, without being able to offer suggestions for techniques which have been proved to be effective. Therefore he asks for action research which will help the practitioner.

In a half decade, he contacted with a great variety of organizations, institutions and individuals who came for help in the field of group relations. They included representatives of communities, schools, department of national and state governments and so on. Two basic facts emerged from these contact: there exists a great amount of good will of readiness to face the problem squarely and really to do something about it. If this amount of serious good will could be transformed into

organized, efficient action there would be no danger of inter group relations in the United States.

Marry, Jay V.Olicio () did her research in Action Research on 'Effectiveness of differentiated Instruction In Teaching English for Grade Four classes'. She aimed to help learners understand that English language is involved in the dynamic social process. She carried out her research dividing the students in two groups: control groups and experimental group. She conducted pretest and post test. Pretest revealed that the control group has a means of 11.76 (sd=406) while the experimental group reported the score of 12.07 (sd=3.56). Similarly posttest scores are 13.82 and 16.45 respectively.

Anne Burns(January 2009) has published an article, 'Action Research in second Language Teacher Education' in a book. The Cambridge Guide to Research in language Teaching and learning .According to her, action research is the combination and interaction of two modes of activity and research. The action is located within ongoing social process of particular societal context, whether classrooms, schools or whole organization and typically involves developments and interventions into those processes to bring about improvement and change. The action research is located within the systematic observation and analysis on the developments and changes that eventuate in order to identify the underlying rationale for the action and to make further changes as required on findings and outcome. She has characterized Action Research process as a spiral or cycle of movements between action and research.. She has presented the most widely known model of the steps in AR of MC Taggart, (1988, p.10 as cited in Participatory action research: International contexts and consequences.

Develop a plan of critically informed action to improve what is already happening.

Act to implement the plan.

Observe the effects of the critically informed action in the context in which it occurs. Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through the succession of stages. She also has presented the following ways that Action Research has been oriented in the field of second language teaching;

-) To address and find solutions to particular problems in a specific teaching or learning situation.
-) To underpin and investigate curriculum innovation and to understand the process those occur as a part of educational change.
-) To provide a vehicle for reducing gaps between academic research findings and practical classroom applications.
-) To facilitate the professional development of reflective teachers.
-) To acquaint teachers with research skills and to enhance their knowledge of conducting research.

2.1.4. Policy Review

What gives Action Research its unique flavor is a set of principles that guide the research. Winter(1989) has provided a comprehensive overview of six key principles of Action Research including Reflexive critic, Dialectical critic, Collaborative Resource, Risk, Plural Structure and Theory, Practice and transformation. The principle of reflective critic insures people reflect on issues and

processes and explicit the interpretation, biases, assumptions and concerns upon which judgments are made. Reality, particularly social reality, is consensually validated, which is to say it is shared through language. Phenomena are conceptualized in dialogue; therefore a dialectical critique is required to understand the set of relationships both between the phenomenon and its context, and between the elements constituting the phenomenon.

Similarly, the principle of collaborative resource presupposes that each person's ideas are equally significant as potential resources for creating interpretive categories of analysis, negotiated among the participants. On the other hand, the change process potentially threatens all previously established ways of doing things, thus creating psychic fears among the practitioners. One of the most prominent fears comes from the risk of ego stemming from open discussion from one's interpretations, ideas and judgments. The nature of the research embodies a multiplicity of views, commentaries and critiques, leading to multiple possible actions and interpretations. This plural structure of inquiry requires a plural text for reporting. This means that there will be many accounts made explicit, with commentaries on their contradictions, and a range of options for actions presented.

For action researchers, theory informs practice, practice refines theory, in a continuous transformation. In any setting, people's actions are based on implicitly held assumptions, theories and hypotheses, and with every observed result, theoretical knowledge is enhanced. The two are intertwined aspects of a single change process. It is up to the researchers to make explicit the theoretical justifications for the actions, and to question the bases of those justifications. The ensuing practical applications that follow are subjected to further analysis, in a transformative cycle that continuously alternates emphasis between theory and practice.

Integrated Development Society Nepal (IDS) has launched a program Sustainable Development, Action Research, and Policy which acknowledges the importance of sustaining educational growth without harming the exhausting its resources. IDS Nepal also invests extensively in research, development and new technologies as a foundation for future success.

Similarly, Nepal Policy Research Network (NPRN) strives to contribute to public policies that are developed in democratic and inclusive manner and work for the poor and disadvantaged group and at the same time safeguard national interest.

2.2 Summary of the literature review

The main purpose of the literature review is in facilitating to carry out the research. It makes us re-internalize the established knowledge and principles. In the field of action research, many researchers have worked intentionally and have found their own findings but still some areas are left behind in their research. They have focused particularly in a single subject like math, science, English and others. For instance, Sarah Ultansegal Montana of State University did her research in ‘Action Research in Mathematics Education’. Similarly, Amal Muhammed Hosni Abu Sharma of Islamic University carried out action research in ‘The Effectiveness of Action Research Based Training Program in Improving in Service Teachers’ Techniques In Teaching English Language Skills and Areas’. Realizing the absence of overall dimensions in their research I came up with an idea to conduct my research including all the possible subjects. I believe that my research has wider scope and implications since it involves a wide variety of faculty teachers ranging from basic level to secondary level

2.3 Conceptual framework

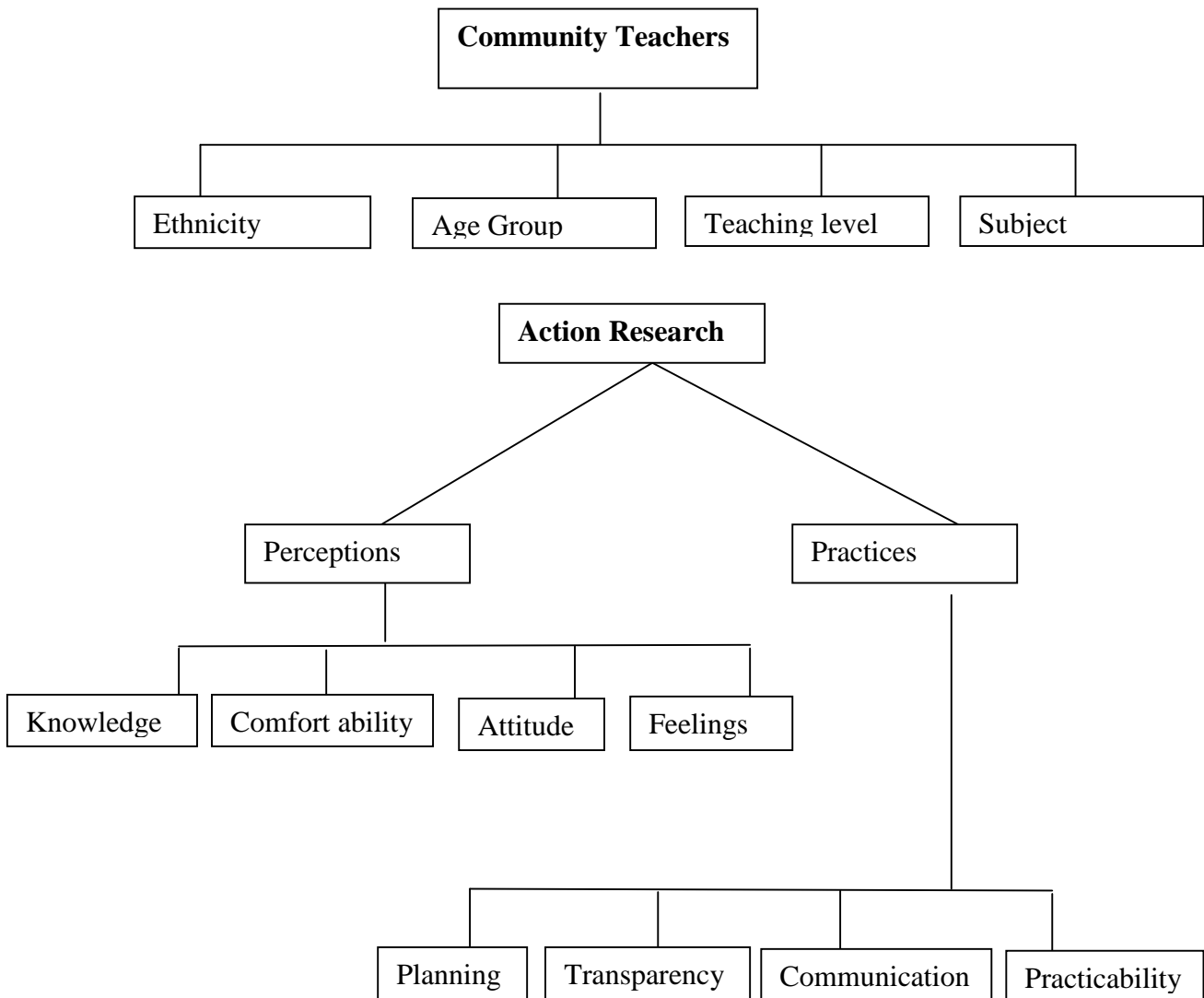


Figure 2

The above chart represents the conceptual framework in which, I have conceptualized the community teachers according to their ethnicity, age group, teaching level and the subject they teach.

Similarly, knowledge, comfort ability, attitude and feelings are framed to understand their perception on action research. And to find out their practices on action research, I prepared the questionnaire based on their planning, transparency, communication and practicability.

Chapter III

Methodology

Being a teacher, it is very necessary to carry out Action Research occasionally in order to diagnose our academic weaknesses as well as for our professional development. Recently I have carried out Action Research on ‘Why my students do not pay attention while teaching longer test.’ After a long Research I came to know that the students feel bore and even sleepy due to my traditional teaching method i.e. lecture method. It made me think seriously for the new and remedial method so I taught my students of grade 8 through Role Play technique. I found my students enjoying and my teaching was fruitful. From this Research, it is clear that Action Research helps us to filter our academic weaknesses and helps us in our professional development. Further, action research also helps us to improve the teaching learning activities.

3.1 Design of the Study

In my research I used survey design. I specially used the questionnaire of set with 20 different questions with the intention of knowing their perception and practices on action research. I eventually interviewed 5 teachers thinking that only questionnaire may not give the accurate data needed for my study. During the interview, I questioned them how often they have been carrying out action research in their classroom and what the purpose of carrying out action research is. Further, I inquired them about the result / differences they faced after and before research. I also asked them to what extend their school authorities are supporting them for carrying out action research.-

3.1.1 Survey Questionnaire

I developed and used Lickert Scale questionnaires as the the data collection tool which consisted of five points. They are Strongly Agree, Agree, Neutral, Disagree and Disagree respectively. The survey was developed including the demographic information, perceptions of the participants and also their practices of carrying out action research in their classroom. For the development of the research questions I made a deep study about different types of questionnaires. Next to that, I selected Rating Scale and Lickert Scale. After a long discussion with my thesis guide, I came up with the idea of using Lickert Scale since it is simple but standardize and appropriate format for my research.

3.1.2 Semi-Structured Interview

During my data collection procedure, I interviewed 5 teachers out of which 3 were male teachers and the rest 2 were female. They actively and intensively answered my questions .During the interview; I asked them what opinion they have about action research. I questioned them how often they have been carrying out action research in their classroom and what the purpose of carrying out action research is. In reply, one of the participant teachers said, “We need to carry action research in our classroom to facilitate students to get out of the problems that they are facing inside or outside the classroom.” The next participant said, “I teach mathematics for lower secondary. Some of my students were getting problem in geometry so I conducted action research involving them and they really enjoyed and the result was fruitful.” Further, I inquired them about the result / differences they feel after and before research. I also asked them to what extend their school authorities are supporting them for carrying out action research. As a reply to this question, one participant said, “They agree with us and somehow support us but they don’t guide us fully. They don’t focus on action research based trainings in school.” I found them very positive

towards action research and they have been carrying out action research as per their necessity.

3.2. Sample Population

The sample population of the study is 50 teachers from 10 community schools of Sunsari district. I decided to collect data from 50 teachers of different schools thinking that different schools have different management and different teachers have their own opinions so that I would get authentic and reliable data.

3.3 Sampling Procedure

To collect the empirical data necessary for the study, I used survey questionnaire. I prepared two different sets of questions indicating perceptions and practices on action research using Five point Lickert Scale with the guide line book 'Research Methodology, Mehods and Techniques Third edition.' By C R Kothari (May 1990). After finalizing the questionnaires, selection of the participants was a little bit troublesome and confusing either to select them from the private boarding schools or community schools. I consulted with my thesis guide regarding my confusions. After a long discussion with him I fixed my questions for survey and 50 community school teachers as sample population. We selected community school teachers so that we would get the authentic data.

3.4 Data Collection Procedure

Mainly, I used primary sources of data to carry out my research work. I collected the primary data from 50 teachers of community schools of Sunsari district through survey questionnaire. As the main tool for data collection, I used survey

questionnaire. And I also used different journals and articles as secondary source of data collection.

First of all, I prepared questionnaire with the help of my thesis guide and I visited 10 different community schools of Sunsari district. Then after, I met head teachers of those schools to get permission. After getting their permission, I met the teachers and informed them about my research with my kind request for their help. After that I gave them printed questionnaire with the objectives to know about their Perceptions and Practices on Action Research.

At the same time, I interviewed some teachers based on the research questionnaire.

3.6 Data Analysis Procedure

To analyze the data at first, I presented the demography of the participated teachers including their age, sex, experience year and the subjects they teach. Then, I presented statistical analysis which was followed by the thematic qualitative analysis and discussion. .

3.7 Ethical consideration

As the research involves human beings as participants before commencement of the study approval was obtained from the teachers. I got permission from the Head Teacher of related schools for my further research process. A questionnaire and a consent form was handed to teachers and they were given half-hour to complete questionnaire. They were assured that all identifiable personal information would be strictly kept confidential and that no names would be mentioned in the thesis as well as in any publication resulting from the thesis.

Chapter IV

Results and Discussion

4.1 Demographics of the Participants

During my research, I involved fifty teachers of community schools of Sunsari district. Out of fifty teachers, 35 were male where as rest 15 were female with their respective subjects including English, social studies, mathematics, Nepali, science and health. The participant teachers were of different age group and have been teaching in different levels. The demographics of the participants can be presented below in detail:

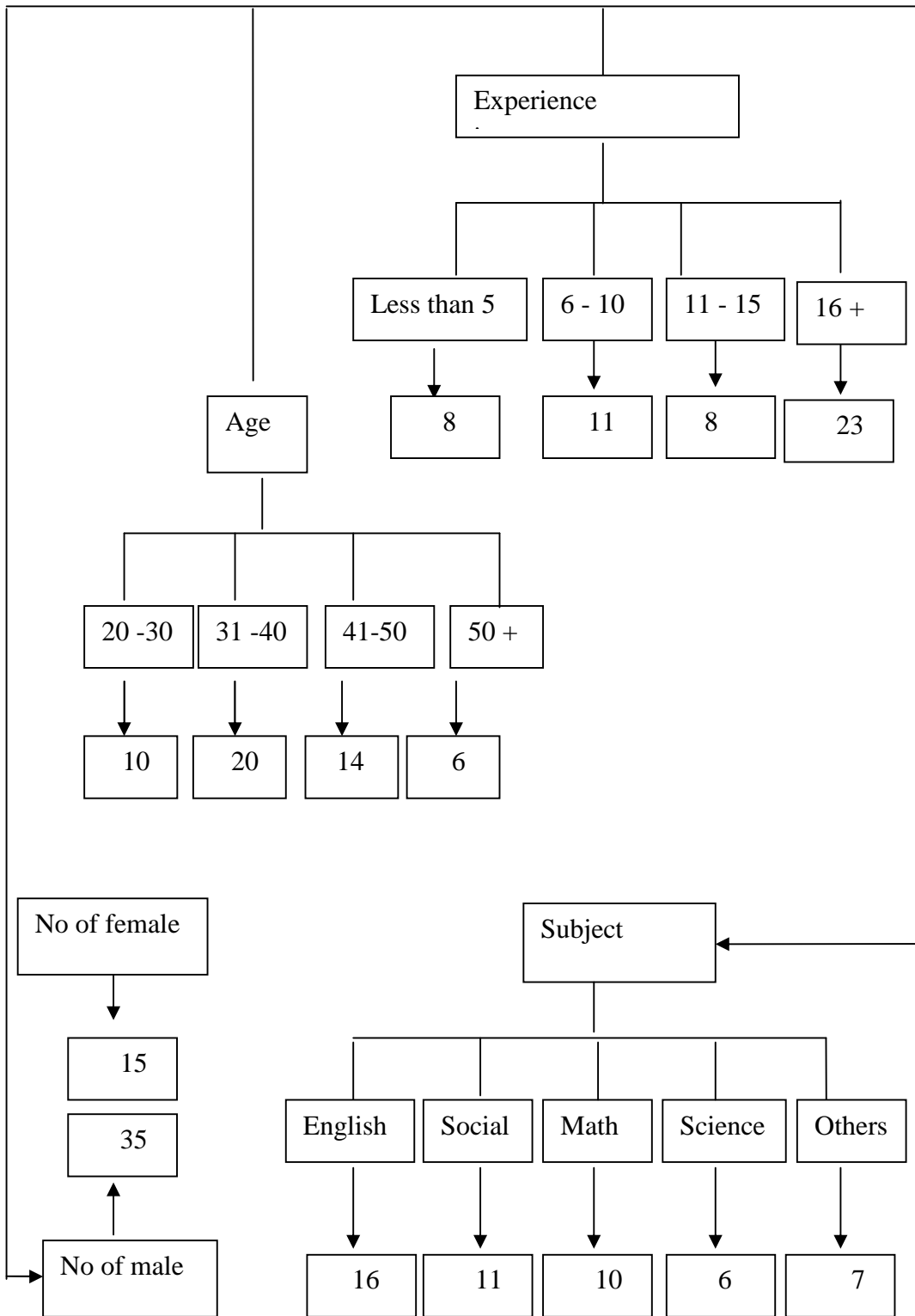


Figure No. 3. Demographic information of participants

The above figure shows the overall demographic information of the participants. In comparison to male teachers, female teachers are less in number and the number of teachers who were teaching English subjects were larger than other. Some of the teachers were found teaching both English and social studies as well. Regarding the experience of the teachers, 16 teachers had more than 16 years of experience in teaching. As the literature suggested that the young teachers have come to the job with the knowledge and skills of research particularly action research, only five teachers are found with less than five years teaching experience. It shows that these teachers have been recruited recently who might have researching skills. Simply, other researchers like Sarah UltanAmal Muhammed Hosni Abu Sharma involved the students of their own or graduated students from particular institution for their research. Unlike them my participants are in service teachers not the students.

Teachers Perceptions:

	S A	A	N	D	S D	Mode
I	17	32	0	1	0	0
Ii	7	43	0	0	0	0
Iii	13	35	0	2	0	0
Iv	24	25	0	1	0	0
V	13	33	0	4	0	0
Vi	2	26	0	19	3	0
Vii	2	16	0	26	6	#N/A
Viii	0	10	0	27	13	0
Ix	10	38	0	2	0	0
X	10	33	0	7	0	0

Table 2

The above table shows the mode range of the teachers' perceptions on Action Research. According to the table most of the survey questionnaire has 0 as the mode. Here '0' indicates Neutral and Disagree or Strongly Disagree. It means that all the teachers have positive Perceptions about Action Research.

Teachers' Practices

	S A	A	N	D	S D	Mode
i	8	41	0	1	0	0
ii	8	41	0	1	0	0
iii	11	38	0	1	0	0
iv	11	36	0	3	0	0
v	1	13	0	34	2	#N/A
vi	17	33	0	0	0	0
vii	7	23	0	19	1	#N/A
viii	5	41	0	4	0	0
ix	0	2	0	36	12	0
x	0	12	0	29	9	0

Table 3

The above table represents the teachers' Practices o Action Research. As in the previous table, mode is calculated '0'. Here '0' indicates Neutral and Disagree or Strongly Disagree. It means that almost all the teachers have been doing Action Research in their classroom for their effective teaching

4.2. Interpretation and Analysis of the Data

The result of my research on the topic 'Teachers' Perceptions and Practices on Action Research in Nepalese Community Schools' 'is presented here. I had carried

out my research in 10 different community schools of Sunsari district. In my research I had used two sets of questionnaire including 10 objectives with 5 options in each. I have presented my report in a bar diagram.

Participated Teachers - 50

No of questions - 10

Optional answers - 5 in each

Teachers' Perceptions on Action Research

In this group I had asked them 10 different objective questions with four optional answers as mentioned above in order to find out their perceptions regarding Action Research. Its report is presented below:

Index	Number Of Teachers' Responds				
	S A	A	N	D	S D
	17	32	0	1	0
	7	43	0	0	0
	13	35	0	2	0
	24	25	0	1	0
	13	33	0	4	0
	2	26	0	19	3
	2	16	0	26	6
	0	10	0	27	13
	10	38	0	2	0
	10	33	0	7	0

Table 4

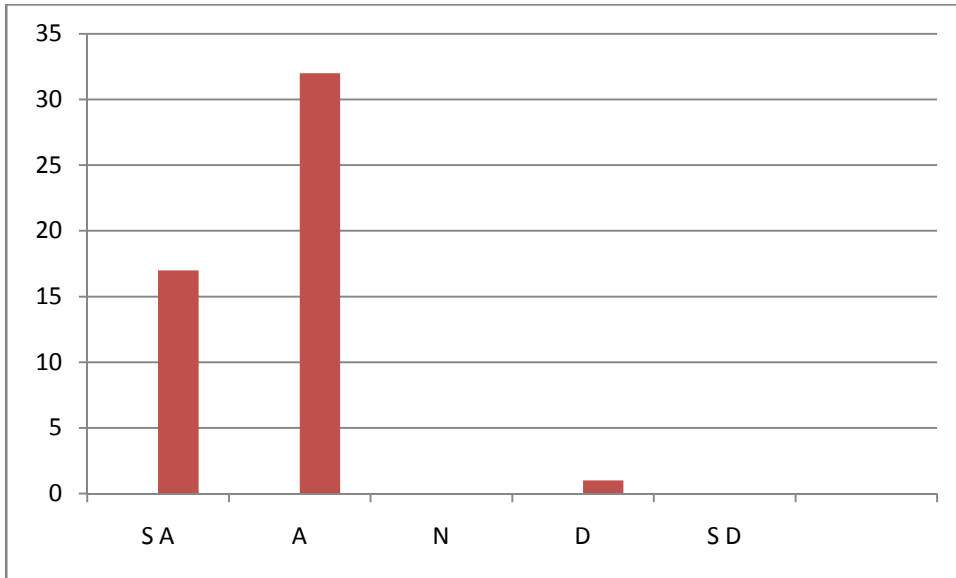


Figure 4 Knowledge of Action Research

The above diagram shows that 34 % out of 50 teachers have strongly agreed and 64 % teachers agreed that they are well known about Action Research in my question was either they know the action research well or not. It means that they have been doing Action Research in their classroom. On the other hand , 2 % of them are still not fully aware of action research. They have only surface knowledge about action research. .Hence these few teachers need special orientation on action research.

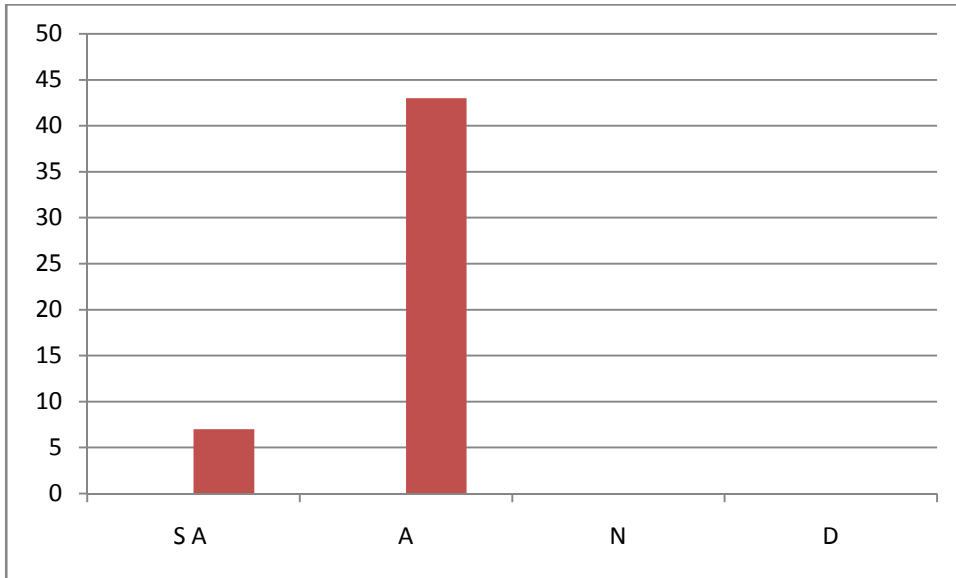


Figure 5 Teachers' ability to carry out action research

The above diagram shows the answers of my question if they feel comfortable or difficult to carry out action research given by the teachers. According to it, 14 % out of 50 teachers strongly agreed and 86% agreed that they feel comfortable to carry out Action Research. It means that they have been doing Action Research in their classroom. The head of department of school should motivate and support them.

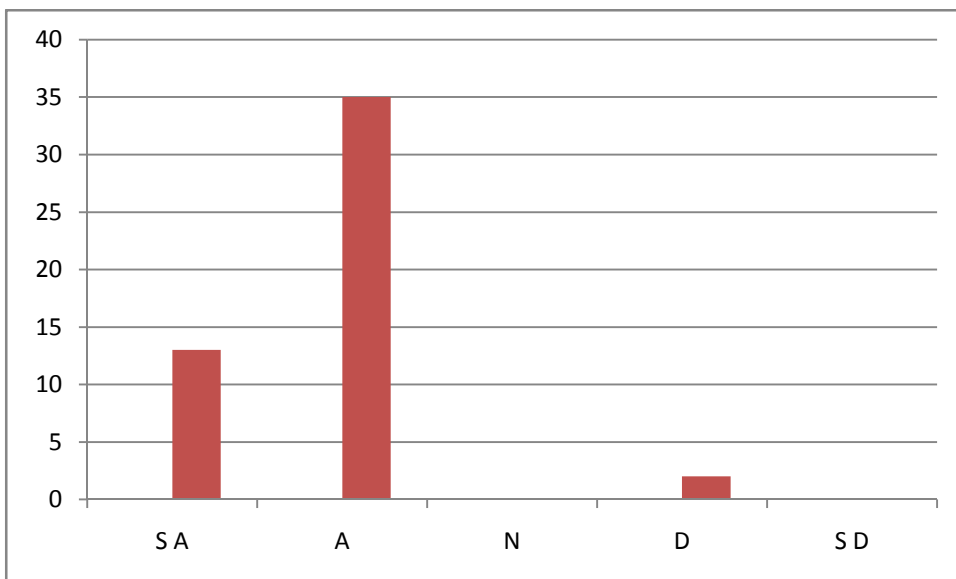


Figure 6 Excitement in carrying out action research.

The above diagram shows that 26 % out of 50 teachers strongly agreed and 70 % agreed that carrying out action research often excites them where as 4 % of them are disagreed with them. It means they feel bore to carry out Action Research. From this it is clear that these 4% teachers require motivation and action research based orientation and training as far as possible.

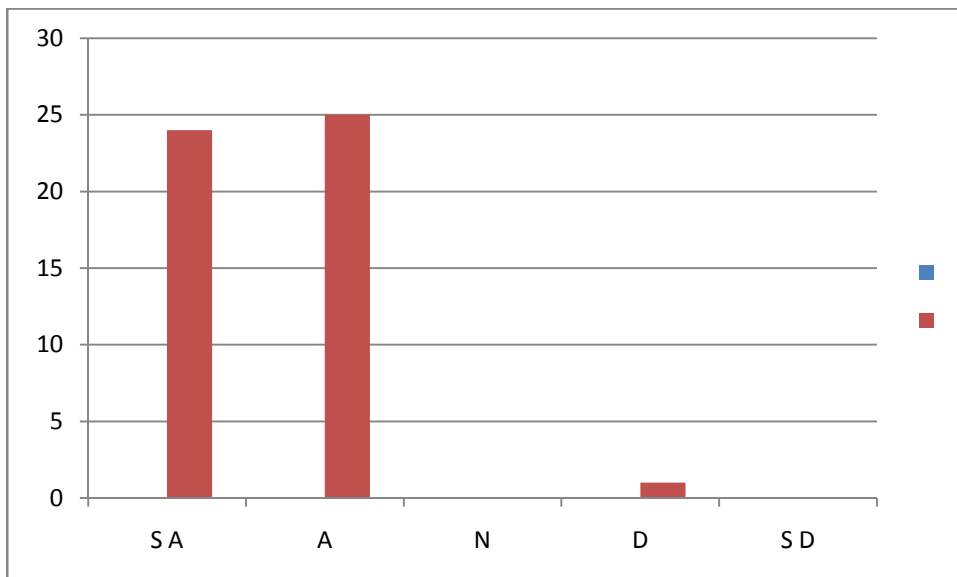


Figure 7 Perception on action research

The above mentioned diagram presents that 48% out of 50 teachers strongly agreed and 50% agreed that action research is the best way to solve the teaching learning problems but still 2% teachers are disagreed with them. It means that these few teachers have not understood the action research well and they haven't applied action research in their real classroom effectively yet.

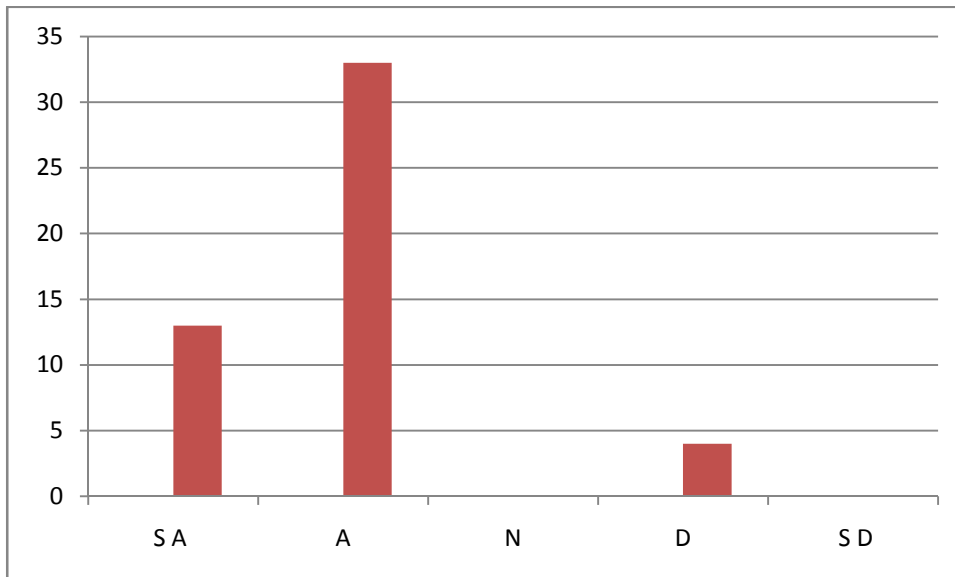


Figure 8 Improvement in classroom problem

The above Bar Diagram shows that 26 % out of 50 teachers strongly agreed and 66 % of them agreed that action research improves the classroom problematic situation where as rest 8 % teachers are disagreed with them since these 8% teachers might not have got any effective changes in their class even after carrying out action research.

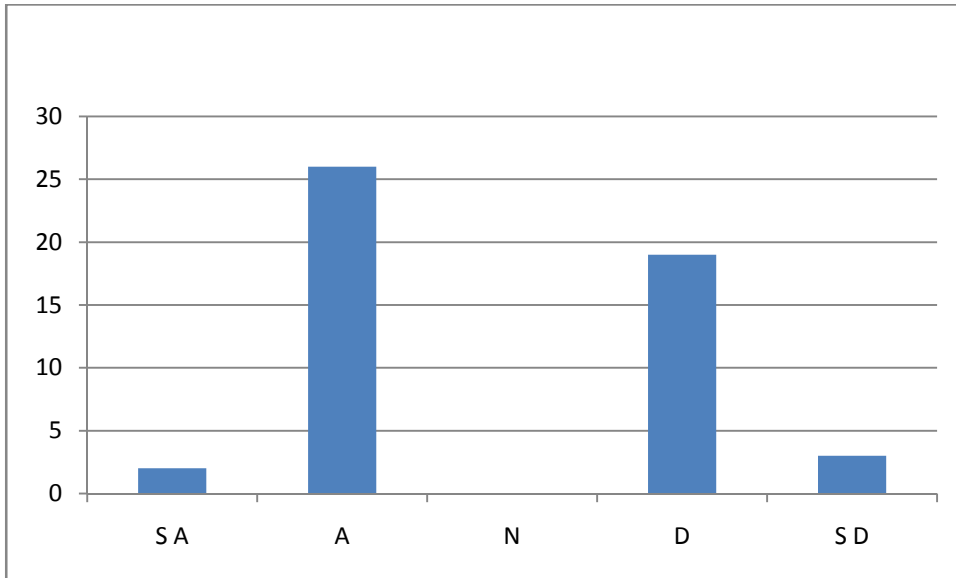


Figure 9 Feelings after action research

The above Diagram shows that 4 % out of 50 teachers strongly agreed and 52 % of them agreed that Action Research stresses them out of their classroom problem when I handed the question if action research stresses them out. Here, it is clear that they are relieved after doing action research. On the other hand , 38 % of them disagreed and 6 % of the teachers strongly disagreed with them. It means for them Action Research is not helpful to solve their problem.

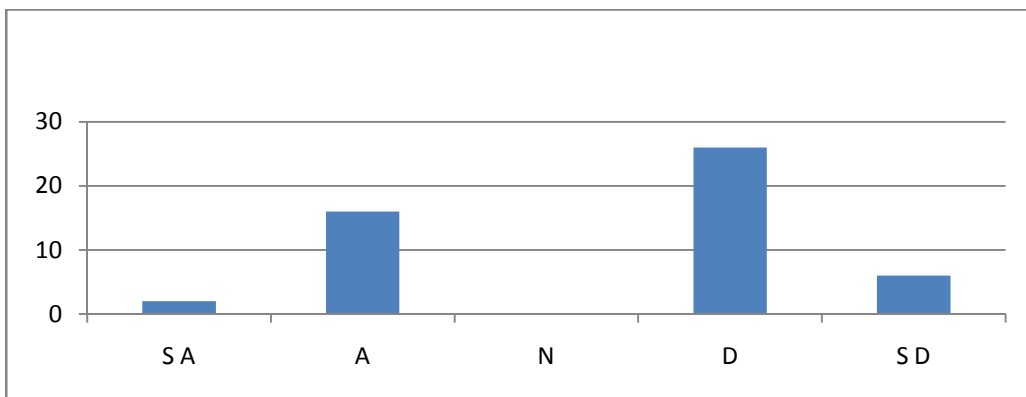


Figure10 Difficulty in action research

The above Diagram shows that 4 % out of 50 teachers strongly agreed and 32 % agreed that Action Research is being very difficult for them to conduct in Nepalese EFL classroom in reply to my question that action research is very difficult to conduct in Nepalese EFL classroom. On the other hand , 52 % teachers disagreed and rest 12 % teachers strongly disagreed with them . It shows still appropriate environment for conducting action research is not created their in schools.

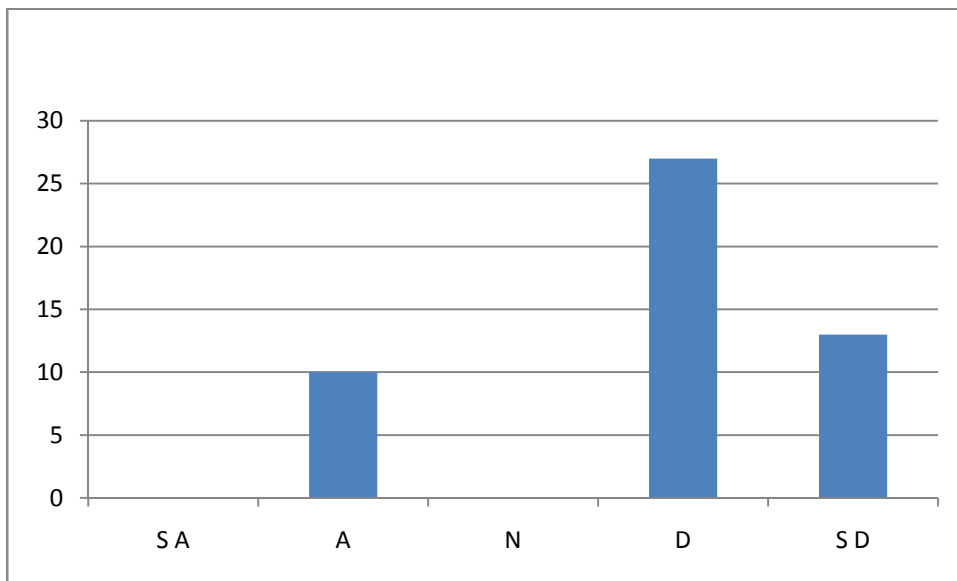


Figure 11 Attitude towards action research.

The above Diagram shows that 20 % out of 50 teachers agreed that Action Research is frustrating and time consuming which indicates their negative attitude towards action research where as 54 % of them are disagreed and rest 26 % teachers are strongly disagreed with other teachers. Based on this information it is clear that the majority of teachers have positive perspectives on action research.

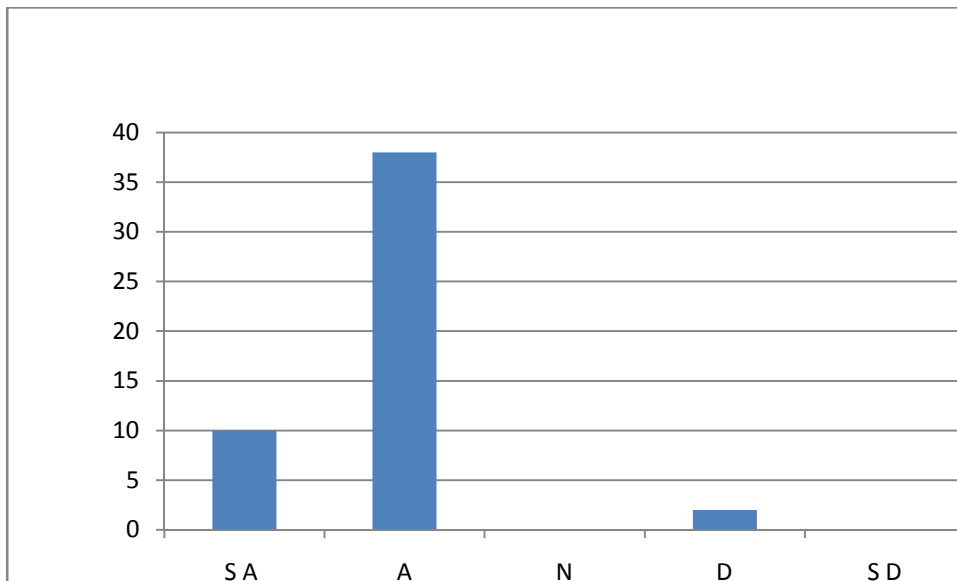


Figure 12 Theory, Practice and application on action research

The above Diagram shows that 20 % out of 50 teachers strongly agreed and 76 % teachers agreed that good Action Research integrates theory , practice and application. It indicates that they have been applying different theories , practices and applications in their research. On the other hand , 4 % of the teachers are disagreed with them . For them Theories , practices and applications do not have relation with Action Research.

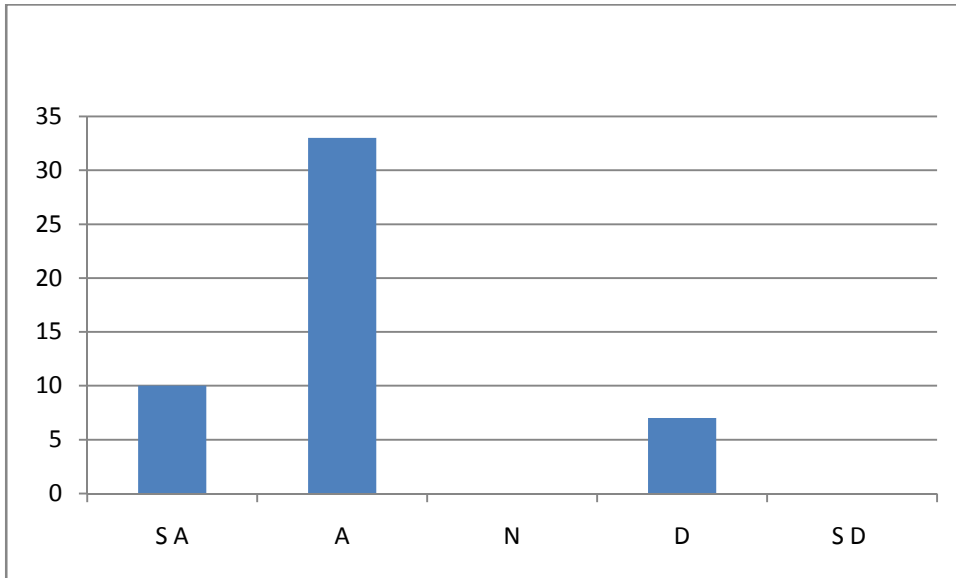


Figure 13 Major focus on classroom issue

The above Diagram shows that 20 % out of 50 teachers strongly agreed and 66 % teachers agreed that Action Research is typically focused on a particular issue where as rest 14 % teachers disagreed with them. It means that in their opinion Action Research does not focus only on a single issue in the class room but also multiple issues.

Teachers' Proficiencies And Practices On Action Research:

In this group I had asked them 10 different objective questions with four optional answers as mentioned above in order to find out their perceptions regarding Action Research. Its report is presented below :

Index	Number Of Teachers' Responds				
	S A	A	N	D	S D
i	8	41		1	0
ii	8	41		1	0
iii	11	38		1	0
iv	11	36		3	0
v	1	13		34	2
vi	17	33		0	0
vii	7	23		19	1
viii	5	41		4	0
ix	0	2		36	12
x	0	12		29	9

Table 4

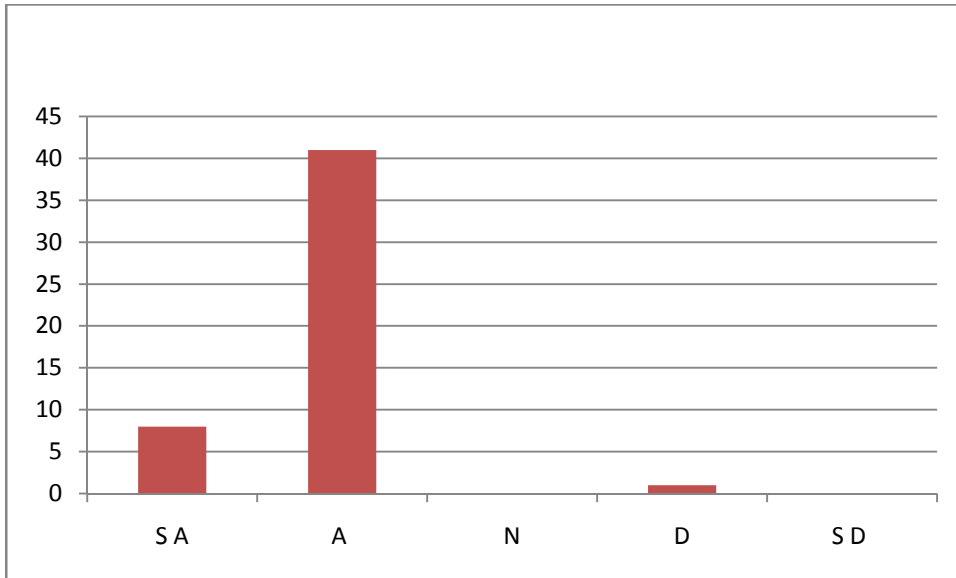


Figure 14 Planning on action research

The above diagram shows that 16 % out of 50 teachers strongly agreed and 82 % of them agreed that they start planning for Action Research whenever they face problem in their classroom. On the other hand 2 % teachers are disagreed with them. It means these 2% teachers do not carry out any action research in their class room and they require encouragement and guidance from the concerned authorities..

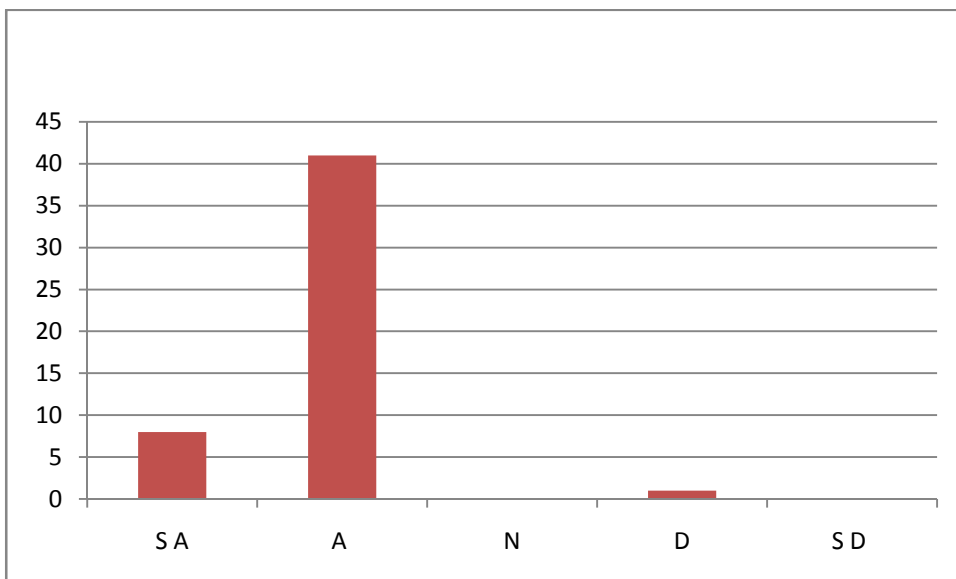


Figure 14 Exploration of the problem

The above diagram shows that 16 % out of 50 teachers strongly agreed and 82 % agreed that they explore the problem before they plan for Action Research which shows that they focus on quality education rather than quantity education where as 2% teachers are disagreed with them . It means that they do not review their problem seriously in the class room.

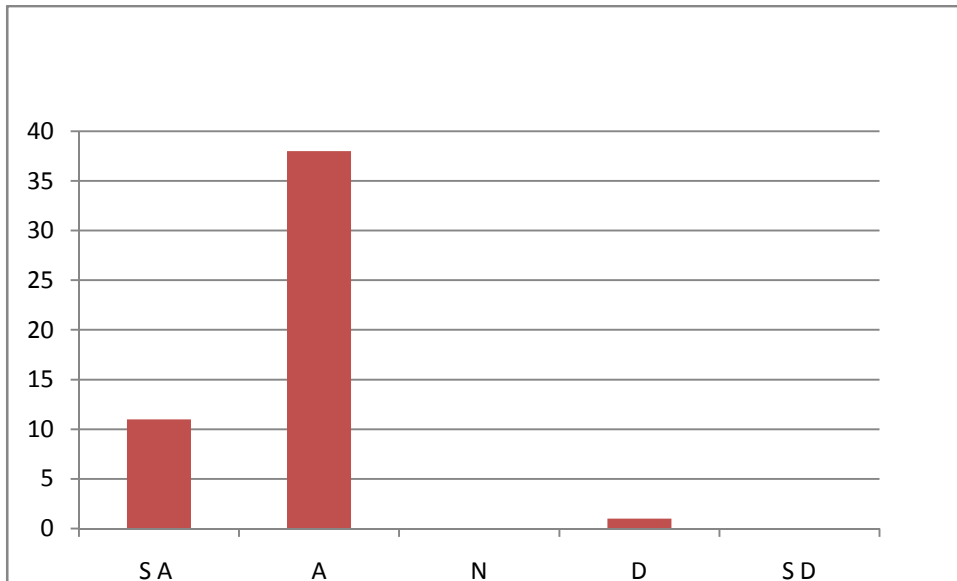


Figure 15 Sharing about the problems among colleagues.

The above Diagram shows that 22 % out of 50 teachers strongly agreed and 76 % teachers agreed that sometime they talk to their colleagues about their problem. It shows that they connect their teaching learning process with team work, group discussion and collaboration But on the other hand rest 2 % teachers do not share their problem with their colleagues since they prefer to solve their problem themselves.

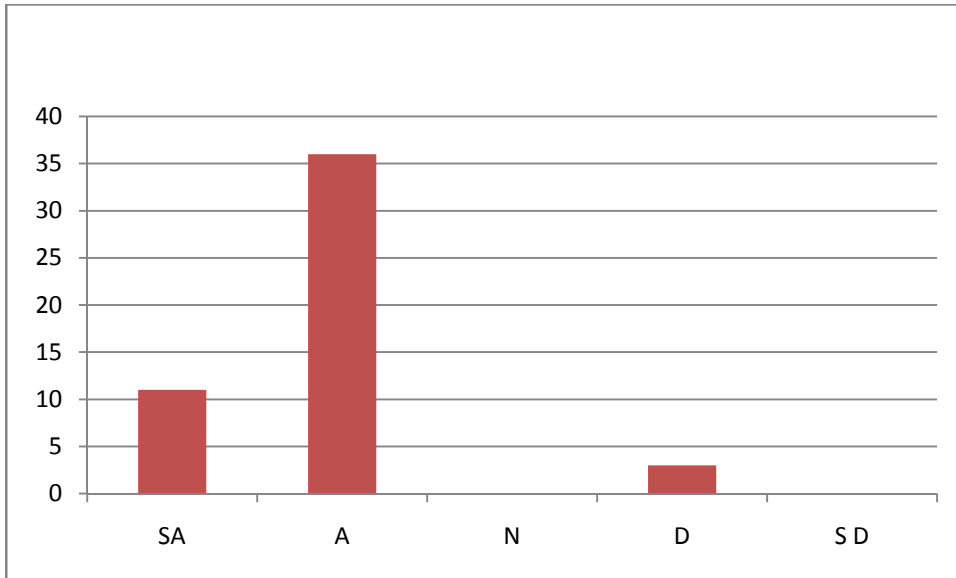


Figure 16 Involvement of participants

The above diagram shows that 22 % out of 50 teachers strongly agreed and 72 % teachers agreed that they usually involve students, parents and their colleagues while exploring on any issue. These teachers have a wider concept on action research and they want active communication with the parents also. On the other hand, 6 % teachers disagreed with them. It means that they do not involve all of them actively.

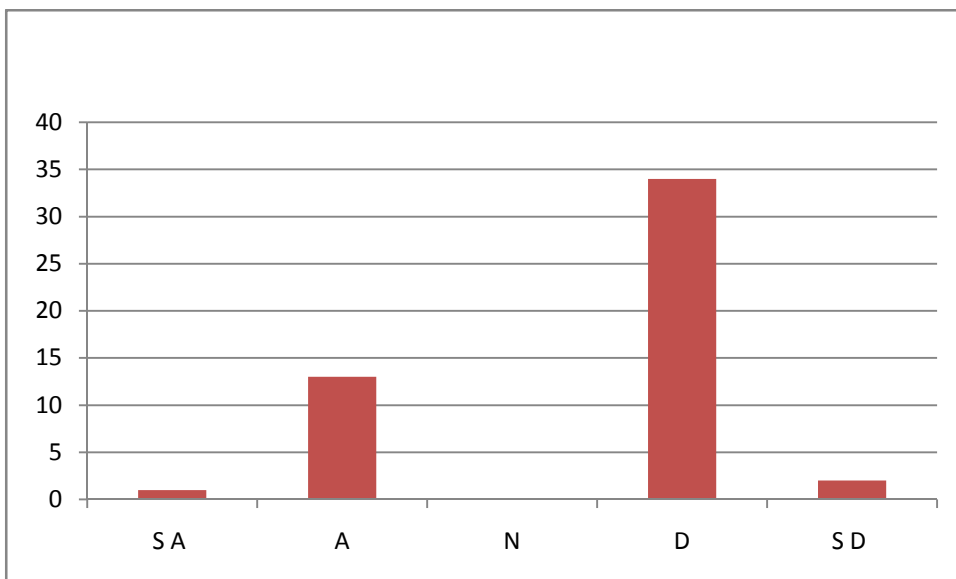


Figure 17 Use of questionnaire

The above diagram shows that 2 % out of 50 teachers strongly agreed and 26 % teachers agreed that they use only questionnaire for collecting data as they feel easy with questionnaire where as 68 % teachers are disagreed and rest 4 % teachers are strongly disagreed with them. It means they use other tools as well.

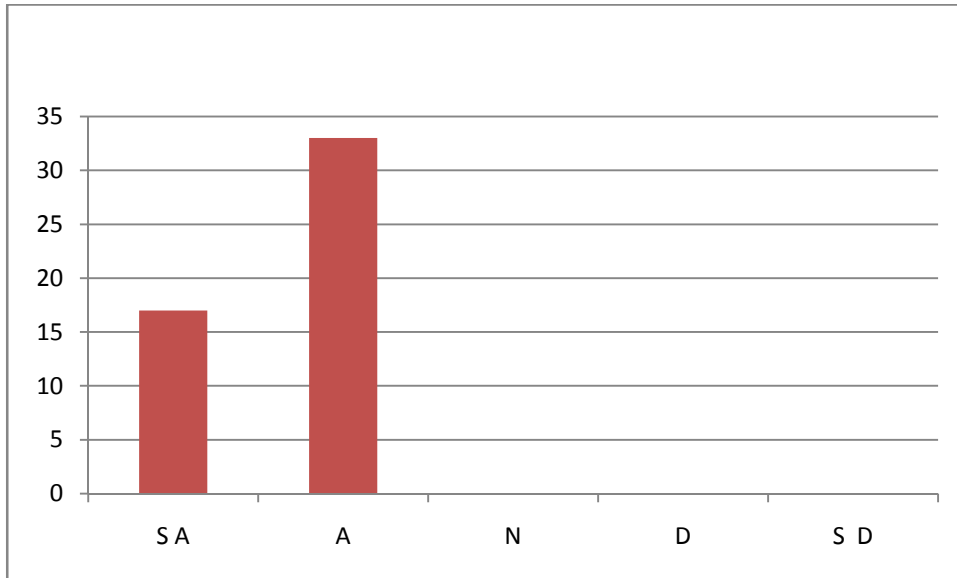


Figure 18 Use of other possible source of data collection

The above Diagram shows that 34 % out of 50 teachers strongly agreed and 66 % teachers agreed that we can use reflective writing, diary, observation forms etc as data collection tools. It means they use variety of research tools in their classroom research for their as well as students teaching learning activities.

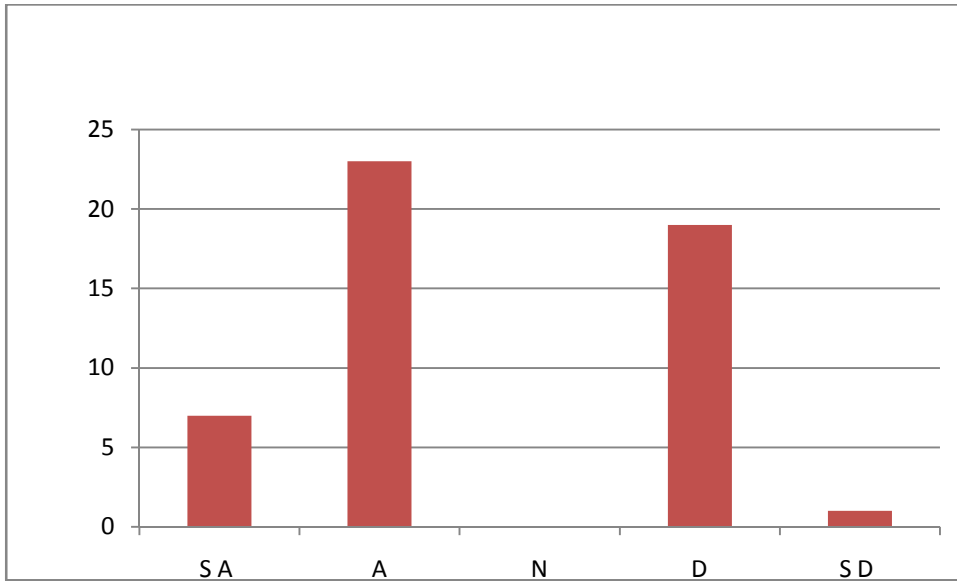


Figure 19 Burden of taking action research.

The diagram shows that 14 % out of 50 teachers strongly agreed and 46 % teachers agreed that they do not take any burden of carrying out Action Research. On the other hand 38 % teachers disagreed and rest 2 % teachers strongly disagreed with them. It means that they carry out Action Research in their class room with full effort and intense purpose.

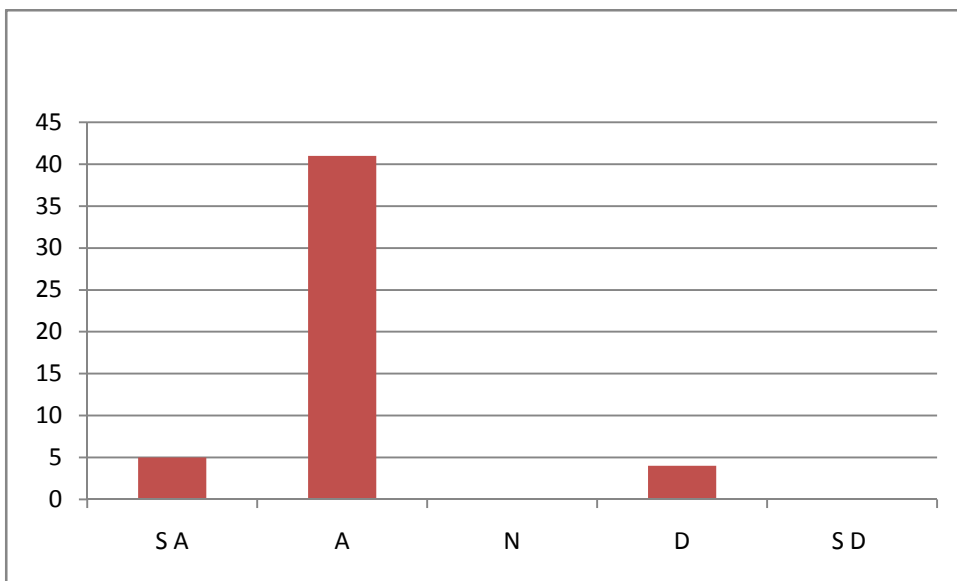


Figure 20 Presentation of report among colleagues.

The above Diagram shows that 10 % out of 50 teachers strongly agreed and 82 % teachers agreed that sometimes they present the report of their research among their colleagues but rest 8% teachers are disagreed with them. It means that they never share the report of their research among their colleagues.

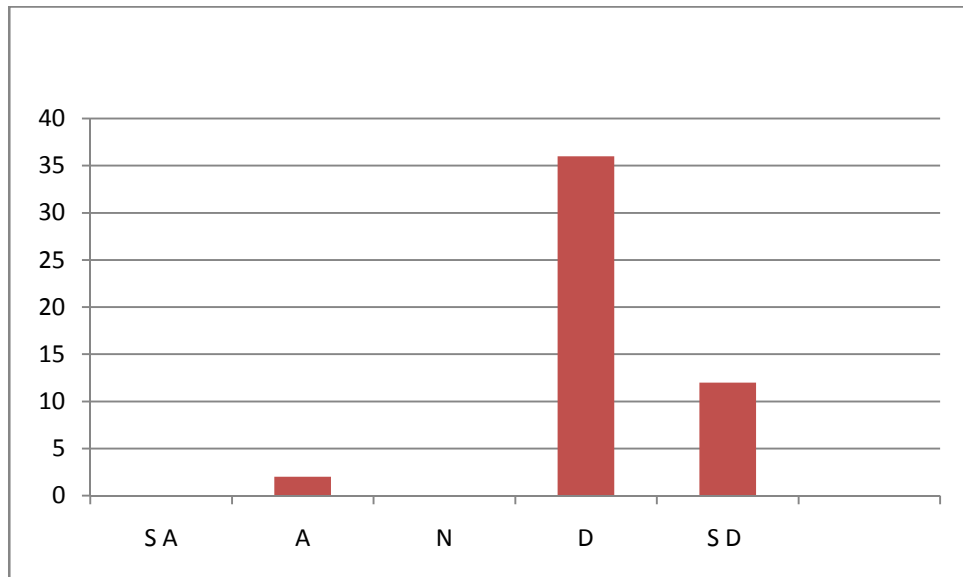
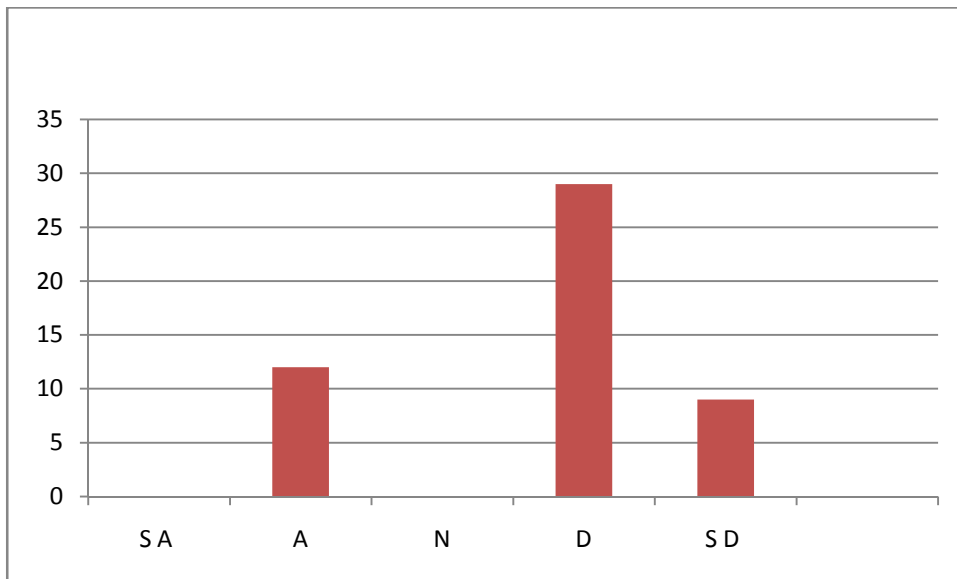


Figure 21 Preparation of action research report

The above diagram shows that 4 % out of 50 teachers agreed that they prepare the report of Action Research just for their promotion, On the other hand, 72 % teachers disagreed and 24 % teachers are strongly disagreed with them in this statement. It means that previous 4 % teachers carry out Action Research just for their promotion but other 96 % teachers carry out Action Research for their professional development.



-Figure 22 Completion of action research cycle

The above diagram shows that 24 % out of 50 teachers agreed that they never complete the cycle of Action Research even if they start since they give up on their research work at the middle but on the other hand, 58 % teachers disagreed and 18 % teachers are strongly disagreed with them. It means that they always complete cycle of their Action Research that they start.

Chapter V

Findings, Conclusion and Recommendations

5.1 Findings

Based on my research, my findings are as follows:

-) Many community school teachers are well-known about action research. Some of the teachers have got the special trainings on action research.
-) The teachers take action research as the best tool to bring change in students' learning
-) The teachers carry out action research in their classroom for their professional development but still they are not fully successful in carrying out action research due to various problems such time management, maximum number of students, lack of required materials and lack of guidance and support by the school department
-) Some teachers have negative attitude towards action research. According to them, action research is boring and time consuming so they don't want to take any burden of conducting action research.

5.2 Conclusion

Action research is one of the trending and helpful tools for the improvement of our teaching learning process as well as our professional development but I found some of the teachers not being succeeded in carrying out action research in their classroom which made me think why they are not being succeeded. After exploring and meeting some school administrators, I came to know that the major problem

associated with it is teachers' carelessness in carrying out action research in their classroom. It fostered my interest so I did research on the topic, 'Teachers' Perceptions and Practices of Action Research In Community schools Of Nepal' with the intension to find out the teachers' general perceptions as well as practices of action research in their classroom. After the research, it is found that many teachers have positive perception about action research and they have been carrying out action research in their classroom.

5.3 Recommendations

Action research is a very significant and practical element which helps us to overcome our classroom problem that we face during our profession and also to develop a fair relationship between teachers and students.

Action research plays very important role in the field of teaching. Hence I recommend that School Administration should provide all the necessary materials and encourage the teachers for carrying out Action Research in order improving the existing situation.

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APPENDIX

Survey questionnaire

Name:

School:

Age:

Section A: Teachers background

Are you male or female?

- a. Male b. female

1. How many years have you worked as a teacher?

- a. Less than 5 years b. 6-10 years c. 11-15 years d. more than 16 years

2. How many action researches have you carried out so far?

- a.1 b. 2 c.3 d. more than five

3. Have you ever received formal training on action research?

- a. Yes b. No

4. Which subject do you teach?

- a. English b. Math/science c. social studies d. other

5. In which level do you teach in?

- a. Primary/basic b. secondary c. higher secondary(10+2) d. other

6. What type of institution do you teach in?

- a. Community b. Public c. Private

Section B: Teachers perspective

		SA	A	N	D	SD
A	I know the action research well.					
B	I feel comfortable carrying out action research in the classroom.					
C	Carrying out action research often excites me.					
D	Action research is the best way to solve the problem in the classroom.					
E	Action research improves the existing situation.					
F	Action research often stresses me out.					
G	Action research is very difficult to conduct in Nepalese EFL classroom					
H	Action research is frustrating and time consuming					
I	Good action research integrates theory, practice and application.					
J	Action research is typically focused on a particular issue within a single classroom.					

Section C: Teachers proficiencies and practices in carrying out action research

		SA	A	N	D	SD
A	I start planning action research whenever I face the problem in the class.					

B	I often explore the problem before I plan for action.					
C	I sometimes talk about the problem with my colleagues.					
D	I usually involve students, parents and my colleagues while exploring on any issue.					
E	I only use questionnaire for collecting data for the research.					
F	We can use reflective writing, dairy, observation form, focus group discussion as data collection tools.					
G	I do not take any burden of carrying out such research in the classroom.					
H	I sometimes present the report of my research among my colleagues.					
I	I prepare the report of action research just for promotion.					
J	I never complete the cycle of action research even if I start.					

Note: SA- Strongly Agree

D- Disagree

A - Agree

SD- Strongly Disagree

N – Neutral