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A Grounded theory for Research Implementation in Schools
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Abstract. This study investigates the implementation of educational research in schools in the middle zone of peninsular Malaysia. The respondents include school teachers and administrators, lecturers, education institutions and committee members of the state education departments. Data collected from interviews were coded and analyzed using open, axial and selected coding procedures. Six categories emerged from the data namely implementation initiative, implementation obstacle, collaboration, research knowledge, research needs and suggestions to overcome the weaknesses. The findings that emerged based on Grounded Theory suggest that the quality and quantity of educational research in school depends on the existence of a research culture.

Introduction

Research is an important component of the overall duties of teachers at school. Carrying out research gives them the opportunity to examine their own practice as a basis for professional development in each school, and indeed each classroom. It is a laboratory in which the curriculum and problems experienced as problems by teachers (not outside researchers) are subjected to empirical examination [11]. This is specified in the Education Master Plan for the development of education, developed by the Ministry of Education, Malaysia [10].

This indicates that the teacher’s duties go beyond teaching in the classroom, and have become more complex, less focused, and more of a burden. However, research shows that teachers face a lot of problems in carrying out research: teachers had insufficient time for research and they do not see how research can make student learning more effective [1, 9, 14].

There are two different views on the implementation of educational research and what determines its success. The first view is that research performance depends on the attitude to research of teachers themselves [14], and the second is that it depends on the support and encouragement given by school management and the education department responsible for the undertaking of research [8]. However, there is no theory of research that can be used as a guide to improve the level of research in the organization. In addition, the literature recommends that a much richer set of qualitative data needs to be collected in order to explain the implementation of research in school. This literature mostly deals with research abroad. The main question that needs to be raised here is: What research practices are involved in research in our local schools?

Objectives of the Study

This study was undertaken to examine the elements required to implement quality educational research in school. In particular, the aim is to find out how research is carried out in school and suggest a theory to be used as a guide to the implementation of educational research.

More specifically, this research seeks to answer the following two questions: