



Exploring Factors In Teachers' Action Research: A Case Study Analysis

Azlin Mokhtar^{1*}, Bity Salwana Alias², Mohamad Sattar Rasul³

¹Education Administration, Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia, Email: p133504@siswa.ukm.edu.my, Tel: 012 - 2309539

²Center for Leadership and Education Policy Studies, Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia, Email: bity@ukm.edu.my

³Center for STEM Culture Studies, Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia, Email: drsattar@ukm.edu.my

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ABSTRACT

Cultivating action research in schools and improving teachers' research skills began to gain global attention. However, the extent to which teachers implement action research and what factors influence the implementation of action research by teachers is still a question. Therefore, the purpose of this study is to explore the views of State Department of Education officials, head teachers, and teachers involved in implementing action research in schools, particularly about the factors that influence teachers to implement action research. This survey study involved four study participants using a purposive sampling method. Data was collected using semi-structured interviews online using the Google Meet platform. Data analysis is done thematically. The study results show three main themes related to the factors that influence the implementation of action research in schools: training and guidance, commitment to change, and management support. However, an educational gap arises in the implementation of action research in schools, namely the lack of awareness of the importance of training and guidance as well as commitment to change. The need to improve leadership skills and management support among administrators and teachers was also stated. The implications of the study highlight the need for continuous professional development among teachers, foster a culture of research and reflection, and encourage strategic management to align research objectives with the school's vision and mission and improve the quality of education. Awareness of the importance and implementation of action research by teachers will improve students' skills and performance and support national education goals in improving the quality of teaching and learning. Further studies are recommended to form a framework for cultural management of action studies research to be used as a guideline for educational institutions and schools in achieving teachers' goals as explorers and creators of new information.

Keywords: education, action research, professional development, management

I. INTRODUCTION

Implementing action research in schools is an effective way to apply the investigative process in education. Introduced by Kurt Lewin in 1946, action research has become increasingly popular as a concise research method, especially in the educational context (KPM, 1998, 2000). Its primary goal is to cultivate a culture of inquiry among teachers and assist them in enhancing professionalism in the teaching and learning process (Ghazali, 2022; Mat Rashid, 2011). Action research or reflection is part of a strategy to improve educational practices (Arnold & Norton, 2018), which, if implemented in a balanced and harmonious manner, will foster the formation of an action research culture within schools. This requires a meticulous and continuous process of assessing, designing, implementing, and re-evaluating the steps taken to enhance teaching and learning (Kemmis & McTaggart, 1988; Siswadi, Tiwan & Abu Dharin, 2024). Moreover, action research also involves systematic self-reflection conducted by educational practitioners within their own social environments (Kemmis & McTaggart, 1988). Teachers engaging in action research in schools can strengthen their practical understanding and abilities in conducting such research.

The research process, particularly action research, plays a crucial role in the professional development of teachers. Through action research, a culture of continuous learning among teachers and staff can be fostered, creating an environment where learning occurs through sharing and reflection (Ibrahim, 2021). Teachers can strengthen their professionalism in line with the educational aspirations of the nation and the Malaysian teacher competency standards, ensuring optimum teaching and learning quality for students. This process also enables teachers to enhance their teaching skills (Messikh, 2020), understand student needs, and plan appropriate interventions (Aziz & Sulaiman, 2021; Rahim, 2020; Ahmad & Abdullah, 2020; Wong, 2021). Teachers can take the initiative to build a culture of continuous learning among peers and school staff. They can encourage knowledge-sharing activities, reflective discussions, and collaboration to enhance teaching and learning practices.

Through action research, school management can gather relevant data and empirical evidence to identify issues that require attention, design appropriate interventions, and assess their effects (Ahmad, 2021; Misra & Saha, 2021). By implementing the findings of action research, school management can identify best practices in teaching and learning carried out by teachers. The outcomes of action research can also assist school management in designing suitable professional development programs to enhance teachers' teaching skills and improve teaching quality in the school (Shdeki & Smadar, 2022; Alhazmi & Schmeiser, 2020). Subsequently, teachers can take action based on the results of action research in designing interventions and appropriate strategies to address the identified issues.

Action research has been identified as an effective tool in the professional development of teachers and the improvement of teaching and learning quality. However, teacher participation and commitment in this process can be hindered by several crucial factors. A lack of awareness about the benefits of action research (Ag-Ahmad, Mohamed & Bakar, 2023; Widayati, MacCallum & Woods-McConney, 2021) and insufficient support from school leaders (Adhikari, 2023; Nquyen, Dao & Iwashita, 2022; Tindowen, Guzman & Macanang, 2019) in promoting this culture in schools can impede teacher participation and commitment in the process. Therefore, a systematic approach to enhancing teachers' awareness and understanding of the crucial role of school leaders in developing a culture of action research in schools needs to be considered. With strong support from school leaders, teachers will be more inclined to actively engage in the action research process, resulting in positive impacts on their professional development.

Teachers engaged in action research, particularly concerning the use of technology in teaching, can assess the impact of digital learning applications on student achievement and refine their strategies. Action research provides various benefits, including developing data analysis skills (Cortes, Pineda & Geverola, 2021), creating a more collaborative learning environment (Myrberg, Johansson & Rosen, 2019; Cohen-Vogel, 2018), and assisting in school's strategic management (Leithwood & Jantzi, 2008). Additionally, action research stimulates knowledge sharing and collaboration among teachers and school staff to enhance collective understanding of best practices in teaching and learning (Wong, 2022; Abdullah, 2020). Teachers can utilize data collected through action research to assess the impact of technology use in teaching on student achievement. They can analyze the data to identify the strengths and weaknesses of digital learning applications and refine their teaching strategies based on the results of action research.

The Twelfth Malaysia Plan, 2021–2025 (12MP), aims to enhance future talent through the improvement of education quality. Teachers, as the backbone of a quality education system, need to be empowered with contemporary pedagogical skills to adapt to the challenges of 21st-century education and the demands of the Fourth Industrial Revolution (Teacher Professionalism Division, 2023). Advancing the quality of teaching and learning and innovatively solving problems to address issues in schools are crucial for improving learning outcomes (Billy & Taat, 2020; Latipah & Khairuddin, 2021) and facing teaching and learning challenges (Mertler, 2021). These efforts need to be intensified by implementing action research, which has been proven to have a positive impact in achieving educational goals (Hashim et al., 2023). Action research can help teachers become more creative in solving teaching problems by exploring various alternative solutions and applying innovative methods to enhance their teaching. By utilizing a systematic research process, teachers can continuously learn and adapt their teaching strategies to achieve better effectiveness in student learning. This fosters a culture of creativity and continuous learning among teachers, supporting the improvement of teaching and learning quality in schools.

The data in Table 1 indicates a lack of participation in state and national-level action research and innovation, with the majority of participants coming from the same schools and some schools not sending any participants. Teachers may not perceive clear value or benefits in participating in action research and innovation, and they may also lack support and recognition from school leaders in stimulating teacher participation in action research. Therefore, it is important to identify effective management practices in fostering a culture of action research among teachers to make it more widespread and of higher quality, thus enhancing the professional development of teachers.

Table 1: Participation Data of Primary and Secondary School Teachers Federal Territory of Putrajaya

No	Event	Primary School	Secondary School
1	Federal Territory Education Convention Putrajaya 2021	31 participants	32 participants
2	Federal Territory Education Convention Putrajaya 2022	25 participants	18 participants
3	Putrajaya Education Digitalization Cooloqium (KI3P) 2023	31 participants	17 participants
4	Pioneering Innovative Academic Rovolution Carnival (MeRAB 2023)	6 participants	4 participants

Despite the growing recognition of the importance of action research in education, there are still shortcomings in its implementation. This preliminary study aims to gather initial information to identify factors influencing the implementation of action research by teachers.

Therefore, the research question for this study is:

1. What are the factors influencing the implementation of action research by teachers?

This paper consists of four main sections. Firstly, an introduction section involving discussions as mentioned above. Secondly, the paper will delve into literature review, research methodology, findings and discussions, including implications and suggestions for further research

II. LITERATURE REVIEW

The literature review delves into three key areas essential for understanding the role of action research in professional development among teachers. Firstly, it examines the intersection between action research and professional development theory, highlighting the theoretical underpinnings that inform the use of action research as a tool for teacher growth. Secondly, it explores the importance of research knowledge and skills in facilitating successful action research endeavors among educators. Lastly, it investigates the landscape of action research among teachers, examining trends, challenges, and best practices in its implementation within educational settings. Together, these components provide a comprehensive overview of the theoretical foundations, practical considerations, and current realities shaping the integration of action research into teacher professional development initiatives.

A. ACTION RESEARCH AND PROFESSIONAL DEVELOPMENT THEORY

In school management, the professional development theory emphasizes the importance of continuous learning and professional growth in enhancing teacher performance. Through the implementation of action research, this theory highlights the role of research as a tool for teacher growth and learning. Donald Schön's concept of "reflection-in-action" (1987), as depicted in Figure 1, underscores the significance of ongoing reflection in practical action as the foundation for professional growth within the workplace context. Action research conducted in schools can leverage this concept to evaluate and improve their practices when implementing changes. Through action research initiatives, teachers can identify strengths and weaknesses and make necessary adjustments to enhance the effectiveness of these initiatives. By applying the concept of "reflection-in-action," an active and innovative culture of continuous learning can be demonstrated. The strength of these reflective skills also has the potential to enhance student learning and improve the quality of teachers' professionalism. By integrating Schön's professional development concept with action research, schools can achieve broader educational transformation goals to enhance academic excellence and student development (Hisham & Kutty, 2021; Taylor, 2017).

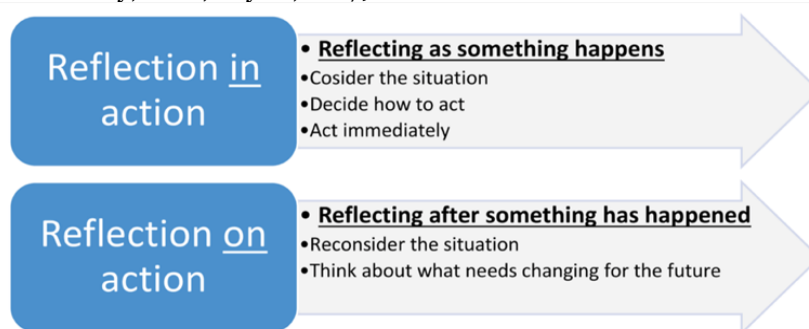


Figure 1 : Schön's Professional Development Theory (Reflective Thinking)

Source : Schön, D.A. 1987. *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*.

Schools can give teachers the ability to improve educational quality and student development through ongoing reflective practices by integrating action research with Schön's professional development idea. In Zakaria's study from 2020, the importance of reflecting on teaching methods is explored. Reflective practice is seen as helpful for teachers to improve classroom instruction and students' learning. The paper focuses on two main things: how teacher training programs encourage reflective practice, and how this practice relates to student performance. It's a timely discussion because research shows that professional development for teachers has a big impact on how well students do. Most of these programs focus on teachers working together to make teaching better and help students do better in school. Many educators believe that reflective practice is at the core of these programs, helping teachers to think about their teaching and make it better.

B. RESEARCH KNOWLEDGE AND SKILLS

Research, as a structured discipline, involves systematic steps (Froehlich, Hobusch & Moeslinger, 2021; Creswell, 2014). The process encompasses various essential components, starting from generating a research idea, conducting a thorough literature review, designing the study, obtaining ethics approval, data collection, analysis, and ultimately publishing the results (Priya et. al, 2016). These steps provide a comprehensive outline applicable to various research projects, with some variations in the number and sequence of activities depending on the specific project requirements (Ajit, 2021).

Teachers can utilize action research to analyze their teaching, examine strengths and weaknesses, and seek improvements for student performance (Riyanti, 2021; Cochran-Smith & Lytle, 2009; Berenyi & Deutsch, 2018; Raba, 2017; Leahy et al., 2013; Ismail & Surat, 2024; Ratna & Sita, 2020). In action research, a culture of continuous learning in schools is strengthened by emphasizing reflective, innovative attitudes, and knowledge sharing (Tan & Othman, 2020; Shkedi & Smadar, 2022; Hui & Olafsson, 2020; Mohd Sharif, 2021; Abdullah, 2020). Teachers engaging in action research develop critical thinking skills, becoming effective problem-solvers in the classroom (Seema, 2022). Through action research, teachers can test new and innovative teaching approaches, foster a culture of renewal and innovation, and strengthen continuous learning in schools (Lim & Kaur, 2020; Tan, 2021). Additionally, action research encourages educators to be reflective practitioners, creating change, observing its effects, and refining their professional practices through observation, planning, action, and reflection (Srivastana, 2022; Bankauskiene, 2019).

C. ACTION RESEARCH AMONG TEACHERS

Teacher action research is vital for fostering a robust research culture within schools, serving as a conduit between research and practical application in educational settings (Samosa, 2021; Godfrey, 2016). It facilitates collaboration between teachers and professional development leaders, nurturing a scientific problem-solving mindset among educators (Johannesson & Olin, 2023; Lambirth et al., 2021). By engaging in action research, teachers transition into researchers, actively contributing to the enhancement of teaching practices and their own professional growth. The cyclical process of action research, encompassing defining the research focus, planning, acting, evaluating, and reflecting, fosters the development of a teacher's research culture (Johannesson & Olin, 2023; Lambirth et al., 2021).

Continuous engagement in research practices supports evidence-based improvement initiatives and cultivates research skills among educators (Puspitasari et al., 2021; Tindowen, Guzman & Macanang, 2019). A supportive environment from school management is instrumental in nurturing a robust research culture within educational institutions (Sirait et al., 2022). Furthermore, teachers involved in action research tend to implement more effective and innovative teaching methods, leading to improved academic achievement and holistic student development (Ng & Wong, 2021; Puspitasari, 2021; Wen & Qing, 2024; Tan & Lim, 2022; Lim, 2021).

The integration of social media and mobile applications has emerged as a pivotal factor in fostering teacher engagement and participation in action research for continual professional development (Noor, Ahmad & Zainudin, 2021). Teachers embarking on action research initiatives often encounter significant hurdles in accessing the requisite resources and support systems necessary for conducting their research effectively. These challenges, as identified in the literature, encompass a spectrum of issues ranging from methodological expertise to practical constraints. Insufficient methodological expertise poses a substantial barrier for educators venturing into action research projects (Oestar & Marzo, 2022; Myla & Bernadatte, 2023). Another critical area of concern is the lack of practical knowledge, resources, and skills required to undertake action research initiatives (Behforouz, Al Ghaithi & Al Weshahi, 2023; Oestar & Marzo, 2022).

In a recent study by Abdulaziz Al-Qahtani, Mohammed Almalki, & Amin Albeladi (2024), it was discovered that teachers in Saudi public schools face obstacles that prevent them from engaging in action research. These barriers include limited understanding, heavy workloads, insufficient professional development opportunities, and negative administrative attitudes. Additionally, the lack of financial incentives and teacher demotivation were identified as significant factors contributing to these challenges. Furthermore, time constraints emerge as a pervasive challenge in the realm of action research (Amin, Rashid & Teh, 2019; Norasmah & Chia, 2016). Teachers need to balance teaching and non-teaching duties. Consequently, addressing these challenges becomes imperative to ensure the continuous professional development of teachers and the efficacy of educational practices.

III. METHODOLOGY

A. STUDY DESIGN

The design of this study is a survey using a qualitative approach. This study design focuses on participants' perspectives when describing their experiences (Merriam & Grenier, 2019).

B. STUDY SAMPLES

Participants in the study were selected through purposive sampling involving an officer managing the Action Research Convention in the Federal Territory of Putrajaya, two primary school principals in Putrajaya, and a teacher involved in action research at a school. All four participants have a minimum of three years of work experience, as indicated in Table 2 summarizing their demographics. Demographically, the study participants consist of three females and one male aged between 32 and 53 years old. All study participants are Malay. The selected study participants met predefined criteria to ensure they have in-depth understanding of the issues under investigation (Merriam & Tisdell, 2016).

Table 2: Summary of Participants Demographics

Respondents (PK)	Gender	Age	Teaching Experience
PK1	Female	51	26
PK2	Female	53	28
PK3	Male	32	4
PK4	Female	49	25

C. STUDY LOCATION

The study was conducted in three national primary schools (SK) in the Federal Territory of Putrajaya. This was based on the involvement of Putrajaya teachers in the previously conducted Convention (Table 1), as well as the availability of resources and infrastructure in Putrajaya schools. The excellent infrastructure and adequate resources facilitated teachers in Putrajaya to conduct their research without logistical hindrances.

D. STUDY INSTRUMENTS

Data was collected through a semi-structured interview method. Interviews are an appropriate means to gather comprehensive information about individuals' experiences and social phenomena in an educational environment (Nigel, Horrocks & Brooks, 2019). The data collection for interviews followed Cresswell's interview guide (2014). The interview content pertained to the research questions, namely the factors influencing the implementation of action research in schools such as:

- (a) What are teachers' perceptions of the importance and benefits of action research in their teaching context?
- (b) What are the factors that support or hinder teachers in implementing action research?
- (c) What support do teachers receive from school management in conducting action research?

E. VALIDITY AND RELIABILITY

The interview protocol was developed, and to enhance the study's credibility (Yin, 2017), the instrument was reviewed by two experts: (a) a qualitative research expert and (b) an expert in educational management. Both experts are from the Faculty of Education, National University of Malaysia.

F. DATA COLLECTION PROCEDURE

The interviews were conducted using a semi-structured interview method and carried out online via Google Meet for the convenience of the research participants. Each interview session lasted between 30 to 45 minutes, conducted in Malay and recorded with the participants' consent. The interview recordings were subsequently transcribed verbatim and validated by the research participants.

G. DATA MANAGEMENT AND ANALYSIS

The interview data was analyzed thematically. Data analysis followed the framework outlined by Miles, Huberman, and Saldana (2018). Determination of themes and sub-themes in this study was conducted through four steps: (a) initial analysis involved reading the transcripts multiple times to understand the data and make concise notes; (b) coding process was carried out by dividing and marking relevant text segments; (c) identified codes were grouped under similar themes, ensuring each code carried the same meaning; (d) establishing connections and relationships between themes. Peer review method was employed to validate the developed themes and sub-themes. The aim was to verify and gain different perspectives from what the researcher had in mind (McMullin, 2021).

IV. FINDINGS AND DISCUSSION

The findings from the interview analysis of research participants are presented based on three emerging themes related to the factors influencing the implementation of action research by teachers in schools, namely, (a) training and guidance, (b) commitment to change, and (c) management support, as depicted in Figure 2.

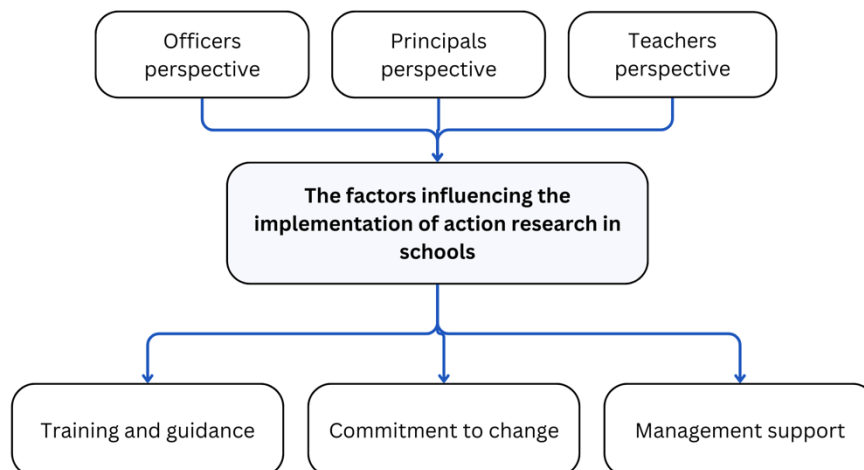


Figure 2 : Summary of themes : Factors influencing the implementation of action research in schools.

A. TRAINING AND GUIDANCE

One of the themes frequently mentioned by the study participants regarding the implementation status of action research in schools is training and guidance. Participants highlighted the training and guidance opportunities and support provided by school management, the State Education Department, the Malaysian Teacher Education Institute, and other stakeholders in conducting action research. The briefing sessions on action research implementation by the State Education Department are considered the main essence of training and guidance for conducting action research, as expressed by PK1, PK2, PK3, and PK4.

"The school indeed requires guidance and collaboration for the implementation of action research from the State Education Department" (PK1)

"In 2020 and 2021, the action research involved Islamic Education teachers. Why weren't teachers from other subjects exposed to action research? Teacher training institutes have connections with schools; exposure to teachers, the institutes can assist in exposing them to action research and so on" (PK2)

"PLC collaboration with other subject panels as a collaborative practice" (PK4)

"If the guidance is in a group setting, it's still okay and encourages the implementation of action research, but if it's individual, it's difficult to do, especially in the data collection phase of the study." (PK1)

"In my view, there are some schools that are not open and do not support the implementation of action research in the school. There were no representatives present to listen to briefings and empower action research in the school. No teacher representatives were sent to receive guidance from SISC+. If there were, more teachers could be guided to conduct action research." (PK1)

"Teachers do not receive full support to conduct action research." (PK1)

"To cultivate action research, schools can try to take the first step. The headteacher needs to support and guide teachers interested in action research." (PK2).

"The management fully supports. Experienced team members (veterans) also participate in action research. They have previously guided interested teachers in conducting action research." (PK3)

"In 2022, there was a briefing on action research for representatives from each school in WP Putrajaya. Many have conducted action research." (PK1)

The theme of training and guidance emerges prominently among study participants when discussing the implementation status of action research in schools. They emphasize the importance of support provided by various stakeholders, including school management, the State Education Department, and teacher education institutes, in facilitating action research endeavors. Specifically, participants highlight briefing sessions conducted by the State Education Department as essential for training and guidance on action research implementation (PK1, PK2, PK3, PK4). However, challenges arise in ensuring comprehensive support and participation from all schools, with some lacking representation and engagement in briefing sessions and guidance initiatives (PK1). Despite these challenges, participants stress the critical role of school management in fostering a conducive environment for action research, urging for greater support and guidance from

school leaders (PK1, PK2, PK3). Nonetheless, instances of effective management support are noted, with experienced team members actively guiding interested teachers in conducting action research (PK3). Overall, the narratives underscore the significance of collaborative efforts and effective guidance mechanisms in promoting action research within schools, highlighting the need for ongoing support and engagement from all stakeholders to facilitate its successful implementation.

B. COMMITMENT TO CHANGE

"The study participants also illustrate the individual commitment to playing a role in implementing action research in schools. Commitment to change refers to the amalgamation of interest, motivation, perspectives, exposure, and participation possessed by an individual to actively engage in the research process and practice change in the educational environment. This aligns with the views of the respondents below."

"There are teachers who have been serving for more than five years, still interested in being guided for the implementation of action research. So, they conduct action research." (PK1).

"Young and new teachers involved in action research are due to their motivation and interest in action research." (PK2).

"Commitment to carry out action research is very important because it helps teachers to see from various perspectives." (PK2).

"The teachers were not exposed to the original purpose of conducting action research, which is to solve educational problems. They requested training and guidance." (PK2).

"I started working at JPWPP in 2021. I am interested in action research and also participated in the Putrajaya Education Convention 2021 (the first national-level event organized in collaboration with YGTHO). Participation was encouraging." (PK1)

"I began to engage in innovation and action research (AR) since my time at the Teachers' Training Institute (IPG). In 2016 (during the student preparation program at the Malay Language College, I implemented innovation). Participation in action research and best practices is only twice. Since 2016-2023, there have been four products that I have produced. My highest level of involvement is at the international participation level; Korea, Thailand, and Bandar Aceh. I like it." (PK3).

The study participants show a strong commitment to implementing action research in schools, driven by their interest, motivation, and eagerness to make positive changes in education. Some teachers, regardless of their years of service, actively seek guidance for action research, while younger educators are motivated by their enthusiasm for research (PK1, PK2). They recognize the value of action research in providing different perspectives and problem-solving approaches in education (PK2). However, some teachers feel they lack initial exposure to the purpose of action research and request training and guidance (PK2). Participants share their personal journeys with action research, from their early engagement during teacher training to active involvement in national and international forums, highlighting their ongoing dedication to innovation and research-driven practices (PK1, PK3). Overall, these stories reflect educators' intrinsic motivation and ongoing commitment to using action research to improve teaching and learning.

C. MANAGEMENT SUPPORT

Management refers to the process of planning, implementing, and evaluating strategic measures to achieve the goals of the school. Management involves the effective use of resources, a deep understanding of the internal and external environment, and the involvement of all parties involved in achieving organizational excellence. Management support for action research can enhance the implementation of action research by teachers. This summary is based on the following statements:

"The schedule is also very tight, with many ad hoc programs from the Department and MOE as constraints." (PK4).

"The teachers have actually been exposed to this action research since their time at the Teacher Training Institute. However, many have already forgotten. It should be the role of the headmaster and management to always inform and remind them to carry out reflection and action research." (PK4).

"The PGB has closed the 'door', causing teachers to be deprived of opportunities." (PK1).

"For teachers aiming for a grade promotion, the management can conduct an action research as a prerequisite for grade advancement." (PK2).

"The Headmaster, as a role model, also shares the action research conducted at the school (writing the sentence 'I Will, I Can' on the whiteboard to replace the OPKK writing) to the level of conventions organized by IAB." (PK4)

"For the application of excellent teachers, conducting action research and participation can be used as support for the application of excellent teachers." (PK4).

"The guidance at schools like SKPP 16(1) is very open. Teachers have been accustomed to the RISE program since 2018. Presenting the best practices of school-level action research every year has become a culture of action research." (PK1)

"KPP Year 2022: Participation is open. SISC+ provides guidance sessions for interested schools and teachers. There is a trend of the same teachers being involved."(PK1)

"It is very important because it helps teachers to see from various perspectives. When a teacher conducts action research, it can address the conclusions present in their problem, resolving them one by one, from big issues to small ones ... I give it a score of 8 - very important." (PK2)

"When I moved to this school, I found that the PAK21 practices were lacking."(PK2)

Management plays a crucial role in supporting teachers' engagement in action research within schools. Despite challenges like tight schedules, effective management can encourage reflection and research among teachers (PK4). They can also incentivize participation, such as using action research as a requirement for grade promotion (PK2). Leading by example, school leaders can share research findings, fostering a culture of research (PK4). Some schools have established open guidance programs, integrating action research into their practices (PK1). Teachers recognize the importance of action research in addressing educational issues and enhancing problem-solving skills (PK2). In summary, management support is essential for promoting action research among teachers and improving educational practices.

The theme of training and guidance, as emphasized by study participants, is crucial for promoting action research in schools. Participants highlight the significance of support from stakeholders such as school management, the State Education Department, and teacher education institutes in facilitating action research endeavors (PK1, PK2, PK3, PK4). Despite challenges in ensuring comprehensive support, effective management plays a critical role in fostering an environment conducive to action research, even amid tight schedules (PK4). Teachers' intrinsic motivation and commitment to action research further underscore its importance in improving teaching and learning (PK1, PK2, PK3). Moreover, management support is essential for promoting action research among teachers and enhancing educational practices, including through the integration of action research into school practices (PK1). This emphasis on training, guidance, and management support aligns with the notion that teacher professionalism, as outlined in Malaysian Teacher Ethics and Malaysia Teacher Standards (MTS) 2.0, is closely tied to quality, moral, and ethical work practices. Teacher development programs are vital for ensuring teachers reach the expected level of competence, highlighting the significance of ongoing support and engagement from stakeholders to facilitate successful action research implementation and enhance teacher professionalism.

V. CONCLUSION

The study delves into the factors affecting the implementation of action research by teachers in schools, identifying key themes of training and guidance, commitment to change, and management support as pivotal influencers. These findings carry significant implications for promoting action research among educators, emphasizing the importance of continuous professional development, leadership enhancement, and strategic management alignment within schools.

Despite its contributions, the study acknowledges limitations, including its narrow focus on a specific state and qualitative methodology. Recommendations for future research encompass broader multi-state or national studies, quantitative assessments, exploration of technology's role, and long-term effects on student performance.

By providing insights into teacher engagement in research activities, the study enhances understanding in the field of education. It offers actionable recommendations for professional development programs and school management practices, setting a foundation for continued research to advance educational administration and teacher development. Ultimately, this study enriches the discourse on fostering a culture of action research in schools, aiming to enhance teaching practices and educational outcomes.

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