

IDENTIFYING THE DIFFICULTIES IN CONDUCTING ACTION RESEARCH AMONG SECONDARY SCHOOL TEACHERS IN SELANGOR

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The value of educational research has become evident that research is very useful in Malaysian educational system. Teachers should improve their knowledge and skills in teaching and learning through new inventions by conducting action research. However, the number of teachers, conducting action research in schools still low as they have some difficulties in conducting action research. The teachers are not that equipped with the necessary research knowledge and competence to conduct action research. Much of the past research focuses on teachers' perception about the research activity but fails to consider what are their difficulties to conduct research. Hence, this study aims to identify the difficulties faced by the teachers in conducting action research. This study uses a quantitative methodology, and teachers were given questionnaire forms to get their viewpoints on research knowledge, research competence and barriers in conducting action research. The data showed that teachers have difficulties in conducting action research as they are lack of research knowledge and skills that necessary for conducting action research. Further research need to use other research methods to identify difficulties in action research among teachers.

Keywords: *Teachers, Action Research, Difficulties, Barriers, Competence, Knowledge, Research Skills*

INTRODUCTION

Teachers can express their voice and make ways for innovation in education by conducting action research. Globally, teachers are encouraged to conduct the research to enrich their knowledge in teaching practice, enhance pedagogical content knowledge, and understand students' needs (Burns & Westmacott, 2021). Thus, the terms 'action research' and 'teacher-as-researcher' have become fashionable in 21st century education. The topic that always highlighted by teacher as researcher connected to the pedagogical reflection. To be a teacher means to observe students and study classroom interactions, to explore a variety of effective ways of teaching, and to build conceptual frameworks that can guide one's work (Burnaford et.al, 2019). The roles of teachers are not just standing and observing their classroom from distance but they need to be in the middle of students in the classroom and make changes

through the research. Hence, the idea of a teacher-as-researcher has achieved great value because the teachers have the role to bring transformation in education.

The previous studies showed that some teacher have positive attitude towards the research and they identified the concrete benefits for their practice (Cloonan, 2019). Based on these perspectives, it could clearly show that the teachers are acknowledging the inherent inquiry component that appear in their teaching to next stage with incorporating the identified issues and find the solution by conducting the research. The teachers understand that the changes in teaching and learning process never come easily just when the teachers teach differently unless they make the changes as teacher researcher, (Wangdi & Tharchen, 2021).

Action Research in Education

The concept of action research was introduced to Malaysia in the 1990s by the Ministry of Education's Education Planning and Research Department (EPRD). Since then, Malaysia's Ministry of Education has made many significant changes and reforms to the education system from time to time to improve the quality of teachers and their teaching and learning. The potential is enormous for research to inform and lead attempts to renew and improve teacher education in the Malaysia. Action research does not provide generalized conclusive results, but it does help teachers to understand how their activities fit into the larger educational framework, which helps them improve their own classroom management and practises (Burns & Westmacott, 2018). The term of action research in education is described as a tool for teachers and administrators to understand the process of the teaching and leadership processes (Felix, 2019).

Action research is a reflective inquiry can be used by teachers to improve educational practice and resolve the problems arise in their teaching and learning. Action research seek to intervene in deliberate way to solve the problem in education and then bring changes and improvement in practice (Darin, et.al, 2019). In today's setting, teachers are encouraged to engage in research to identify the problems and create a solution for their problems on classroom issues, school issues or teacher issues. The Malaysian Education Master Plan (2013-2015) seeks to address the curriculum issues in school include strengthening reflective practice, such as teaching practice and action research. In Malaysian context, Studies have shown that teachers' professional development is mostly perceived as highly structured and rigid, but equally frustrating and ineffective when it comes to actually implementing reforms.

Action Research Competence

Research competences will serve as a tool for the growth of teachers as self-improvement and their organization settings. It is of paramount importance as modern teachers need research knowledge and competence because research is a credible scientific study process to gain new knowledge or inventions. Teachers must empower themselves to know more about action research to handle difficulties that arise throughout the inquiry and awareness of doing research. However, problems in conducting research occurred among teachers when conducting action research in the classroom. The following are the skills and research competencies that were discussed in this study:

1) Research Competence 1: Defining Problem

This research skill knowledge needed to find the problems or issues for research. The analysis of the problem leads to the determination of the research topic including clarify details of the problems to be clearer especially the background of the research. The

background of the research scope important as research variable to clearly define the objectives and the questions that need to be answered in research.

2) Research Competence 2: Related Theories Knowledge

Related theory knowledge refers to the knowledge and competence required to study and find information from a variety of sources, including books, articles, journals, research papers, theses, research reports, and other materials having content that is pertinent to the research issue. The study of related researches and documents is a process of searching, collecting, compiling knowledge, concept, academic theories and knowledge important in planning and designing quality researches.

3) Research Competence 3: Skills in Framing Concepts and Research Hypotheses

Framing concepts and research hypotheses refer to the knowledge and ability of researchers to visualize conceptual diagrams in searching for research answers. The conceptual framework and variables were unclear which effect the overall picture of the research that made the result also unclear.

4) Research Competence 4: Research Design Skills

Research Design Skills refers to the knowledge and ability to plan layout of a research approach and procedures to conduct research in order to obtain answer for research problem effectively, the author's research findings showed that the researcher formulated failed to select the correct model resulting the quality of research and the value of such researches were at moderate levels.

5) Research Competence 5: Determining populations and samples

Determining populations and samples refers to the knowledge and ability to select appropriate sampling methods to obtain a good representation of the population. Researcher should be unbiased selecting the sampling method and can use a random method that allows each unit of the population to have the same chance of being selected by random sampling.

6) Research Competence 6: Research Tools

Finding the research tools refers to the knowledge and ability to select the type of research tools to be suitable for the research. The author's findings found that the teacher researcher built the research tool that not in accordance with what they want to measure because the research result inconsistent with research questions and objectives.

7) Research Competence 7: Collecting Data

Collecting data skill refers to knowledge and ability to bring various types of research tools to analyse the data to match the problem or issues that related to research. The teacher researcher should specify the details of the data collection that make the quality research.

8) Research Competence 8: Data Analysis

Data analysis skill refers to knowledge and ability to choose statistics to analyse the data correctly and appropriately with objectives. The author's findings found that the teacher researcher presents inappropriate research data findings. The research results should be presented comprehensively, meets the purpose or research hypothesis, and able to interpret the research results correctly in the form of tables, graphs or charts, etc.

9) Research Competence 9: Interpreting and Summarizing Results

Interpreting and Summarizing results refers to knowledge and ability to explain and summarize the results of data analysis from knowledge texts and the numbers to be relevant and able to answer the research objectives and questions. The author's findings from the research showed that the teacher researcher's discussion of results and writing research recommendations was not clear.

Challenges in Action Research

Practice action research in education could help the teachers to improve their understanding of their practice and enhance their professional development. Education Planning and Research Division (2008), also support the teachers to develop a deep understanding of teaching phenomena that they encounter in their classroom by conducting action research. Conducting action is not an easy process because it involves a significant amount of time for planning, approval, implementation, and data collection, analysing data and reflecting on the process (Munir, 2021). The challenges can be classified as school factors and teacher factors. According to the research conducted by Ulla (2018), there are some challenges in conducting research listed as follows:

1) Lack of Time

The constraint is one of the most significant obstacles for teachers to conduct action research lack of time for writing report and contribute to difficulties in conducting research among teachers. The teachers reported having teaching loads that were higher than required leaving them with little time many and energy for research. The teachers have difficulties in balancing their teaching and non-teaching responsibilities with a high workload makes them not engage in conducting action research. Additionally, engagement in action research making, presenting, and publishing, constraints, and heavy workloads (Kutlay, 2012).

2) Knowledge

The teachers have difficulties conducting action research because they lack of knowledge specifically in literature searches, acquiring data, and communicating research findings (Tindowen et.al., 2019). The teachers need to have skills to plan, collect data, analyse data, and translate the data to action. The teachers need to know more about action research and need to have the knowledge to engage in action research. Lack of in-depth knowledge in action research prevents the teachers from implementing action research because they simply do not have the required knowledge of action research skills (Shamsahhimi, 2007). The teacher does not know whom to consult when they faced problem with the related problem in conducting action research (Madzniyah, 2006).

3) Lack of support from the school

One of the challenges faced by teachers in conducting action research is lack of support from schools or institutions. lack of support from the school, referring to financial, work, and training support. Insufficient seminars, workshops, and training in research make the teachers unclear about their role as a researcher. Furthermore, unavailability of sufficient references materials to refers such as journals, magazines, and internet connection become barriers to teachers conducting research (Bullo et.al., 2021).

4) Lack of Attitude and Interest

The teacher's attitude and how they perceive doing research are very important for research productivity. The teacher's positive attitude and motivation and a lot of effort act as a

guiding force that keeps one doing action research will improve educational processes. Furthermore, they can be expected to mediate the effects to make changes in curricula for teachers' initial education or professional development and student learning (Balashov et.al.,2021).

Thus, the objectives in this study is to determine the prior experience of the teachers', competence level and barriers in conducting action research.

METHODOLOGY

The data were collected and analysed through quantitative approach, statistically using descriptive statistics such as frequency distribution, percentage and mean. Descriptive statistics was employed with the five Likert scales.

Sampling

The purpose of selecting students from secondary school is to assure the homogeneity of the sample population. The researchers pick individuals or locations based on their membership in a subgroup with distinguishing traits (Creswell, 2008). The entire teachers from a secondary school in Selangor was the focus of the study. The teachers from this school were surveyed to better understand their knowledge and practices in conducting action research within the classroom. The teachers are secondary school teachers from all medium from Remove to Form Six teachers that teach in that selected school. This school is made up of 198 total teachers. These teachers were both male and female, race, ranged in age from 25 to 59, ranged in experience from a new teacher to a tenured teacher, and ranged in education from a bachelor's degree to a doctorate's degree. Teachers' difficulties in conducting action research were the focus points of this study.

Data Collection

Data collection was utilized for get teachers' perspectives on action research. The quantitative research technique procedures were used to fulfil the objectives of this study which divided into three parts as illustrated research objectives. The researcher adapted questionnaire as the instrument as it is an organised way to construct the data collection method appropriately, and respondents can complete the surveys at their leisure. A pilot test is done to ensure the reliability of the survey for needs analysis. 30 teachers participated in the pilot study and selected through purposive sampling. The samples for the pilot study are not the same as the samples for the needs analysis phase. The data from the pilot test is analysed using the Statistical Package for Social Sciences (SPSS) software to determine the Cronbach Alpha reliability coefficients and findings.

FINDINGS

RQ (i) What is the prior experience of the teachers in action research?

This part in the survey was carried out to find out the teachers' responses on their status of action. There are 3 components in consist of (1) Practice and Output of Action research, (2) Action Research related to Action Research Workshop and Training Attended, and (3) Purpose of Conducting Action Research. The data were analysed using frequency and %age to the practice and outcome of action research.

Table 3.1

Prior experience of the teachers in action research

Item	Statement	Exposure of Action Research	F	%
1	Have you ever conducted action research in your education institute in the last 5 years?	Yes	5	3
		No	175	97
2	How many action researches have you finished in the last 5 years?	None	175	97
		1-2	4	2.5
		3 or more	1	0.5
3	Have you ever received formal training (workshop/ seminar) over the past 5 years on action research?	Yes	78	43
		No	102	57
4	What purpose did you conduct action research? You can use more than one alternative below.	To solve problem in the teaching-learning process	120	67
		To improve research skill	145	81
		To solve problems in the school	45	25

SOURCE: Field Survey 2023

Table 3.1 shows the involvement of teachers in conducting action research in a school. As a result of item 1, most respondents said they were not conducted action research in the last five years of their service. Only 5 or 3 % of the teacher-respondents responded “Yes” which means the very least number of teachers conducted action research in the past 5 years. For the Item 2, most of the responses consist of 175 teacher-respondents or 97 % responded that they were not conducted any action research in the past 5 years.

A frequency of 4 teacher-respondents or 2.5 % have finished 1-2 numbers of action research and only 1 or 0.5 has finished 3 or more action research in the past 5 years. The statement in Item 3, Only 78 teacher-respondents or 43 % have attended any related research training in the past 5 years. About 120 teacher-respondents or 67 % responded that the purpose of their action research is to solve the problem in the teaching-learning process. Meanwhile, 145 teacher-respondents or 81 % were expected to do action research to improve their research skill and knowledge. Only 45 teacher-respondents or 25 % stated that their purpose to do action research is to solve problems in the education institute.

RQ (ii) What is the level of competence among the teachers in conducting action research?

This part was carried out to find out the teachers’ level of competence in conducting action research based on the need for Research Question 2. There are 9 components in this teacher’s competence in action research which consist showed in tables below:

Selecting Research Topic Research Topic

Table 3.2

Level of competence in Selecting Research Topic Research Topic

Item	Statement	Weighted Mean	Competency Level
1.1	I can choose a research topic that is directional	2.54	Basic
1.2	I choose the chosen research topic of current importance.	2.67	Proficient
1.3	I can choose research topic to be specific.	2.85	Proficient
Composite Mean		2.69	Proficient

Note. 1.00-1.80=Limited; 1.81-2.60=Basic; 2.61-3.40=Proficient; 3.41-4.20=Advanced; 4.21-5.00=Expert

SOURCE: Field Survey 2023

Presented in Table 3.2, is the teachers' *Proficient* capability along with the research topic. Based on the results, teachers are very basic knowledge competent in choose a research topic with a mean of 2.54, indicating that teachers are not exceeded expectations in this role an teacher-researcher. Meanwhile, with the mean of 2.85, teachers have competent in knowing the research topic should be specific. The means 2.67 for usage of research language and choose current issues for research indicate teachers has Proficient on selecting a research topic of current importance, indicating that teachers are met most and exceed some of the expectations in this role. Overall mean shows that the teachers are not much competent along with the research topic with a mean of 2.69. These results indicate that teachers in have proficient competence still do not have good understanding on how to identify a topic for research and explore it.

Problem Identification

Table 3.3

Level of competence in Problem Identification

Item	Statement	Weighted Mean	Competency Level
2.1.	Identifying issues and problem to be investigated by action research	2.61	Basic
2.2.	I can state Research Objectives and Research Questions	2.59	Basic
2.3	I can identify the population and sample for the action research	2.55	Basic
Composite Mean		2.58	Basic

Note. 1.00-1.80=Limited; 1.81-2.60=Basic; 2.61-3.40=Proficient; 3.41-4.20=Advanced; 4.21-5.00=Expert

SOURCE: Field Survey 2023

The composite mean score of 2.58 on the 5-point Likert scale indicated that a majority of teacher participants from an education institute in Selangor sample (n =180) considered themselves as have *Basic* capability of identifying a problem in action research. Furthermore, within the subsections of identifying a problem, most of the participants indicated that they were not fully capable of expressing clearly what the problem was (mean 2.61); they were not capable of determining the Research. Objective and Research Question for the factors of a problem (mean 2.59); and they have basic knowledge on identify the population and sample for the research (mean 2.55). Identifying the problem and its meaning is the first step in researching therefore the teachers must good at identifying the weaknesses and problems in their own classrooms, and they can apply it well in doing action research.

Review of Literature and Comprehensive Theoretical Knowledge

Table 3.4

Level of competence in Review of Literature and Comprehensive Theoretical Knowledge

Item	Statement	Weighted Mean	Competency Level
3.1.	I am skilful and knowledgeable about reviewing literature.	2.29	Basic
3.2.	I can organize the review of related literature.	2.21	Basic
3.3	I can find research articles from both primary and secondary sources.	2.61	Basic
Composite Mean		2.37	Basic

Note. 1.00-1.80=Limited; 1.81-2.60=Basic; 2.61-3.40=Proficient; 3.41-4.20=Advanced; 4.21-5.00=Expert

SOURCE: Field Survey 2023

Level of competence in review of literature and comprehensive theoretical knowledge for action for teachers to they must have skill on literature review to check their style, originality of work, and formatting of the research journals. Composite mean 2.37 for this item shows *Basic*. Teachers skilful and knowledgeable about reviewing literature (mean 2.29), organize the review of related literature (mean 2.21), and find research articles from both primary and secondary sources (mean 2.61). This shows that the teachers are lack of literature review can cause negative implication in conducting action research in their respective education institutes.

Data Collection Tool

Table 3.5

Level of competence in Data Collection Tool

Item	Statement	Weighted Mean	Competency Level
4.1	I can identify an appropriate research instrument for my research question.	2.42	Basic
4.2	I can do a data collection through a quantitative method.	2.82	Proficient
4.3	I can do a data collection through a qualitative method.	2.41	Basic

Composite Mean	2.55	Basic
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Note. 1.00-1.80=Limited; 1.81-2.60=Basic; 2.61-3.40=Proficient; 3.41-4.20=Advanced; 4.21-5.00=Expert
 SOURCE: Field Survey 2023

Besides in teacher’s capability in data collection tool results shows that teachers have *Basic* competency with identifying right tool for their research. The overall mean (2.55) for data collection tool skill shows that teachers need as much competent to succeed in conducting action research. The mean indicators for Identify an appropriate research instrument for my research question (2.42). I can collect data through quantitative method. (2.82), and (2.41) to qualitative method. The teachers are not exceeded the expectation and need to improve skill in order to contribute more action research to solve problems in classroom.

Data Analysis

Table 3.6
Level of competence in Data Analysis

Item	Statement	Weighted Mean	Competency Level
5.1	I can discuss the findings of the study.	1.67	Basic
5.2	I can interpret the data gathered.	1.70	Basic
5.3	I can generate data using the appropriate statistical tool.	1.71	Limited
Composite Mean		1.69	Limited

Note. 1.00-1.80=Limited; 1.81-2.60=Basic; 2.61-3.40=Proficient; 3.41-4.20=Advanced; 4.21-5.00=Expert
 SOURCE: Field Survey 2023

Along with the data analysis, teachers are limited competent, with a mean of 1.69. Teachers are not skilled at analysis data. They have a problem for data collection and activities that relate to data coding and entry. The limited competency in discuss the findings of the study (mean 1.70). They having problem in identify different measurement scales (means 1.98), interpret the data gathered (mean 1.71) and generate data using the appropriate statistical tool (mean 1.78). The teachers cannot utilize appropriate data analysis techniques consistent with the purpose and design of a study when they have limited knowledge or skills in that.

Action Research Report Writing

Table 3.7
Level of competence in Action Research Report Writing

Item	Statement	Weighted Mean	Competency Level
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6.1	I can do research writing reports in a scholarly manner.	1.98	Basic
6.2	I can maintain internal consistency throughout the chapters.	1.76	Limited
6.3	I can organize the research results logically.	1.68	Limited
Composite Mean		1.81	Basic

Note. 1.00-1.80=Limited; 1.81-2.60=Basic; 2.61-3.40=Proficient; 3.41-4.20=Advanced; 4.21-5.00=Expert

SOURCE: Field Survey 2023

For research report writing, teachers have *Basic* competent, with a mean of 1.81. Teachers are low skilled at research writing reports in a scholarly manner (mean 1.76), maintain internal consistency throughout the chapters (1.76) and organize the research results logically (mean 1.68). Limited research skill causes most teachers are not conducting research despite the challenges, strive to conduct research.

References and Citation

Table 3.8

Level of competence in References and Citation

Item	Statement	Weighted Mean	Competency Level
7.1	I can select the citation and synthesis of properly related literature.	2.74	Basic
7.2	I can use the sources according to ethical standards.	2.76	Basic
7.3	I can list references.	2.32	Basic
Composite Mean		2.60	Basic

Note. 1.00-1.80=Limited; 1.81-2.60=Basic; 2.61-3.40=Proficient; 3.41-4.20=Advanced; 4.21-5.00=Expert

SOURCE: Field Survey 2023

Besides in teacher’s capability in references and citation show results shows that teachers have *Basic* competency in references and citation. The teachers have basic mean score for select the citation and synthesis of properly related literature (2.74). use the sources according to ethical standards (2.76), and list references (2.32). The overall mean for data collection tool skill shows that teachers have basic skills and composite means indicators 2.60 identify an appropriate research training for teachers improve their skills. Anyhow the teachers are not exceeded the expectation and need to improve skill in order to contribute more action research to solve problems in classroom.

Research Ethics

Table 3.9

Level of competence in Research Ethics

Item	Statement	Weighted Mean	Competency Level
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8.1	I know the ethical concerns associated with conducting action research.	3.41	Advanced
8.2	I know how to write letters of consent to parents or legal guardians when collecting data	3.52	Advanced
8.3	I can identify ethical issues which may arise ahead in an action research project (e.g., research topic, method, design of instruments, archiving, etc.).	3.45	Advanced
Composite Mean		3.46	Advanced

Note. 1.00-1.80=Limited; 1.81-2.60=Basic; 2.61-3.40=Proficient; 3.41-4.20=Advanced; 4.21-5.00=Expert
 SOURCE: Field Survey 2023

Presented in Table 3.9 is the teachers’ *Research Ethics* capability. Based on the results, teachers are Advance knowledge competent in ethics in action research. The composite means shows 3.46 means the teachers are much alert with the ethics issues arise in action research. Overall mean shows that the teachers much competent along with ethics. These results indicate that teachers may fear ethic to conduct action research.

RQ (iii) What are the barriers in conducting action research?

This part in the survey was carried out to find out the teachers’ challenges in conducting action research based on the need for Research Question 3. This section is to define the teacher’s barriers in conducting action research. There are 6 components of challenging factors in action research which consist of (1) Personal Aspect / Interest related, (2) Research Skill, (3) Time Factors, (4) Motivation, (5) Social Aspect, and, (6) Institutional Support aspect.

Personal Aspect / Interest Related

Table 3.10
Barriers related to Personal Aspect

Item	Statement	Weighted Mean	Competency Level
1.1	I do not enjoy conducting research.	4.33	Very Strongly
1.2	Inadequate research experience /knowledge in conducting action research.	4.28	Very Strongly
1.3	I do not see the importance of conducting research in my professional life.	4.63	Agree
Composite Mean		4.41	Very Strongly Agree

Note. 1.00-1.80=Very Strongly Disagree (VSD); 1.81-2.60=Strongly Disagree (SD); 2.61-3.40=Agree (A); 3.41-4.20=Strongly Agree (SA); 4.21-5.00=Very Strongly Agree (VSA)

SOURCE: Field Survey 2023

The data in table 3.10, depicts that mean 4.41 show that the respondents of the study were very strongly agreed with the personal aspect is the main reason they not active conducting

action research. The lack of interest of the participants indicated that they do not conduct action research simply (4.33) because they not enjoy in doing it. This lack Inadequate research experience /knowledge (4.28) has shown that these teachers may be viewed conducting research as not their duty. I do not see the importance of conducting research in my professional life 4.63 shows that the teachers do not see the benefits of doing research on their work.

Research Skill

Table 3.11
Barriers related to Research Skill

Item	Statement	Weighted Mean	Competency Level
2.1	Difficult in choosing Title	3.52	Strongly Agree
2.2	Difficult in Identifying issues and problems to be investigated action research	3.83	Strongly Agree
2.3	Lack of action research related skill knowledge in conducting research	4.36	Very Strongly Agree
Composite Mean		4.05	Very Strongly Agree

Note. 1.00-1.80=Very Strongly Disagree (VSD); 1.81-2.60=Strongly Disagree (SD); 2.61-3.40=Agree (A); 3.41-4.20=Strongly Agree (SA); 4.21-5.00=Very Strongly Agree (VSA)

SOURCE: Field Survey 2023

The data in Table 3.11 depicts that mean 4.05 show that the respondents of the study were very strongly agreed that lack of research skill hinder them from conducting action research. Teacher’s viewpoint strongly agreed that lack of expertise encompassed their inability to choose title (3.52), and difficult to find issues or problem (3.83) for action research. Other than that, action research related skill knowledge become barrier to them conduct action research. This situation may indicate that teachers have a problem in making action research, a situation cause of the teachers may have a knowledge background in conducting action research, they needed continuous further support to enhance their research knowledge and skills.

Time Factors

Table 3.12
Barriers related to Time Factors

Item	Statement	Weighted Mean	Competency Level
3.1	Lack of time management	4.53	Very Strongly Agree
3.2	It consumes most of my time whenever I do it.	4.65	Agree
3.3	Heavy teaching load affects the practice of research.	3.88	Very Strongly Agree
Composite Mean		4.35	Very Strongly Agree

Note. 1.00-1.80=Very Strongly Disagree (VSD); 1.81-2.60=Strongly Disagree (SD); 2.61-3.40=Agree (A); 3.41-4.20=Strongly Agree (SA); 4.21-5.00=Very Strongly Agree (VSA)

SOURCE: Field Survey 2023

Table 3.12 shows that with mean 4.35 the participants very strongly agree that lack of time as the primary factor for not being able to conduct action research or any form of research. This factor remains to be the primary constraint because teachers need more time to conduct the action research. Teacher spending more time in preparing teaching and learning cause them with workload to do their daily lesson plans, check papers, compute grades, and submit reports on their special assignments. Furthermore, teachers are also burdened with other heavy workload and demanding nature of their profession make them have limited time for action research.

Motivation

Table 3.13

Barriers related to Motivation

Item	Statement	Weighted Mean	Competency Level
4.1	Lack of self-interest and motivation	3.86	Strongly Agree
4.2	The lack of recognition to conduct research activities	4.64	Very Strongly Agree
4.3	The teacher’s involvement in action research should be one criterion for promotion.	4.96	Very Strongly Agree
Composite Mean		4.49	Very Strongly Agree

Note. 1.00-1.80=Very Strongly Disagree (VSD); 1.81-2.60=Strongly Disagree (SD); 2.61-3.40=Agree (A); 3.41-4.20=Strongly Agree (SA); 4.21-5.00=Very Strongly Agree (VSA)

SOURCE: Field Survey 2023

Table 3.13 shows that with mean 4.49, the participant very strongly agree that they are lack of motivation to do action research. Lack of self-interest and motivation (3.86), the lack of recognition to conduct research activities (4.64) and the teacher’s involvement in action research should be one criterion for promotion (4.96) are among the reason teachers are not motivated to conduct action research.

Institutional Support Aspect

Table 3.14

Barriers related to Institutional Support aspect

Item	Statement	Weighted Mean	Competency Level
5.1	Lack of research training (workshop and seminars)	3.48	Agree

5.2	Lack of motivation from department head	3.45	Strongly Agree
5.3	Too much accreditation and quality There are insufficient references, materials (journals, research books, research reports etc.) in the library.	3.47	Strongly Agree
Composite Mean		3.47	Strongly Agree

Note. 1.00-1.80=Very Strongly Disagree (VSD); 1.81-2.60=Strongly Disagree (SD); 2.61-3.40=Agree (A); 3.41-4.20=Strongly Agree (SA); 4.21-5.00=Very Strongly Agree (VSA)

SOURCE: Field Survey 2023

Table 3.14 show that mean 3.47 to Institutional Support aspect indicated that they have an interest in carrying out action research, but what hinders from institution and not getting support avoid them in pursuing action research with limited funds and resources (3.47). To conduct of action research, materials need to be developed, supplies need to be purchased, and internet connectivity needs to be secured. All these entail the need for funding. The salary that teachers received may not be enough to personally fund the needs of the successful conduct of such research. Therefore, it is because of lack of emphasis given to teachers from town administrations and lack of cooperation between education institute management (3.48) and lack of motivation (3.45) to teachers of the study area.

DISCUSSION AND CONCLUSION

The role of the teachers as a researcher and teachers’ problem in conducting action research in education has been discussed since it was introduced in 1989 by the Educational Planning and Research Division (EPRD). The survey was carried out using identify teachers’ difficulties in Action Research determine the perception of teachers on their prior knowledge, level of competence; and their barriers in conducting action research. Forecasting the performance of educational activities is a vital competence in education, and teachers and administrators must be proficient in this skill to develop an effective approach for educating their pupils (Kho et.al.,2017).

The status of action research activities in a secondary school in Selangor was found to be at a lower level due to the existence of various factors that negatively hindered teachers from conducting action research. Teachers have not been involved in conducting action research as expected. The data obtained from the questionnaire showed that little action research had been carried out. The findings for the Teachers’ Status of Action Research shows that the very least number of teachers familiar in conducting action research. This shows that most participants have problem in conducting action research. Salcedo-Relucio (2019) showed that conducting action research could improve teachers’ knowledge, research skills, strategies, social skills, and teaching-learning problems. Abelardo et al. (2019) showed that teachers cannot conduct research and report study findings due to a lack of related research training.

The level of competence in teachers' practical participation in action research from the overall average was calculated to indicate “baseline” values of teachers' research competence. Comments and scores show that the research skills of most teachers are still low, consistent

with research skills. Teachers' Level of Competence in Action Research reported that the teachers are strongly disagree with this factor. This finding shows that the teachers generally have a low skill competency in action research; hence there is a need to improve their skills and Level of Competence in action research and to conduct the action research with confidence.

If teachers do not have the necessary skills, they will not be able to successfully perform their duties (Ulla, 2018). Teachers need to it improves the knowledge and skills of their research skill in research activities, and solve the actual classroom problems. Perhaps the feedback from teachers about action research can transform conventional way of conducting action research into an unorthodox action research report writing. The challenging level in actual involvement of teachers in action research from the calculated grand mean show 'Basic' values about teachers' research competence, it has been observed that (4.05, Strong Agree). In term of Barriers to Conduct Action Research, there is a need an action to overcome their barriers So that the teacher has high confidence of their abilities to conduct the action research. The findings shows that the teachers generally have a agree that they are facing challenges and have barriers in conducting action research; hence there is a need to improve solve their problem to conduct the action research with confidence.

The benefits of action research also lie in solving classroom problems and improves student performance in economics and social fields. Action research is an effective way to enable the teachers to continuously improve their instructional practices and thereby enhance students learning. The teacher's knowledge in research and ability to apply the research knowledge very useful for developing learners to have desirable characteristic and affects the quality of future learners as well. The teachers who engage in action research, successfully foster their own professional development, enhance instructional strategies, and advance the teaching profession to enhance students learning.

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