

A SURVEY OF TEACHER EDUCATORS ON THE IMPLEMENTATION OF ACTION RESEARCH IN EDUCATION COLLEGES

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Abstract

The purpose of this study was to survey teacher educators on the implementation of action research in Education Colleges. A survey method, which is one of the descriptive designs, was employed to collect the relevant data from the respondents. The subjects were (300) teacher educators in Monywa Education College, Mandalay Education College, Magway Education College, Pakokku Education College and Sagaing Education College. The questionnaire includes (40) Likert-scale items. Descriptive statistics such as percentage and mean were used to analyze the data. Furthermore, one-way analysis of variance (ANOVA) and independent samples *t*-test were also used to compare statistically significant difference among the sample Education Colleges, degree and teaching experiences. The results of the study revealed that most of the teacher educators possessed positive perceptions on the implementation of action research in Education Colleges, but knowledge, skills and experience of teacher educators in the selected Education Colleges were insufficient. The level of principal's encouragement to conduct action research was insufficient in such areas as establishing action research clubs in Education College, allocating budget to conduct action research, providing reference materials for their research activities and arranging research training in Education Colleges. Therefore, teacher educators are highly affected by the factors that hinder them to conduct action research. It was found that, a commitment in fulfilling and supplying sufficient reference materials for continuous trainings, workshops and action research competitions is a necessity.

Keywords: action research, teacher educators, perception

Introduction

Action research has become a required component of teacher education programs because the goal of educators conducting action research as: gaining insight, developing reflective practice, effecting positive changes in school environment (Hine & Lavery, 2014). Therefore, it can provide teacher educators with the opportunities to examine a practical problem within classroom or school setting. Moreover, it offers many benefits for educators committed to take risks and make changes related to teaching and learning, to enhance student achievement, professional development and schools become more effective learning communities. This study was conducted to investigate the perceptions of teacher educators on the implementation of action research in selected Education Colleges. This will provide critical information on how action research can improve the teaching and learning process.

Purposes of the Study

- To investigate the perceptions of teacher educators on the implementation of action research in selected Education Colleges.
- To compare the perceptions of teacher educators on the implementation of action research in terms of Education College, degree and teaching experience.
- To give suggestions and recommendation based on the results of the study.

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Research Questions

1. How do teacher educators perceive on the implementation of action research in Education Colleges?
2. Is there any significant difference in the perceptions of teacher educators on the implementation of action research in terms of Education College?
3. Is there any significant difference in the perceptions of teacher educators on the implementation of action research in terms of degree and teaching experience?

Definition of Key Terms

Action Research: Action research is a process of systematic inquiry that enables people to find effective solutions to real problems encountered in daily life (Ferrance, 2000).

Teacher Educators: Teacher educators are defined as people who provide instruction or who give guidance and support to student teachers and who thus render a substantial contribution to the development of students into competent teachers (Celik, 2011).

Perception: Perception is the act of perceiving, opinions, beliefs, attitudes, and judgement toward something around environment (Jannah, 2019).

Scope

This research was conducted in five Education Colleges of twenty-five Education Colleges. The subjects were confined to (300) teacher educators in the selected Education Colleges. To survey teacher educators on the implementation of action research in the selected Education Colleges, this study was delaminated into three factors such as teachers' perceptions, principal's encouragement and factors that hinder or enable teachers in conducting action research.

Review of Related Literature

Action Research in Education

Action research is to improve the practice of the individual teacher by building reflective practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools consider (Mills, 2011 cited in Hine, 2013). Sagor (2000) cited in Ary, Jacobs & Sorensen, (2010) made the case that the focus on action research can help to professionalize teaching, enhance teacher motivation and efficacy, better meet the needs of diverse learners by searching for solutions to ever-changing problems, and help schools to achieve success in a standards-based environment.

Johnson (1995) cited in Erba, (2013) noted that teachers may gain a better perspective into their own teaching and students' learning by doing their own action research because the changes made in instruction are based on a teacher own research. Action research is so relevant for all teacher educators since it can help to find out the best way for their teaching and refine their teaching skills. It also helps the teachers to develop new knowledge directly related to the classroom, promote reflective teaching and thinking, expand pedagogical repertoires and reinforce the link between practice and student achievement. Moreover, action research is a process for improving educational practice. Its method involves action, evaluation and reflection. It is a process to gather evidence in implement change in practices.

Action research also provides administrators with an opportunity to better understand what happens in their school. Creating the need for research and establishing an environment for conducting action research is the responsibility of a school administrator. A principal's support of any new initiative is crucial for the practice to be sustained and impact student learning (Hewitt & Little, 2005).

Mill (2003) cited in Gay & Airasian, (2003) described that there were five components of action research such as commitment, collaboration, concern, consideration and change:

- **Commitment:** The time commitment is a factor for that all participants should consider carefully as the participants need time to get to know and trust each other and to observe practice, consider changes, try new approaches, and document, reflect and interpret the results.
- **Collaboration:** In an action research, the power relations among participants are very important. Collaboration involves a cyclical process of sharing, of giving, and of taking the ideas and suggestions of each person.
- **Concern:** The interpretive nature of action research means that the participants will develop a support group of "critical friends". Trust in each other and in the value of project is important.
- **Consideration:** Reflective practice is the mindful review of professional actions and it requires concentration and careful consideration and relationships that will generate meaning within the investigation.
- **Change:** For humans, especially teachers, growing and changing are part of developmental cycle of life. Change is ongoing and, at times, difficult, but it is an important element in remaining effective as a teacher.

Research Method

Subjects

To get the perceptions of teacher educators on the implementation of action research, five education colleges were selected by using a random sampling method. A sample of (300) teacher educators in Monywa, Mandalay, Magway, Pakokku and Sagaing Education Colleges were participated as the subjects.

Research Design

A survey method which is one of the descriptive methods was used. Descriptive research is also used as it involves collection data in order to test hypothesis or to answer questions concerning the current status of the subject of the study.

Instrument

A questionnaire was constructed on the basis of the questionnaires of Erba (2013) and Horeto (2013). It included five point Likert-scale items such as (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree and (5) Strongly Agree for three factors: Teachers' Perception, Principal's Encouragement and Factors that hinder or enable teachers in conducting action research. There were (40) Likert-scale items in this instrument.

Procedure

Firstly, the relevant data and information were collected from the library and Internet sources to make literature review. Secondly, in order to get the required data, the researcher constructed an instrument under the guidance of the supervisor. The instrument was validated by three experienced teachers from Sagaing University of Education. After that, the pilot test was held on 7th December, 2017 with fifty teacher educators at Meiktila Education College. According to Cronbach's alpha technique, the reliability coefficient of the questionnaires was (0.889). After the pilot test, the instrument was revised according to the results of the pilot test. And then, the major survey was conducted on 11th December, 2017. It was completed in three weeks and held with (300) subjects. Then the collected data were statistically analyzed and interpreted.

Analysis of the Data

The responses of teacher educators to the questionnaires were analyzed and calculated by using Statistical Package of the Social Science (SPSS) version 20, independent samples *t*-test was used to compare the perceptions of teacher educators in terms of teaching experience. One-way (ANOVA) was used to compare the perceptions of teacher educators in terms of Education College and the degree of teacher educators.

Findings

Findings of the Perceptions of Teacher Educators towards Action Research

The first-dimension deals with the perceptions of teacher educators towards action research. The responses of teacher educators for each question were analysed by descriptive statistics. Table 1 shows the response rates of teacher educators for each item.

Table1. The Responses of the Perceptions of Teacher Educators on the Implementation of Action Research in Education Colleges

Item	Description	Response (N = 300)				
		SDA	DA	UD	A	SA
1.	Teachers should conduct action research to improve their knowledge and skills.	1%	5%	4%	77%	13%
2.	Teachers should conduct action research to solve teaching learning problems.	0%	9%	7%	75%	9%
3.	The contribution of action research is low to solve the actual classroom problems.	2%	39%	20%	36%	3%
4.	Action research plays a great role in improving teachers practice in research activities.	1%	5%	10%	76%	8%
5.	Action research contributes a lot in improving the practice of teaching and learning process.	0%	6%	13%	72%	9%
6.	Action Research can build a good relationship among colleagues.	1%	12%	25%	58%	4%

Item	Description	Response (N = 300)				
		SDA	DA	UD	A	SA
7.	Action Research can develop positive teaching learning atmosphere.	0%	3%	14%	76%	7%
8.	Teachers can find out solution for educational problems by conducting action research.	0%	4%	8%	76%	12%
9.	Action Research can expand teacher role in teaching.	0%	6%	12%	72%	10%
10.	Teacher should conduct action research although there are challenges and constraints in education colleges.	2%	5%	15%	72%	6%
11.	Action research can improve students' achievement.	0%	11%	14%	68%	7%
12.	Teachers have high interest in conducting action research.	2%	23%	34%	40%	1%
13.	Action research is helpful for planning and decision making in college.	0%	13%	29%	53%	5%
14.	Teachers can improve their profession through conducting action research.	0%	7%	11%	74%	8%
15.	Action research should be conducted not only by higher education, but by basic schools.	1%	11%	20%	55%	13%

According to the results, most of the teacher educators accepted that the teachers should conduct action research in order to improve their knowledge and skills (90%), to find out solution for educational problems (88%), to solve teaching-learning problem (84%) and, action research can develop positive teaching learning atmosphere (83%) and contributes a lot in improving the practices of teaching and learning process (81%). Therefore, most of the teacher educators positively perceived on action research.

Findings of Teacher Educators' Responses on the Level of Principal's Encouragement in Conducting Action Research

Teacher educators' responses on the principal's encouragement in conducting action research were analysed by descriptive statistics. Table 2 shows the rates of teacher educators' responses for each item.

Table 2. The Responses of the Perceptions of Teacher Educators on the level of Principal's Encouragement

Item	Description	Response (N = 300)				
		SDA	DA	UD	A	SA
1.	The principal encourages teachers through arranging research training in Education College.	2%	26%	12%	55%	5%
2.	The principal encourages teachers through allocating budget to conduct action research.	5%	28%	28%	36%	3%
3.	The principal encourages teachers to undertake action research cooperatively.	1%	7%	9%	76%	7%
4.	The principal supports teachers through establishing action research club in the Education College.	3%	25%	29%	38%	5%
5.	The principal encourages teacher by providing recognition to conduct action research activities.	2%	8%	12%	72%	6%
6.	The principal supports teachers through providing reference materials for their research activities.	5%	19%	22%	49%	5%
7.	There is a good relationship between teacher and the principal to conduct action research.	3%	5%	25%	62%	5%
8.	The principal gives high priority to action research.	2%	10%	22%	59%	7%
9.	The principal is highly committed to achieve research activities in Education College.	0%	10%	26%	52%	12%
10.	The principal uses different mechanisms to motivate teachers for better performance in conducting action research.	0%	13%	24%	57%	6%

Based on the results, most of teacher educators agreed that the principal encourages teachers to undertake action research cooperatively (83%) and the principal encourages teachers by providing recognition to conduct action research activities (78%).

On the other hand, more than half of teacher educators disagreed with the items namely the principal encourages teachers through allocating budget to conduct action research (61%) and the principal supports teachers through establishing action research club in the Education College (57%) respectively. Therefore, many teacher educators' perceptions were not satisfied on the level of principal's support to teacher educators in order to undertake action research.

Findings of Teacher Educators' Perceptions on the Factors that Hinder or Enable Teachers in Conducting Action Research

The responses of teacher educators on the factors that hinder or enable teachers in conducting action research for each question were analysed by descriptive statistics.

Table 3. The Responses of the Perceptions of Teacher Educators on the Factors that Hinder or Enable Teachers in Conducting Action Research

Item	Description	Response (N = 300)				
		SDA	DA	UD	A	SA
1.	There is a shortage of training and seminar on research activities.	0%	8%	13%	65%	14%
2.	There is an insufficient budget in Education Colleges to undertake action research.	0%	7%	19%	53%	21%
3.	I do not feel confident in undertaking action research due to lack of research knowledge and skill.	3%	23%	17%	49%	8%
4.	Teachers lack interest to conduct action research.	1%	26%	34%	33%	6%
5.	There is an insufficient reference material (journals, research books, research reports and etc.) in the library.	1%	28%	18%	46%	7%
6.	There is lack of recognitions to conducted research activities.	1%	33%	34%	27%	5%
7.	Teaching load affects the practice of action research.	1%	10%	25%	60%	4%
8.	Teachers are not encouraged to carryout action research due to lack of incentives.	1%	18%	36%	38%	7%
9.	Teachers' involvement in action research should be a criterion of promotion.	6%	28%	29%	33%	4%
10.	Teachers need enough time to carry out action research in Education Colleges.	1%	10%	17%	54%	18%
11.	Recognition and reward from Education College and education department motivate teachers to involve in action research.	1%	12%	25%	56%	6%
12.	Education College has regular schedule to engage in research activities.	3%	20%	34%	42%	1%
13.	There is lack of clear role of teacher educators in Education College to conduct action research.	1%	14%	35%	42%	8%
14.	There is lack of complete data/ information to undertake research activities.	1%	15%	22%	51%	11%
15.	There is lack of moral support from principal.	1%	23%	39%	25%	12%

Table 3 showed that many teacher educators agreed with the shortages of trainings and seminars to conduct action research (79%), lack of enough time to carry out action research(72%), insufficient budget to undertake action research (64%), lack of complete data/ information to undertake research activities (63%).

Based on the findings, more than half of participants had lack of interest to conduct action research, lack of recognitions, lack of incentives and lack of clear role to conduct research activities. Therefore, they were affected by the factors that hinder to conduct action research in Education Colleges.

Descriptive Statistics of the Perceptions of Teacher Educators on the Implementation of Action Research on each Dimension

To examine the perceptions for each dimension, descriptive statistics was used. Table 4 shows the mean, standard deviation, minimum and maximum scores of each dimension.

Table 4. Means and Standard Deviations of the Perceptions of Teacher Educators on the Implementation of Action Research in Education Colleges

No	Dimension	N	Minimum	Maximum	M	SD
1	Perception	300	29	72	55.33	6.099
2	Encouragement	300	14	49	34.68	5.676
3	Enablers	300	32	67	51.21	5.540

According to the results, the mean of teacher educators' perceptions on the implementation of action research (55.33), the mean of teacher educators' responses on the level of principal encouragement (34.68) and the mean of the factors that hinder or enable teachers in conducting acting research (51.21). The level of means for each dimension was illustrated in Figure 1.

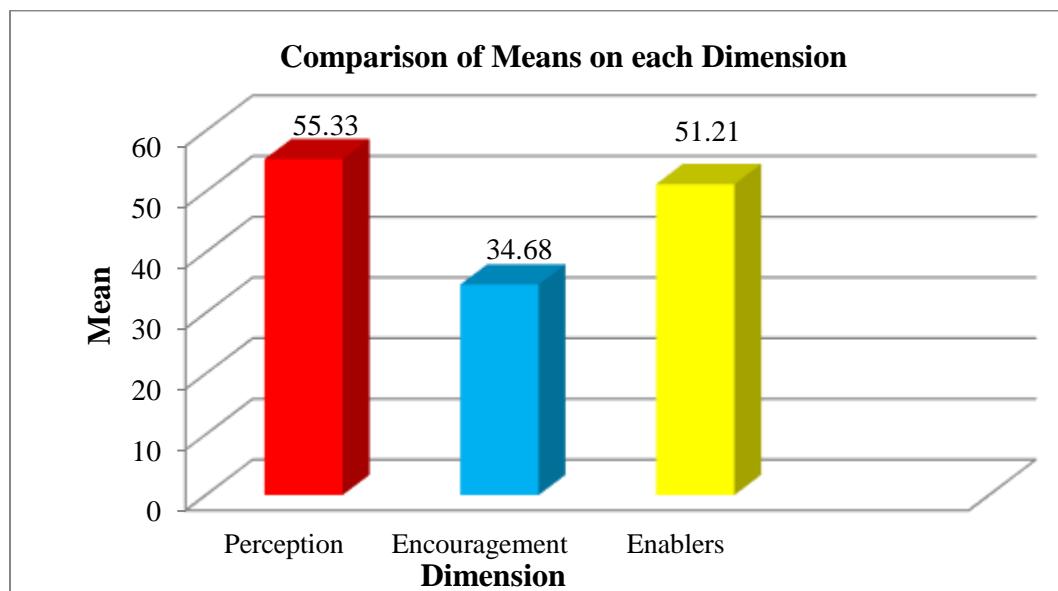


Figure 1. Comparison of Means on each Dimension

Findings of the Perceptions of Teacher Educators on the Implementation of Action Research in terms of Education College

Comparison of Means on each Dimension in terms of Education College

In order to compare the means and standard deviations on each dimension, the subjects were divided into five Education Colleges. Data were analyzed by descriptive statistics.

Table 5. Comparison of Means and Standard Deviations on each Dimension in terms of Education College

Category	N	M/SD	Dimension		
			Perception	Encouragement	Enablers
COE 1	60	M	55.55	34.28	49.32
		SD	5.956	5.548	6.315
COE 2	60	M	55.3	35.98	50.42
		SD	5.067	4.451	4.806
COE 3	60	M	54.7	34.28	51.3
		SD	6.368	4.971	5.679
COE 4	60	M	54.3	33.52	53.18
		SD	7.529	7.006	5.694
COE 5	60	M	56.8	33.75	51.82
		SD	5.138	6.947	4.386

Note. COE 1= Monywa EC COE 2=Mandalay EC COE 3=Magway EC
 COE 4=Pakokku EC COE 5=Sagaing EC

In the first dimension, COE 5 had the highest mean and COE 4 had the lowest mean. In the second dimension, the mean of COE 2 was the highest and that of COE 4 was the lowest. In the third dimension, the mean of COE 4 was the highest and COE 1 was the lowest. Based on the results, teacher educators in COE 4 had the lowest perception on the implementation of action research in the Education Colleges.

ANOVA Results of the Perceptions of Teacher Educators on the Implementation of Action Research in terms of Education College

In order to determine the significant difference in the perceptions of teacher educators, the collected data was analyzed by using one-way analysis of variance (ANOVA).

Table 6. ANOVA Results of the Perceptions of Teacher Educators on the Implementation of Action Research in terms of Education College

Dimension		Sum of Squares	df	Mean Squares	F	Sig. (2-tailed)
Perception	Between Groups	220.08	4	55.02	1.489	0.206 (ns)
	Within Groups	10902.3	295	36.975		
	Total	11122.3	299			
Encouragement	Between Groups	331.333	4	82.833	2.627	.035*
	Within Groups	9301.58	295	31.531		
	Total	9632.92	299			

Dimension		Sum of Squares	df	Mean Squares	F	Sig. (2-tailed)
Enablers	Between Groups	509.053	4	127.363	4.332	.002**
	Within Groups	8666.13	295	29377		
	Total	9175.19	299			

Note. * $p < .05$, ** $p < .01$ ns = not significant

According to Table 6, the perceptions of teacher educators on action research had no significant differences among Education Colleges. Teacher educators' responses on the level of principal's encouragement; $F(4,295) = 2.627$ had significant differences among Education Colleges, * $p < .05$ and perceptions of teacher educators on the factors that hinder or enable teacher educators in conducting action research; $F(4,295) = 4.332$, ** $p < .01$ had significant differences among Education Colleges. Based on the findings, it can be interpreted that there were significant differences among five Education Colleges except for the perceptions of teacher educators on action research.

Findings of the Perceptions of Teacher Educators on the Implementation of Action

Research in terms of Degree

Comparison of Means on each Dimension in terms of Degree

In order to explore the perceptions of teacher educators on the implementation of action research in terms of degree, the obtained data was analyzed by using a descriptive statistic. The subjects were divided into three groups such as B.Ed degree, M.Ed degree and M.A/ M.Sc degree. Table 7 shows the comparison of means and standard deviations on each dimension.

Table 7. Comparison of Means and Standard Deviations on each Dimension in terms of Degree

Category	N	M/SD	Dimension		
			Perception	Encouragement	Enablers
B.Ed	99	M	53.91	34.68	51.95
		SD	7.53	6.061	5.659
M.Ed	52	M	56.19	34.98	49.65
		SD	4.468	4.492	5.729
M.A/ M.Sc	149	M	55.97	34.58	51.26
		SD	5.514	5.811	5.316

In the first dimension, M.Ed teacher educators had the highest mean and B.Ed teacher educators had the lowest mean. In the second dimension, M.Ed teacher educators had the highest mean and M.A/ M.Sc teacher educators had the lowest mean. In the last dimension, B.Ed teacher educators had the highest mean and M.Ed teacher educators had the lowest mean. The findings of this study indicated that, M.Ed teacher educators had the most positive perceptions on the

implementation of action research among three types of degrees. The comparison of means on each dimension in terms of degree was also presented in Figure 2.

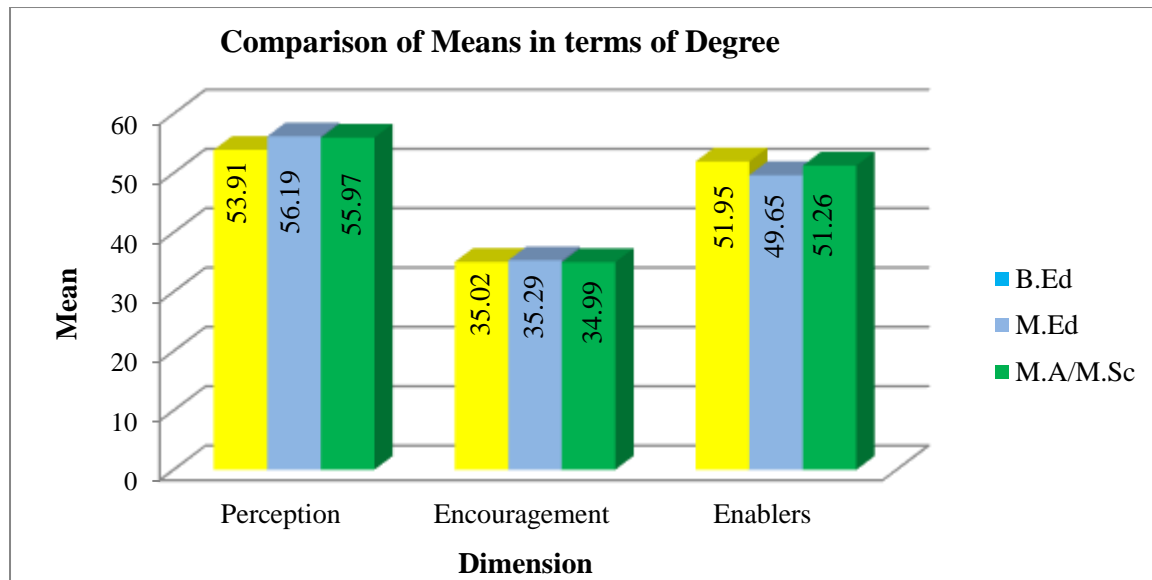


Figure 2. Comparison of Means in terms of Degree
ANOVA Results of the Perceptions of Teacher Educators on the Implementation of Action Research in Education Colleges in terms of Degree

In order to determine the significant difference in the perceptions of teacher educators on the implementation of action research in terms of degree, the data was analysed by using one-way analysis of variance (ANOVA). The results of ANOVA are presented in Table 8.

Table 8. ANOVA Results of the Perceptions of Teacher Educators on the Implementation of Action Research in Education Colleges in terms of Degree

Dimension		Sum of Squares	df	Mean Squares	F	Sig. (2. tailed)
Perception	Between Groups	300.179	2	150.089	4.119	.017*
	Within Groups	10822.2	297	36.438		
	Total	11122.3	299			
Encouragement	Between Groups	6.078	2	3.039	0.094	.911 (ns)
	Within Groups	9626.84	297	32.414		
	Total	9632.92	299			
Enablers	Between Groups	180.361	2	90.181	2.978	.052 (ns)
	Within Groups	8994.83	297	30.286		
	Total	9175.19	299			

Note. * $p < .05$, ns = not significant

The results showed that the perceptions of teacher educators on the implementation of action research in Education Colleges were significantly different among three types of degree; $F(2, 297) = 4.119, *p < .05$. However, the perceptions of teacher educators on the level of encouragement of the principal and the factors that hinder or enable teachers in conducting action research were not significantly different.

According to the findings, it can be interpreted that there was no significant difference in the perceptions of teacher educators on the implementation of action research in Education Colleges in terms of degree except for the first dimension.

Findings of the Perceptions of Teacher Educators on the Implementation of Action Research in terms of Teaching Experience

The results of *t*- values for the perceptions of teacher educators on the implementation of action research in terms of teaching experience were presented in Table 9.

Table 9. *t*- Values for the Perceptions of Teacher Educators on the Implementation of Action Research in Education Colleges in terms of Teaching Experience

Dimension	Teaching Experience	<i>N</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Perception	<15 years	178	55.57	6.03	.59	.833	298	.873
	≥15 years	122	54.98	6.21		.829	298	(ns)
Encouragement	<15 years	178	34.35	6.05	-.81	-1.215	298	.092
	≥15 years	122	35.16	5.07		-1.256	298	(ns)
Enablers	<15 years	178	51.14	5.57	-.16	-.250	298	.574
	≥15 years	122	51.30	5.51		-.250	298	(ns)

Note. ns = not significant

In the first dimension, the mean of under fifteen years' teaching experience of the teacher educators was (55.57) and the mean of over fifteen years' teaching experience of the teacher educators was (54.98). In the second dimension, the mean of over fifteen years' teaching experience of the teacher educators was (35.16) and the mean of under fifteen years' teaching experience of the teacher educators was (34.35). In the third dimension, the mean of over fifteen years' teaching experience of the teacher educators was (51.3) and the mean of under fifteen years' teaching experience of the teacher educators was (51.14).

It can be interpreted that the perceptions of teacher educators were not significantly different though they had different teaching experience. The comparison of means on each dimension of the perceptions of teacher educators in terms of teaching experience was also presented in Figure 3.

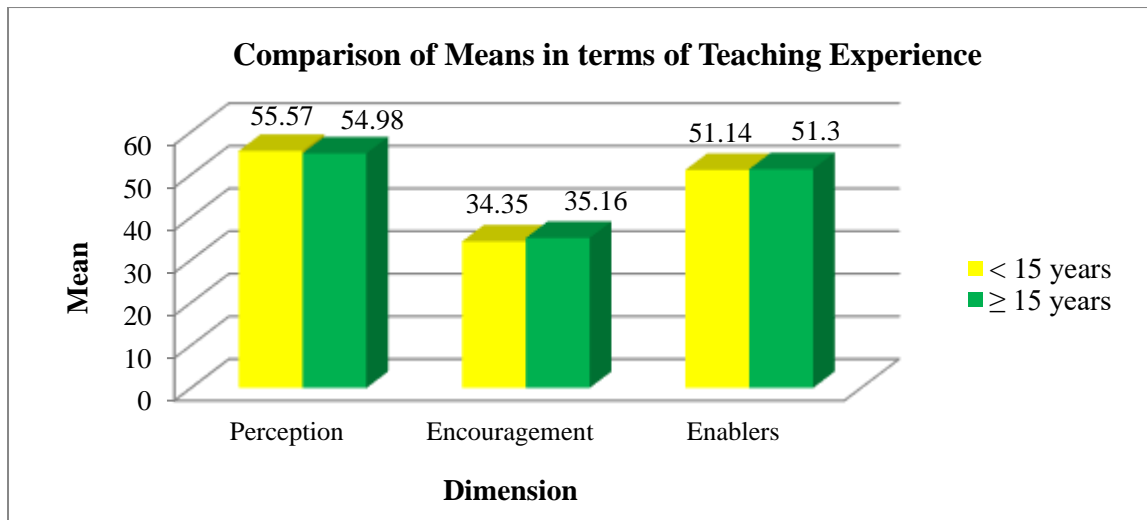


Figure 3. Comparison of Means in terms of Teaching Experience

Discussion and Suggestions

Discussion

This study was conducted to investigate the perceptions of teacher educators on the implementation of action research in the selected Education Colleges.

According to the responses, most of the teacher educators had positive perceptions on the implementation of action research in Education Colleges. However, many teacher educators' perceptions were not satisfied on the level of principal's encouragement to teacher educators in order to undertake action research. Therefore, teacher educators were affected by the factors that hinder to conduct action research. When analyzing the collected data, it was found that there were significant differences among five Education Colleges except for the perceptions of teacher educators on action research.

Ferrance (2000) stated that school administrators must help their teachers by working collaboratively and it helps in their professional development. Therefore, the principals of Education Colleges have to encourage teacher educators by establishing research club and by providing sufficient reference materials and motivating teachers to involve in action research by giving incentives.

According to the results, M.Ed teacher educators had the most positive perceptions on conducting action research and nearly all of B.Ed teacher educators had lack of research experience, knowledge and skills. Leta (2014) argued that teachers should have enough knowledge, a reasonable degree of competence, possess the appropriate skills and experience in action research itself. Therefore, B.Ed teacher educators should be encouraged to attend M.Ed course, trainings and seminars on research activities to get research knowledge and skills.

There was no significant difference between the perceptions of teacher educators in terms of teaching experience. In education Colleges, teacher educators have little experience in conducting action research in comparison with their teaching experience. Moreover, they are untrained and unskilled in conducting action research. Therefore, the majority teacher educators do not have enough knowledge and experience in action research and their perception on the

implementation of action research are not significantly different. This finding was consistency with Sela & Harel (2012).

Suggestions

Based on the findings of this research, the following suggestions were made. Teacher educators should conduct action research to find out the solutions for educational problems, to improve the quality of teaching and learning, to promote their knowledge and skills. Principals of Education Colleges should encourage teacher educators by arranging research training, allocating budget and providing sufficient reference materials. Moreover, action research competition should be held annually and recognition and reward should be given to teacher educators according to their performance.

This research study was conducted with teacher educators from five Education Colleges. According to this perspective; it should be expanded to all Education Colleges across the country. This research study was limited to three dimensions. Other studies indicating other dimensions should be extended. The present study compared only three variables. Therefore, further research should be carried out by using other variables and by exploring the differences between teacher educators' perceptions and principals' perceptions. Finally, this research cannot entirely perfect and highly contribute to the quality of teacher educators and education areas. Therefore, additional studies should be performed to upgrade the quality of teacher educators and education.

Conclusion

The main purpose of this study was to investigate the perceptions of teacher educators on the implementation of action research in the selected Education Colleges. Based on the findings, there were significant differences among five Education Colleges except for the perceptions of teacher educators on action research. However, there was no significant difference in the perceptions of teacher educators in terms of degree except for the first dimension and the perceptions of teacher educators were not significantly different in terms of teaching experience.

Therefore, this study provides an insight to teacher educators that they should have reasonable degree of knowledge, competence and experience in action research and the principals of Education Colleges and the administrators of education departments should focus their attention and efforts on the development of the perceptions of teacher educators on the implementation of action research by providing teacher educators with adequate encouragement and fulfilling research facilities in conducting action research.

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