

# Action Research: Constructs alongside applications by practitioners in the domain to Real-World Situations and Conundrums

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## ABSTRACT

Researchers and practitioners engage in a cycle of activities known as "action research," which integrates theory and practice in the context of a specific problem diagnosis, intervention, and learning through reflection. Using action research, investigators are encouraged to conduct experiments and reflect on the results and implications of their theories through participation in real situations. The goal of the study is to provide a decent understanding, how to derive meaning and consequences from the available research literature and how to employ research methodologies and procedures in dealing with real business problems. When and why to employ action research will be discussed in this paper, as well as how it fits within a praxis research paradigm. The question "What Is Action Research and How Does It Consist?" will serve as the study's primary emphasis. Practitioners' urgent concerns and complex real-world issues can be addressed by action research. The academic world, on the other hand, has largely overlooked the study of action research. Various types of action research will be discussed, as well as how the technique has evolved through time with some ethical considerations. The last part of the paper covers brief explanation of the components that make up an action research project: challenges, issues, recommendations, and a resolution.

**Keywords:** Action Research; Practitioners; Research Paradigm; Dialectic Research; "Cyclic" or "spiral" approach; Research Report; Collaborative and Participatory Research.

## 1. INTRODUCTION

Educational information world don't know who first came up with action research. Although Lewin (1946) seemed to be the first to publish his work using the phrase, he may have first noticed it when working in Vienna in 1913, when he was in Germany (*Altrichter and Gestettner, 1992*). According to Cooke and Deshler and Ewart (1995), John Collier, Commissioner of Indian Affairs before to and during the Second World War, first employed action research to ameliorate civil rights movement at the community level. So, as Selener (1997:9) points out, it is doubtful that we will ever know when or where the approach originated, as individuals have always researched their practice to better improve it.

Because action research is a natural process, it appears in many various forms, and because it has been developed for a variety of diverse purposes, it is difficult to describe. This conundrum can be compared to two different difficulties, as an example, the first of which is a computer infected with a virus. We know how to fix a virus because there is a conventional repair procedure and thus a clear answer. The second is about the world's population and the prevalence of extreme poverty. There is no simple answer to this dilemma, and finding a solution that can be agreed upon by all parties involved will be challenging. A virus-infected computer is a far more immediate concern for businesses than is the global population and poverty crisis. A suitable system design technique can therefore be developed in an academic office without being tested in many real-world scenarios. The professor may have studied the issue extensively, observed numerous examples of systems development in businesses, and even developed a theory on system implementation, but this is not sufficient. This method entails testing a hypothesis with real-world participants, gathering feedback from those observations and revising the hypothesis based on that feedback before trying it out again. The theory—in this case, a framework for information systems development—is more likely to be applicable in a wide range of scenarios after a number of iterations of the action research process.

When action research first appeared in literature, it was used as a generic word for four distinct processes: diagnostic, participant, empirical and experimental (*Chein, Cook and Harding, 1948*). It was possible to identify six primary types by 1995, according to Deshler and Ewart (1995). Late in 1940s and early 1950, it was used in administration (*Collier*), community development (*Lewin, 1946*), organisational change (*Lippitt, Watson and Westley, 1958*), and teaching (*Corey, 1949 and 1953*); in the 1970s, it appeared in political change, conscientization and empowerment (*Freire, 1972, 1982*); in agricultural development (*Fals-Borda, 1985 and 1991*); most recently, it has appeared in banking, health, and technology generation (*Fals-Borda 1997*). As a result, most explanations of action research since that time have focused on the intimate link between study and practice.

Action research, as defined by Rapoport (1970): ... a type of applied social research differing from other varieties in the immediacy of the researcher's involvement in the action process. ("The action research reader" by Deakin University, 1988, p. 89)

It is also widely accepted that action research is conducted by individuals who are on the front lines of practice, such as field workers, instructors, administrators, and supervisors, with the goal of modifying and improving their own work practices. To make matters more complicated, it's commonly considered to be a collective process that allows cooperative labour to impact both group members' thoughts and their actions.

## 2. PHILOSOPHICAL FOUNDATIONS

*Action Research has been influenced by the following movements:*

1. Education as a science movement that began in the late nineteenth and early twentieth century's, including the ideas of Bain (1979), Boone (1904), Buckingham (1926).
2. The Experimentalist and Progressive educational work, "Who utilized the inductive scientific method of problem solving as a logic for solving issues in such domains as aesthetics, philosophy, psychology, and education," in the words of John Dewey: "who applied the inductive scientific method of problem solving" (McKernan 1991:8).
3. Human connections and group dynamics training are influenced by Group Dynamics. Qualitative social inquiry was utilized in the nineteenth century to solve social issues of the time. For example, (McKernan 1991: 9), a variety of issues (such as World War II, intergroup relations, racial prejudices, and societal rebuilding) experienced at this period were addressed by using it in the 1940s. Kurt Lewin was a well-known scientist during this time period for his work in this area. His presentation focused on action research as an experimental investigation based on real-world organisations that are encountering difficulties of social problems, according to Lewin, should be the focus of social science investigation. Action cycles are important to Lewin's paradigm, which includes analysis, fact-finding and conceptualization as well as planning and implementing action.
4. Post-war reconstructionist curriculum development For large-scale curriculum development projects, educators turned to action research as a "general technique for building curricula and confronting complicated problems, such as intergroup relations and bias" (McKernan 1991:10). Most of the research was done by outside researchers with the help of instructors and schools (McKernan 1991:10). Corey (1953), Taba (1949), and Brady and Robinson (1952) were also well-known researchers during this time period. By the late 1950s, action research, on the other hand, was on the decrease and being attacked (McKernan 1991:10). According to McKernan (1991:10), Sanford (1970), the fall was directly tied to the movement's advocacy for the separation of science and practice and the construction of professional educational research and development facilities. An important distinction between theory and practice was made evident by this move. Because of this, scientists were isolated from classrooms and thus unable to investigate real-world issues (McKernan 1991:11).
5. The increasing prevalence of teachers who also do research. This movement had its start because of 'The Humanities Curriculum Project and the work of Stenhouse' (1971, 1975), both of which took place in the UK. Stenhouse was of the opinion that the only people who were capable of conducting research and developing

educational programmes were teachers. For instance, (McKernan 1991:11) the Classroom Action Research Network and the Ford Teaching Project are two other important advancements in the field of teacher-researcher collaboration.

## 2.1 WHAT IS ACTION RESEARCH?

In the mid-1940s, Kurt Lewin is credited with coining the term "Action Research" and conceptualising the idea behind it. "Action Research and Minority Problems" research that leads to social action is referred to as "comparative research on the conditions, impacts, and outcomes of diverse forms of social action and research" that uses "a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action" (*Wikipedia*, [http://en.wikipedia.org/wiki/Action\\_research](http://en.wikipedia.org/wiki/Action_research)). An individual, organisation, or institution can benefit from action research if it is conducted in the context of their normal workday. Here, the focus is on finding new ways to deal with challenges.

The term "action research" was used by Cohen and Manion (1989) to denote "a small-scale intervention in the functioning of the real world and a close evaluation of the effects of such intervention"

"Action research...aims to contribute both to the practical concerns of people in an immediate difficult situation and to enhance the goals of social science concurrently," says Rory O'Brien (1998). A dual commitment is made to study a system and to collaborate with the system members in order to change it in a desired direction simultaneously. Both the researcher and the client must work together to achieve this aim, which emphasises the significance of colearning in the research process.

You can think it this way at point of time, action research is a type of research in which participants and researchers work together to find solutions to problems. Action research is the name given to this type of research since the problem-solving and discovery of new approaches is carried out in a real-world or field context. Action research, in a sense, allows students to learn by doing. Individual teachers and non-teaching staff, departments, and even the entire open university can do action research in open and remote education. Professional researchers who can coach and guide the action research process are welcome to participate in the collaborative effort.

However, there are many who believe that action research is flawed. Many opponents point out the inconsistency between the words 'action' and 'research,' as well as the inferred connotations they convey. "Action" means doing something right now; "research" means doing something with an eye toward the future. Detailed planning is necessary before the use of advanced methodologies to generate knowledge that can be used in practice. The goal of action is to get things done today, not to generate generalizable knowledge. It doesn't matter how powerful this argument is; this conflict is merely visible. As a well-known research method, it is also widely employed in a variety of industries, including education. As long as the researcher is also a

practitioner, some ardent writers consider all research to be action research. Action research differs from other research methodologies in that it has a separate definition and methodological approach. Action research aims to solve problems by integrating relevant research methods and processes into the actions that are taking place right now. A lot of action research instances have shown that this is the case.

- **Situational** – It is conceived in response to the prerequisites of a given situation, in the same way as a response to an issue is adapted to correspond with the parameters of the problem.
- **Collaborative and Participatory** – Action research can be carried out by a single person, but increasingly, it is more like a team sport in which practitioners work together and participate alongside their fellow coworkers in the organisation as well as the researchers themselves, and it is becoming more collaborative.
- **Self-evaluative** – Action research is self-evaluative in the sense that the action research team evaluates the results of their own work. In the same way that action research is self-initiated, it is also self-evaluative.

## 2.2 PRINCIPLES OF ACTION RESEARCH

Action research has its own distinct flavor as a result of the underlying concepts that underpin it. The novel Winter (1989) provides a thorough discussion of six primary topics over its pages.

1) **Reflexive critique:** An account of a scenario, such as notes, transcripts, or official papers, will make unstated claims to being authoritative, which means that it indicates that it is accurate and true. These claims can be found in the account. However, truth in a social environment is highly dependent on the individual doing the telling. People are required to reflect on topics and processes, as well as to make clear the interpretations, biases, assumptions, and concerns that constitute the basis for their judgments, in accordance with the idea of reflective critique. In this sense, practical issues can give rise to theoretical ones with cause and effect.

2) **Dialectical critique:** To put it another way, language acts as a vehicle through which a community of people validates particular aspects of social reality. A dialectical criticism is required in order to comprehend the connection between the phenomenon and the context in which it occurs, as well as the connection between the components of the phenomenon and the phenomenon itself, in addition to the connection between the phenomenon and the context. The aspects of a situation that are currently unstable or at odds with one another should receive the greatest amount of focus and consideration. These are the kinds of people who have the greatest potential to bring about a change.

3) **Collaborative Resource:** In action research projects, participants are referred to as co-researchers. The concept of collaborative resources is predicated on the idea that the ideas contributed by each participant are of

equal value as resources for the process of constructing interpretive categories of analysis. A person's past status as the idea-holder is not something that should be used as a basis for evaluating their credibility. It is especially helpful for finding discrepancies both within one point of view and in comparison to other points of view.

4) **Risk:** The practitioners have a heightened sense of dread about the future as a direct effect of the transformation process. When people communicate their thoughts, ideas, and judgements with one another, they worry that their fragile egos may be damaged in some way. Those who are interested in beginning action research can put this concept to use to allay the concerns of others and encourage participation by highlighting the fact that everyone will go through the same procedure regardless of the conclusion, and that learning will take place regardless of the outcome.

5) **Plural Structure:** The research contains a wide diversity of viewpoints, comments, and criticisms, which ultimately results in a wide variety of viable solutions and courses of action. This investigation has a complex framework, which requires a detailed report covering a variety of topics. As a consequence of this, a plethora of details will be presented, along with explanations of any contradictions that were discovered and a variety of other potential courses of action. A report's purpose is not to provide a conclusive response to the subject at hand; rather, it is to act as a jumping off point for additional conversation between those involved.

6) **Theory, Practice, and Transformation:** For action researchers, theory constantly feeds into practice, and practice continuously improves theory in a loop that never ends. An individual's behaviours, regardless of the setting, are always founded on underlying assumptions, theories, and hypotheses, and theoretical knowledge expands with each new result that can be observed. Both are elements that are involved in the same transformational process. In the case of the researchers, it is their responsibility to locate and analyze the theoretical premises upon which these actions are based. In a transformative cycle that continually moves the emphasis between theory and practice; the following practical implementations are subjected to further study after having been implemented.

### 2.3 WHEN IS ACTION RESEARCH USED?

Action research is carried out in the real world rather than in a laboratory setting because its major objective is to develop solutions to problems that are encountered in real life situations. Although it is possible for social scientists to use it for preliminary or pilot research, particularly in circumstances when the outcome is uncertain, the practice is not advised. However, in most cases, it is applied when the circumstances call for adaptability, when the participants in the research must actively take part in the investigation, or when the status quo must rapidly or completely shift.

Action research is typically conducted by practitioners, social change activists, or academics who have been invited into an organisation (or other domain) by decision-makers who are aware of a problem that requires

action research but who lack the necessary methodological knowledge to deal with it. These decision-makers may be aware of the need for action research, but they may not have the knowledge necessary to conduct it. This occurs rather frequently.

### ***Situating Action Research in a Research Paradigm***

1) ***Positivist Paradigm:*** According to this point of view, there is an objective reality, which is the only way to know it, and it can only be known by the data provided by one's senses, which can be experienced and authenticated by two or more independent observers. In order to determine the natural laws that are responsible for a phenomenon, scientists use both inductive and deductive hypotheses that are drawn from a body of scientific theory. It makes use of a wide variety of quantitative measurements, and the mathematical methods that are employed frequently serve to represent the connections that exist between the many variables. Positivism is a technique that is frequently utilised in scientific and practical domains, and it has been contended for a long time that the theories behind action research are incompatible with this method (*Susman and Evered 1978, Winter 1989*).

2) ***Interpretive Paradigm:*** In the past half-century, researchers in the social sciences have evolved a new research paradigm to circumvent the limitations imposed by positivism. The interpretive paradigm places a strong emphasis on the connection that exists between the formation of socially affected concepts and language. This approach, which has a strong confidence in the social construction of reality and the influence of culture and history on our perceptions of it, makes use of methodological tools such as ethnography and hermeneutics. On the other hand, the concepts of the researcher's objectivity and the researcher's role as a passive collector and expert interpreter of data continue to be upheld.

3) ***Paradigm of Praxis:*** Despite the fact that the interpretive paradigm shares many perspectives with action research, some academics are of the opinion that neither the positivist paradigm nor the interpretive paradigm provides an acceptable epistemological structure for action research (*Lather 1986, Morley 1991*). In point of fact, one model of Praxis is thought of as being the primary affinities. Aristotle is credited with coining the term "pragmatism" to define the philosophy and practice of actively working to improve one's situation. The analysis that is presented in this book centres on the moral and political selves of individuals. On the other hand, Theoria, as described by Aristotle, is concerned entirely with knowing for the purpose of knowledge itself. He reasoned that given the circumstances, the significance of each of them was comparable. Action research is predicated on the notion that knowledge is cultivated via practise, and that activity is moulded by knowledge in a process that is perpetually continuing. Action researchers are opposed to the concept of researcher neutrality for the same reason that they feel it is often up to a researcher with a vested interest to resolve a problem.

### 3. TYPES OF ACTION RESEARCH

Action research can be classified as one of three types by Grundy (1988:353): technical, practical, or emancipatory. Additionally, Holter and Schwartz-Barcott (1993:311) discuss three types of action research: a technical collaboration approach, a mutual collaborative approach, and a performance enhancement method. There are three categories of action research, according to McKernan (1991:16-27).

- Type 1: An approach to issue solving based on scientific and technological principles;
- Type 2: Practical-deliberative action research; and
- Type 3: Critical-emancipatory action research.

McCutcheon and Jurg explore not only the interpretivist, but also the critical, as well as the positive, scientific viewpoints on action research (1990:145-147).

#### **TYPE 1: Technical/Technical-Collaborative/Scientific-Technical/Positivist**

In 1946, Lippitt and Radke, together with Lewin and Corey, were the first to suggest action research, which marked the beginning of the method of using science to solve problems. According to McNernan (1991:16), the primary objective of the researcher is to test an intervention and interact with the practitioner in a technical and facilitative manner. This is based on a pre-specified theoretical framework. As soon as a problem is discovered, a practitioner is brought in to assist in the implementation of a particular solution that has been discussed and decided upon by all of the relevant parties. Please refer to Holter and Schwartz-Barcott for any further inquiries (1993:301). In this method of study, the primary mode of communication is between the facilitator and the group. This allows the facilitator to receive the thoughts and opinions of the group (Grundy 1982:360).

#### **TYPE 2: Mutual-Collaborative/Practical-Deliberative-Interpretivist Perspective**

In this kind of action research study, researchers and practitioners collaborate with one another to find potential issues, the underlying causes of those issues, and potential remedies (*Holter et al 1993:301*). Following a conversation between the practitioner and the researcher, a shared understanding of the issue is developed, and the issue itself is uncovered. The purpose of practical action research is to enhance practise by making use of the individual experiences and insights of the participants (*Grundy, 1982: 357*). When conducting action research of this nature, it is necessary to maintain an open line of communication between the members of the group and the facilitator. According to some accounts, there are three distinct types of knowledge (*Grundy 1982:360;356*). The first of these is *techne*, which can be understood to refer to either a collection of specialised talents or a body of specialised knowledge. This method of scientific inquiry or way of knowing is referred to as "episteme." The third type of knowledge is known as *phronesis*, which literally translates to "knowing why" but is more frequently referred to as "practical judgement." This type of knowledge focuses on moral reasoning. Activity research of type 1 involves the application of technology to the production of a



making action, which gives the research a product-related focus. On the other hand, prognosis reaches its conclusion in the form of action, often known as praxis; this indicates that it is product-centered. Our "Idea" is something that we bring up in each and every conversation, and as we're doing it, we're always developing it and finding new ways to be inspired by it (*Grundy 1992:357*).

### **TYPE 3: Critical-Emancipatory Action research / Critical Science perspective / Enhancement approach**

According to the authors, researchers who engage in emancipatory action research "fosters emancipatory praxis in participants." This means that the research encourages participants to take both political and practical action in order to bring about change. Grundy (1987, p. 154), the researcher who chooses to use this methodology is looking to achieve two different outcomes. First, he or she has the goal of bridging the gap between the problems of the actual world that are encountered by practitioners and the theories that attempt to explain and solve those difficulties. The second goal is to assist practitioners in locating and elucidating fundamental issues through the enhancement of their collective consciousness, which is distinct from the first and third approaches (*Holter et al 1993:302*).

Jurgen Habermas, who works in the field of critical social theory, presents a theoretical paradigm for emancipatory action research. According to Grundy (1982) and Habermas (1972), offers a structure for the growth of social critique because the development of critique is necessary if theory and practice are ever to be brought into harmony with one another. The three essential components of an action-oriented critique are, respectively, theory, illumination, and action (*Grundy 1982:358*).

## **4. STREAMS OF ACTION RESEARCH**

Throughout the 1970s, the field of action research had developed into four distinct 'streams': traditional, contextural (action learning), radical, and educational action research.

1) **Traditional Action Research:** Traditional Action Research is an offshoot of Lewin's work within organisations and incorporates the theories and methodologies of Field Theory, Group Dynamics, T-Groups, and the Clinical Model. This type of research was first developed by Lewin. Action research has been applied in the fields of organisation development, quality of working life (QWL), socio-technical systems (such as information systems), and organisational democracy as a result of the growing significance of labor-management relations. This conventional method leans more toward conservatism and generally adheres to the principle of maintaining the status quo with relation to the power structures of organisations.

2) **Contextural Action Research (Action Learning):** Contextual Action Research, which is also known as Action Learning, is a methodology that plays a role in the body of work that Trist has done on the connections between different organisations. It is contextual, domain-based, and holographic in the sense that it requires the reconstruction of structural links among players in a social environment. Additionally, it emphasises that participants serve as project designers and co-researchers in an effort to include all impacted parties and

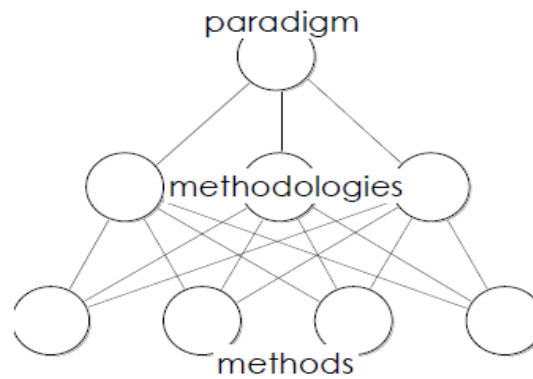
stakeholders. The idea of organisational ecology and the practise of attending search conferences are both products of contextural action research, which is combined with the participation in search conferences.

3) **Radical Action Research:** The Marxian theory of "dialectical materialism" and Antonio Gramsci's praxis orientations are the foundations of the Radical stream, which places a considerable emphasis on emancipation and the redressing of power inequalities. Both feminist action research and participatory action research have the same overarching objective, which is to fight on behalf of underrepresented groups in society in the interest of bringing about positive social change.

4) **Educational Action Research:** Thomas Dewey, a well-known American educational philosopher, was one of the most significant theorists in the field of educational action research (EA) throughout the 1920s and 1930s. EA is an abbreviation for educational action research. It should come as no surprise that the majority of its practitioners are employed by educational institutions, where they focus on the creation of curricula, the development of their professional skills, and the application of what they have learned to real-world situations. In many cases, students and teachers from elementary and secondary schools are invited to participate in community service programmes that are directed by action researchers from universities.

## 5. HOW DO YOU DO ACTION RESEARCH?

There are many different approaches that can be taken when conducting action research. It is a model for research that takes into account a wide variety of methodological approaches. Within the framework of the paradigm, there are a few different tried-and-true approaches. Examples include the evaluation approach developed by Patton (1990), the soft systems analysis developed by Checkland (1981), action science developed by Argyris (1985), and critical action research developed by Kemmis (1990). In addition to conducting interviews and analysing the content of documents, these strategies make use of a wide range of different approaches to collect and analyse data (Carr and Kemmis, 1986). You have certain choices to choose concerning the paradigm, the methodology, and the methodologies. Your concluding thesis needs to have justifications for every choice you make in the process leading up to it. When making a decision, the objective is to achieve results from both action and research that complement and improve one another. It is essential that you keep this detail in mind. In the book Lawler, Mohrman, Ledford, and Cummings (1985), the author Lawler explains some of the difficulties that must be overcome while making the choice in a paper that serves as the introduction to the book. An exemplary title for a series of papers is "*Doing Research That Is Relevant to Theory and Practice*," which describes the purpose of the research. It is not unusual for researchers to make use of a number of techniques in order to collect data, which is then followed by analysis of the data.



*Source: Lawler, Mohrman, Ledford, and Cummings (1985)*

Examiners frequently have the impression that action research is not as rigorous as other, more traditional forms of research. This is something that can't be forgotten. It is not necessary for it to be that way, but in the past it has. No matter which strategy you decide to take, the quality of your facts and the conclusions you draw from it should be your primary concern. The adherence to the two guidelines that are presented here is the most effective strategy for achieving this goal.

1- Need to implement a "cyclic" or "spiral" approach. You will have the opportunity to question the material and interpretations that were offered in earlier cycles when you get to those cycles later iterations. This incorporates both the data you collect and the literature you study into the discussion. As a consequence of this, the process of conducting your research will become iterative. As you go through this process, you will obtain a more thorough understanding of the matter that you are investigating. The primary explanation for this can be found in the organisation of social systems in such a manner. Consider the needs and wants of your target market, as this will increase the likelihood that you will succeed in achieving your objectives. In the end, your strategy will be just as unstable as it was before. After all, it is based on a study issue that is not well defined and a situation that is only half comprehended by the audience. In any event, the overarching purpose of action research is to determine not just the existing condition of the social system but also the approach that will most successfully bring about the desired shift in the system. If you want to be able to provide an appropriate response regardless of the circumstances, you can't start the exercise with a specific question. This issue is brought to light by the research.

In action research, "let the data decide" is one of the most crucial concepts to understand. The information that has been obtained up to this point should be used to help determine the next step that has to be taken.

2-When looking for information, you should always consult a multiple information sources, ideally ones that are completely independent or at the very least somewhat so. When you leverage the parallels and differences between different sources of data, you will be able to provide more accurate information. One word that comes to mind for this situation is "dialectic." It is quite similar to triangulation, which is a phrase that is frequently used in research (Jick, 1979). For more information on this extremely important topic, be sure to read up on the

page that focuses on research that combines multiple methods, Cohen and Manion (1985), Brewer and Hunter (1989), and Fielding and Fielding (1985) are all relevant references.

You can develop dialectic by utilising any two or more different sources of information. The following are few examples of dialectic: In the event that it is required, use a new set of informants or a different set of informants from a comparable sample. If you carry out your research in a variety of settings, you will be rewarded with results that are more applicable to the real world. Answers originated from the same informant to questions that discuss the same topic from a variety of perspectives. Information compiled at a number of different moments in time throughout history. Distinct methodologies are utilized by various researchers on same topic.

## 6. THE ACTION RESEARCH REPORT

The following is an outline of a typical action research case study report, which can be used for any project and is also appropriate for dissertations.

- 1) Introduction: intents and anticipated outcomes of a researcher
- 2) Reconnaissance (inquiry and review of the literature)
  - a) Current professional practices
  - b) Current circumstances
  - c) The participants (self and others)
  - d) The initial concern and attention on a certain theme
- 3) Each cycle
  - 3.1) Thematic concern (or prior cycle) to the first action step: planning
  - 3.2) This is how it was done: a detailed record of who did what and when.
  - 3.3) A study of the results of the proposed enhancements
    - a) Data collection and presentation
    - b) Data analysis and interpretation
    - c) Discussion of the findings: explanations and consequences.
  - 3.4) Evaluation:
    - a) What aspects of the change in practice were successful and why, and what aspects were not?
    - b) Regarding the study, how applicable and helpful it was.

#### 4) Conclusion

4.1) Recommendations for one's own professional practice as well as the practice of others should be summarized in this section.

4.2) A summary of the findings, conclusions, and suggestions gleaned through the action research method.

### 7. PROBLEMS, ISSUES, SUGGESTIONS

Robey, D. suggests that researchers be forthright and honest about their methodologies and theories from the very beginning of a project right up until it is finished and published. If researchers do not clearly adhere to the principles of action research when they are conducting research in the real world, they might be better classified as consultants. Action researchers need to describe both their method and how it is used, keeping in mind that the study they conduct will be evaluated in part based on their ability to explain practices in the field. For instance, proper documentation of the research procedure is absolutely necessary. The action researcher has the ability to experiment with improving these writings through the use of diaries and idea maps while taking into consideration the audience that is being addressed, whether it is practitioners or academics.

Before beginning the research project, it is essential to set clearly defined criteria for evaluating the outcomes, as well as strategies for managing changes in these criteria, as part of the process of problem identification, action intervention, and reflective learning. This passage could be interpreted to indicate activity (but not research), or it could describe research on the other hand (but not action research). When researchers and practitioners work together in this way, they face the additional challenge of developing a shared ethical framework. This is an essential component of what we mean when we say "action research," so researchers and practitioners who collaborate in this manner face this additional challenge. It is highly unlikely that action research will be successful when there is conflict between researchers and practitioners, or even when practitioners are at odds with one another. As a direct consequence of this research, for instance, individuals might lose their objectives of research. Nevertheless, despite the fact that publications on action research have been published, beginner researchers and practitioners are still lacking specific recommendations for understanding and participating in action research studies in terms of the design, procedure, presentation, and assessment criteria.

### 8. CONCLUSION

The use of the term "action research" in real-world situations and businesses to represent a sort of action inquiry that unmistakably fulfils the definition of research is broken down and described in this particular study. It would appear that action research might be defined as "the study of a social situation with the purpose of raising the quality of action within it," as stated by Elliott (1991: 69). This description is consistent with earlier explanations of the field.

Defining an action research method is an instrument of power, and this study is aware of the risk of giving the impression that it is attempting to override the existing "multi-paradigmaticism" with a new dominant ideology. Such an override would result in the establishment of yet another hierarchy of quality in action research if this method were to be defined (Heikkinen, Kakkori and Huttunen, 2001:22). On the other hand, the purpose of this study is to promote an open and well-informed discussion about what constitutes action research. This is done with the intention of improving the methodology and expanding its scope of application by establishing action research as a valid form of practitioner research that is ideal for academic dissertations and projects.

According to the findings of a recent investigation, action research is a sub-category of action inquiry that makes use of research methodologies of sufficient quality to be able to withstand the scrutiny of peers in order to plan for and assess potential enhancements. In the same way that "participatory action research" is used in academic circles, this form of action research might require a new name. As a consequence of this, action research must still be accompanied by a comprehensive set of criteria that describes how it might be planned and carried out.

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