

Action Research Underutilised in Primary Schools: What does it Take to Improve Teacher and Pupil Performance?

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Abstract

This descriptive survey was carried out to evaluate how action research is underutilised in primary schools in Harare, Zimbabwe. A total of 300 respondents were drawn from selected 20 primary schools. They responded to a questionnaire that comprised both open and closed-ended questions. They established that the studied teachers were not valuing action research at their workplace. It however found that action research has several advantages to offer to primary school teachers. It also revealed that action research cannot be underutilised in schools in the presence of well designed and structured staff development, clinical supervision, and coaching, team-teaching, peer-teaching and reading programmes. The attitude of teachers was identified as an area for improvement. Schools were urged to staff develop teachers in action research as a matter of policy to promote the attainment of quality education.

Keywords: *Action research, Teacher performance, Pupil performance, Underutilisation*