

**The extent of teachers' practice at the basic stage (1-4) of
participatory action research and its relationship with
professional learning communities in the South Hebron
Education Directorate**

**Prepared by : Suheir Suleiman Mohammad Alswaiti
Supervised by : DR. Baud Al khales**

Abstract:

This study aimed at identifying the extent of teachers' practice at the basic stage (1-4) of participatory action research and its relationship with professional learning communities. The descriptive correlational approach was used as it suits the nature of this study. The study population consisted of all teachers of the basic stage in the South Hebron Education Directorate, the number of which was (1179) male and female teachers in the academic year 2018-2019 whereas the study sample comprised (178) male and female teachers chosen by means of the stratified random sampling method.

To achieve the objectives of the study, the researcher used a questionnaire, an interview and document content analysis (teachers' participatory action research) to identify the extent of teachers' practice at the basic stage (1-4) of participatory action research and its relationship with professional learning communities. The reliability and validity of these instruments were calculated and verified.

The results showed that the practice of teachers at the basic stage (1-4) of participatory action research scored a high degree, whereas the practice of professional learning communities scored a medium degree on the total score and on the sub-domains. The collective responsibility domain scored the highest average (2.60).

The results also showed that there were no statistically significant differences at ($\alpha \geq 0.05$) in the extent to which teachers of the basic stage (1-4) practice participatory action research due to gender, years of experience and educational qualification variables. Moreover, the results showed that there were no statistically significant differences at ($\alpha \geq 0.05$) in the extent to which teachers of the basic stage (1-4) practice professional learning communities in the South Hebron Directorate of Education due to gender, years of experience and educational qualification variables.

The results revealed that there was no statistically significant relationship between the practice of the basic stage teachers (1-4) for participatory action research and professional learning communities in South Hebron Directorate of Education , except in the domain of reinforcing professional learning.

The analysis of a sample of teachers' participatory action research revealed the importance of participatory action research in helping teachers solve classroom and school problems. Additionally, the results showed an active participation in the process of doing participatory action research.

The results of the interviews of male and female teachers at the basic stage regarding their practices of the participatory action research showed that 75% of the interviewed teachers do not practice this research and only 25% are engaged in participatory action research motivated by the desire to solve problems that students face including classroom interaction and learning achievement, thus it is useful for the teacher and the students alike. The results also revealed that time was one of the most important difficulties faced by male and female teachers when carrying out action research.

On the other hand, results of the interviews regarding teachers' professional learning communities revealed a consensus between the views of the interviewed teachers and the views of the study sample of the teachers at the basic stage about the importance of professional learning communities in supporting the educational process and in addressing school and classroom problems facing teachers of the basic stage. The main obstacle indicated by the teachers was lack of financial support and resources to build professional learning communities.

The researcher recommended the necessity to equip male and female teachers with positive attitudes towards participatory action research and professional learning communities in all possible means for increasing their motivation towards using action research and participating in professional learning communities which increase the efficiency and quality of the educational process.