

PREPARING A DESIGN FOR ACTION RESEARCH

Dr. H. M. Kasinath
P. G. Department of Education
Karnatak University, Dharwad

The following are the significant elements of the design:

1. The *identification of a problem* area about which an individual is to take some actions.
2. The selection of a *specific problem* and the formulation of hypothesis or prediction that implies a procedure for reaching it.
3. The careful reading of actions taken and the accumulation of evidence to determine the degree to which the goal has been achieved.
4. The influence from this evidence of generalizations regarding the relation between the actions and the desired goal.
5. The continuous retesting of these generalizations in action

In a nut-shell the whole procedure can be summarized as follows:-

Step –I: Selection and Formulation of a Problem

- Problem must arise from your own experience
- Finding solution to a problem must be within the reach of a teacher.
- Solution arrived at should make a difference in the performance.

An Illustrative Case:

State level educational officers at the taluka level, district level and their authorities are supposed to encourage , cooperate and bring improvement in the total quality management of primary schools in Karnataka. This can be attained by bringing improvement in the curricular and curricular activities at the school level. Base line data on students' performance indicates the declining trend. The reason to

some extent may be attributed to supervisory practices by educational officers and their representatives. Some time the 'Fault finding' nature of the supervisors without giving any constructive suggestions could be one of reasons for the supervisors without giving any constructive suggestions could be one of reasons for poor performance of students in a district. It is, therefore, planned in a district. It is, therefore, planned to undertake an action research on the topic "Role of Supervisors in improving the effectiveness of Elementary schools".

Step –II : *Analyzing the Problem Area*

- Analyzing the problem in the light of above factors.
- Make a final selection of the problem area.
- Define the nature and scope of the problem
- Find out the possible reasons for the problem

An illustrative case.

1. Suggestions offered in the supervisory report might be vague and not focused.
2. More emphasis given on defects rather than giving constructive suggestions while offer in the remarks.
3. Suggestions given are beyond implementation and requires longer duration.
4. Most of the suggestions are over- ambitious and impracticable.
5. Supervisory reports are not received within the time.

Step – III: *Formulating Action Hypothesis*

- Ascertain the correct diagnosis of the causes.
- Develop an insight into cause and effect relationship
- Frame action hypothesis on the basis of "IF I DO THIS.... THEN THIS WILL HAPPEN "
- Arrive at a final action hypothesis.

An Illustrative case:

In the supervisory reports, instead of giving only negative remarks, if constructive and practicable suggestions are offered then the effectiveness of schools may be improved.

Step – IV : *Planning Action*

- Collect base line data
- Finalize the nature of data to be collected
- Construct/ select tools for collection of essential data
- Finalize the procedure to collect data
- Prepare the time chart
- Find out the proper sources for identification

An Illustrative case

- interview schedules for Supervisors, Headmasters and teachers.
- Performa may be developed to content analyze the available supervisory reports.
- Development of questionnaires for Headmasters and teachers
- In order to collect base line data at least 20 earlier supervisory reports be content analyzed and observations be recorded in the proforma developed.
- On the basis of this basic information, Questionnaires and interview Schedules be prepared for the supervisors , headmasters and teachers be developed.
- The researcher has to collect essential data using the tools developed.

Step – V: *Action Plan and Confirmation*

- Collection of final data
- Analysis and interpretation of data
- Implementation of action plan
- Observation of experience
- Recording the change.

An Illustrative Case:

- New formats for supervision be prepared.
- Educational supervision be oriented with new forms and style of supervision.
- A representative sample of at least 50 schools be selected for collection data.
- Preliminary data on academic achievement and effectiveness of school in various activities be recorded.
- Supervision be made as per the new design (say about 6 months) and supervisory reports be sent to respective schools on time.
- Post-supervision data on academic achievement of students and effectiveness of school in other activities will be again recorded after intervention.
- Change in the academic performance of students and the effectiveness of school in other activities will be again recorded after intervention.
- Change in the academic performance of students and the school effectiveness during the pre-supervision and post –supervision periods be recorded and inferences be drawn.