Article

Obstacles to the preparation and implementation of action research among primary school teachers in the city of Tébessa

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Abstract

This study aimed to identify the obstacles to preparing for and implementing action research among primary school teachers in Tébessa. A 35-item questionnaire was developed and administered to 170 male and female teachers to achieve this objective. The results indicated that the obstacles to preparing and conducting action research were moderate overall. Environmental obstacles ranked first in terms of degree, followed by academic obstacles at a moderate level and personal obstacles at a moderate level.

Keywords: Action research; Obstacles; Primary school teachers.

Introduction

Scientific research is regarded as the foundation for the advancement and progress of societies because it contributes to solving problems across various domains, including economic, social, cultural, and educational fields. Scientific research takes multiple forms: theoretical, applied, quantitative, experimental, descriptive, and action. Among these, action research is one of the most commonly utilised approaches for addressing professional and daily challenges, particularly in education. This field instils positive traits in the younger generation to shape their personality and ensure psychological, intellectual, and physical balance. The primary education stage is considered the cornerstone of any educational system worldwide. A child's cognitive, affective, and skill-based capacities are nurtured during this phase. It is also a period when the child begins to engage with a broader social group within a school environment that differs significantly from their family setting. Consequently, primary school teachers must fulfil numerous responsibilities and roles, particularly in light of the significant technological advancements characterising the twenty-first century, which necessitate continual adaptation and responsiveness.

One of the most effective mechanisms for supporting practitioners in the educational field in general, particularly primary school teachers, in meeting their professional obligations is action research. This form of research enhances and evaluates teaching practices, resolves challenges, and contributes to educators' professional development.

Despite the significance of action research for educators in general and primary school teachers in particular, the researcher's interaction with the educational environment revealed obstacles hindering its preparation and implementation. These obstacles may be academic, such as insufficient knowledge of the conditions, requirements, and importance of action research. They may also be personal, arising from issues experienced by teachers in their private lives, or they may stem from an unsuitable working environment.

This observation necessitated the present study, which seeks to address the following primary research question:

What are the obstacles to the preparation and implementation of action research among primary school teachers in the city of Tébessa?

To answer this question, the following hypotheses were formulated:

➢ Personal obstacles exist in preparing for and implementing action research among primary school teachers.

➢ Academic obstacles exist in preparing for and implementing action research among primary school teachers.

➢ Environmental obstacles exist in preparing for and implementing action research among primary school teachers.

1. Research Objectives

➢ To explore the theoretical concept of action research.

➢ To identify the personal obstacles primary schoolteachers face in preparing for and implementing action research.

➢ To identify the academic obstacles that primary school teachers face in preparing for and implementing action research.

➢ To identify the environmental obstacles that primary school teachers face in preparing for and implementing action research.

2. Significance of the Study

➢ To understand the concept of action research and highlight its importance and role in improving teaching practices, particularly for primary school teachers and the education sector in general.

➢ To draw the attention of decision-makers in the Algerian education sector to the necessity of action research.

➢ To shed light on the obstacles teachers encounter in preparing and conducting action research, we propose recommendations for overcoming these challenges.

3. Scope of the Study

➢ *Thematic Scope*: This study is limited in its ability to identify the obstacles that prevent primary school teachers from preparing and implementing action research.

➢ *Human, Spatial, and Temporal Scope*: The questionnaire was administered to 170 primary school teachers specialising in the Arabic language in Tébessa during the first and second terms of the 2024–2025 school year.

4. Research Terminology

Obstacles

➢ *Linguistically*, "Derived from the verb *ʿawwaqa*, meaning to prevent or hinder"; *taʿwīq* refers to obstruction or deterrence (Al-Jawhari, 1407 AH). The term *ʿāʾiq* denotes something that impedes or occupies, i.e., a hindrance (Arabic Language Academy, *Al-Muʿjam Al-Wasīṭ*, 1961).

➢ *Conventionally*, this refers to the difficulties and barriers that prevent teachers from participating, interacting, and achieving the intended objectives (Qanawi Mohamed, 2018).

➢ *Operationally*, it refers to the challenges primary schoolteachers encounter that hinder action research preparation and implementation. These obstacles are categorised into personal obstacles, academic obstacles, and environmental obstacles.

Action Research

➢ *Linguistically*, the term "research" means investigation or exploration, whereas "action" refers to the procedures undertaken to solve a problem (Ahmad Ali, 2017).

➢ *Conventionally*, a form of applied research that enables teachers and educational practitioners to examine and reflect on their practices, confront challenges, and devise solutions. In this type of research, the teacher acts simultaneously as a researcher and a reflective practitioner (Derrij, 2016).

➢ *Operationally*: A set of steps undertaken by primary schoolteachers, including identifying a problem, collecting and analysing data, formulating a solution plan, and writing a report. This process aims to address issues within the classroom or school environment and improve teaching performance, thereby positively impacting all active components of the teaching–learning process and contributing to alignment with ongoing educational developments.

Primary School Teachers

The primary school teacher is a central figure in the teaching–learning process and is responsible for managing classroom affairs and student-related matters (Charaf, 2023). The teacher is tasked with implementing educational policy, connecting it to societal needs, aligning objectives with the curriculum, and realising them in practice (Lachheb, 2017). Furthermore, the teacher is responsible for instilling societal values in pupils, strictly adhering to official curricula and instructions, coordinating with parents and the educational community, upholding principles of equity and equal opportunity, and maintaining respectful and honest relationships with students (Official Gazette of the People's Democratic Republic of Algeria, 2008).

Operational Definition:

A primary school teacher is an individual who has received education and training to effectively manage and organise the classroom; develop pupils' skills across cognitive, methodological, and affective domains; and is accountable for addressing various challenges within the school environment while keeping pace with ongoing developments.

I. Theoretical Framework

1. The Concept of Action Research

Action research is a systematic inquiry by educators to improve their performance and address the problems they encounter (Teacher Creativity Centre, 2004). It is also described as a structured investigation based on reflection conducted by an individual or a group within the educational institution to solve problems or collect information to make informed decisions and achieve positive changes to enhance performance and learning outcomes (Abdelsamee, El-Fiqi, & Allam, 2007). Furthermore, it is characterised as a practical research method that enables teachers, administrators, and learners to discover and implement solutions to various problems within the school environment by systematically collecting and analysing data, applying appropriate solutions, and assessing their effectiveness (Gisore & Oranga, 2023).

2. Characteristics of Action Research

2.1 Realistic:

Action research addresses real-life problems that teachers and educational practitioners face within educational institutions. It seeks practical solutions that contribute to improving the educational context.

2.2 Specific, Local, and Cyclical:

It addresses a particular problem within a specific time and place. It typically follows a cyclical process based on reflection and planning to generate appropriate solutions. It is also local and influenced by environmental conditions, diverse educational situations, and community needs.

2.3 Collaboration and participation

Action research may be conducted individually by the teacher or collaboratively with a team comprising teachers, administrators, learners, and even parents. This collective involvement promotes a comprehensive and objective perspective on the problem, encouraging active participation and commitment from all stakeholders to find optimal solutions and achieve the desired change.

2.4 Practical and Applied:

The outcomes derived from analysing the problem are not merely theoretical; they are implemented to inform decision-making and enhance educational practices during and after the action research process.

2.5 Investigative and Flexible:

It involves observation, inference, and continuous event tracking throughout the research process, allowing appropriate adjustments. It also remains responsive to emerging situations and adapts accordingly.

2.6 Reflective and Critical:

Action research is grounded in deep, critical thinking regarding the procedures undertaken by the researcher. It involves reassessing and reviewing outcomes and engaging in dialogue and discussion to discover effective and sustainable solutions (Anderson et al., 2014; Zuber, 2013; Cunningham, 2008).

3. Objectives of Action Research

Action research aims to:

➢ Through the sustainable professional development of teachers, positive transformations within the educational environment can be achieved.

➢ The concept of the teacher as a confident researcher capable of making informed decisions should be established.

➢ Provide opportunities for teachers to engage in self-directed learning and continuous professional growth by examining, critiquing, and analysing teaching and learning practices to identify weaknesses and implement improvements.

➢ A professional personality characterised by observation, commitment, reflection, and follow-up should be developed to enhance teachers' instructional beliefs.

➢ Strive to improve school performance and increase professional practices by narrowing the gap between theoretical knowledge and practical application.

➢ All the human and ethical dimensions of educational processes should be examined, and the school environment should be transformed into a continuously learning community (Haider, 2004; Al-Obaidi, 2010; Shaheen, 2013; Strickland, 1988).

4. Importance of Action Research

The significance of action research lies in the fact that it:

➢ Teachers help teachers solve problems within the classroom environment.

➢ This study contributes to teachers' professional development through conducting research independently and making informed decisions on the basis of their findings.

➢ Teachers should be able to reflect on their teaching practices, enhancing their performance and increasing their effectiveness.

➢ Teachers should be provided with opportunities to examine their performance, assess their effectiveness, and become more open to innovation and new approaches.

➢ This increases teachers' motivation to think critically and act to find practical solutions to real-life challenges, thus bridging the gap between theory and practice.

➢ Strengthening teachers' confidence by empowering them to identify and control their problems

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➢ It reinforces the concept of the teacher as a researcher by utilising their intellectual output and research to improve instructional practices.

➢ Promotes communication and interaction among stakeholders in educational institutions, fostering the exchange of experiences, ideas, and diverse teaching strategies.

➢ Encouraging collaborative, team-based work that enhances teachers' capacities in critical thinking, analysis, interpretation, reflection, and self-assessment while also fostering openness to others' perspectives and ideas (Al-Asadi, 2008; Mohamed, El-Fiqi, & Allam, 2007; Al-Hariri et al., 2017).

5. Types of Action Research

Action research can be classified into the following categories:

5.1 Traditional action research

This type reflects the distinctive relationship between teachers and school administrators, whereby teachers continuously strive to improve their performance to meet administrative expectations and gain approval.

5.2 Contextual action research

This involves coordination among staff within the same educational institution, including teachers and administrators, and collaboration between different educational institutions. Such coordination allows for mutual understanding of roles and responsibilities, facilitates support, and promotes collaborative working practices.

5.3 Radical action research

This research is conducted at the international movement and institution level. Its primary goal is to strengthen collaborative relationships and promote human development on a broader scale.

5.4 Educational action research

Explicitly focused on various aspects of the teaching–learning process within educational institutions, this type aims to develop and enhance educational practices, particularly teaching and learning methods (Mohamed, El-Fiqi, & Allam, 2007).

6. Steps of action research

The key steps of action research include the following:

6.1 Purposeful observation

This study was conducted to identify educational issues and challenges.

6.2 Reflection:

The researcher critically reflects on their behaviours and practices, identifies the problem, and understands its connection to their inability to achieve set objectives.

6.3 Taking action:

This refers to the experimental implementation of a solution to improve actual practices and achieve this goal.

6.4 Evaluation

Entails assessing the effectiveness of the applied solutions by making informed judgments.

6.5 Modification:

Involves correcting errors and suggesting necessary adjustments on the basis of the evaluation results.

6.6 Practice improvement

Teachers adopt new directions and methods in their work, building on the insights gained from the previous stages (McNiff & Whitehead, 2009).

7. Areas of Action Research

7.1 Educational problems

These encompass all aspects of the teaching–learning process, including instructional methods, assessment and evaluation tools, training and learning strategies, testing procedures, teaching approaches, communication and achievement techniques, curriculum content and school textbooks.

7.2 Psychological Problems:

These relate to learners' behaviours and emotions, such as shyness, fear, lack of participation or interaction with the teacher, lying, introversion, indifference, and other behavioural issues.

7.3 Social Problems:

These concerns concern the learners' social environment and relationships, such as peer interactions and student–school relationships. Examples include poor attendance, truancy, aggressive behaviour, and other actions that reflect the connection between the school and the wider community.

7.4 Material problems

These are associated with the school environment and its available facilities, such as the library, garden, and laboratory, and the extent to which these resources are adequate and functional to support the success of the teaching–learning process (Boussaid & Al-Duhaiba, 2012).

8. Challenges Faced by Teachers in Preparing Action Research

Teachers encounter several difficulties in the preparation of action research, including the following:

➢ Most teachers lack an understanding of the concepts, procedures, and steps involved in action research.

➢ Limited possession of the necessary skills to implement action research effectively.

➢ Scarcity of advisory bodies or support systems to assist in designing action research projects.

➢ Long working hours and the heavy workload borne by teachers.

➢ There is an absence of dedicated funding and a lack of financial incentives for conducting action research.

➢ Insufficient training and encouragement, along with the absence of a formal system, facilitate the implementation of action research (Al-Miqdad, 2012; Madbouli, 2013).

II. Previous studies

1. Studies on Action Research

1.1 Guendouz *(2015)* conducted a theoretical study entitled *Action Research: A Procedural Approach to Teachers' Professional Development—Justifications, Method, Importance, and Implications*. In this study, teachers acted as researchers, undertaking systematic inquiry to highlight the role of action research as both a methodological and practical approach to solving classroom problems and enhancing their teaching practices and professional growth. The study employed a descriptive method through an analysis of the theoretical literature. The findings underscore the value of action research as a tool for professional development. The key recommendations included formally integrating action research into preservice teacher education curricula, incorporating it as part of in-service teaching responsibilities, and encouraging collaborative action research to address challenges and overcome obstacles.

1.2 *Yigit and Bagceci (2017)* aimed to explore teachers' perspectives on the role of action research in professional development Using a case study approach, the researchers studied a sample of six teachers from primary and middle schools through content analysis. The results revealed that action research contributed significantly to teachers' professional development across several dimensions. It facilitated joint and positive

planning, increased learners' awareness, improved communication with students, and provided an opportunity for self-critique with the goal of continuous improvement.

1.3 *Messeikh (2020)* systematically reviewed action research outcomes in education. His study focused on the potential benefits of applying action research in educational settings. This finding emphasised that engaging in educational research can contribute to achieving sustainable development within the classroom and enhance teachers' professional pathways. The study highlighted that educational action research allows teachers to develop their skills, enabling them to become proactive agents capable of independently addressing and managing real-world challenges that they fully understand and are best positioned to resolve.

1.4 *Al-Malki (2022)* aimed to explore how action research skills are utilised in teaching practices from the perspective of mathematics teachers in the Kingdom of Saudi Arabia. The study adopted a descriptive methodology and used a questionnaire administered to a sample of 355 secondary school mathematics teachers. The findings indicated that identifying and formulating a research problem was highly rated, whereas data collection skill was moderately rated. However, skills related to developing a research plan, writing a report, and implementing research procedures were rated low. The key recommendations included training workshops on action research, offering financial and moral incentives for conducting such research, removing barriers that hinder its practice, and establishing dedicated journals for teachers to publish their research.

2. Studies on the Difficulties of Implementing Action Research

2.1 *Al-Miqdad (2012)* aimed to examine the reality of implementing action research to improve the educational process and to identify the obstacles limiting its practice as an educational guidance method. He categorised these obstacles into professional, personal, and financial. The study was conducted on a sample of 450 teachers, 51 school principals, and 41 educational supervisors. The main findings included a lack of understanding of the concept of action research among a large proportion of educators, the absence of dedicated libraries and budgets for conducting such research, an overload of tasks and responsibilities for teachers, and a lack of coordination among educational practitioners to carry out action research effectively.

2.2 *Al-Enezi (2015)* sought to identify Arabic language teachers' challenges in designing and implementing action research in Riyadh. The study was carried out on a sample of 423 middle school teachers. The results revealed that teachers lacked the necessary skills to conduct action research because of insufficient training. Moreover, there was a lack of systems and advisory bodies responsible for implementing action research, along with heavy teaching loads that made it difficult for teachers to apply action research in practice.

2.3 *Al-Dosari (2016)* conducted a study to identify the factors associated with teachers' reluctance to conduct action research from the perspective of secondary school teachers in Riyadh. Using the descriptive survey method and a questionnaire as the primary research tool, the study was applied to 300 teachers. The

results indicated that academic factors were the most prominent reasons for reluctance, followed by administrative and personal factors. The key recommendations included encouraging teachers to engage in research, providing training on implementing action research, and organising conferences and seminars.

2.4 In her study entitled *Teacher Action Research: Difficulties and Implications*, Aguilar-de Borja (2018) investigated the impact of action research on teachers' current and future educational practices and explored the difficulties encountered during such research from the teachers' perspective. Adopting a descriptive approach, the questionnaire was administered to 27 secondary school teachers who had previously conducted action research between 2012 and 2015 in subjects such as mathematics, science and technology, social sciences, and languages. The findings confirmed that action research projects positively influence student learning and teaching, improve the teaching–learning process, and enhance the school environment and curriculum. Moreover, conducting research supports teachers' professional growth, particularly in terms of classification and promotion. On the other hand, several challenges have been reported, such as difficulties in understanding statistics and data analysis, the time required to conduct the research, and the heavy teaching load, which limits research opportunities. Among the key recommendations were supporting and training teacher-researchers and reducing workload to allocate time for action research.

2.5 *Al-Sulami and Al-Khutani (2021)* conducted a study aimed at identifying the difficulties faced by female teachers in preparing for action research. These difficulties were categorised into those related to the teacher, the work environment, and society. A questionnaire was administered to 243 teachers and 25 educational supervisors. The results indicated the presence of teacher-related challenges, such as multiple responsibilities and weak communication with research centers. The environmental obstacles included a lack of incentives and professional development programmes. Societal challenges were exemplified by limited interaction between university-based researchers and schoolteachers and a lack of libraries dedicated to teachers. The key recommendations included fostering coordination between universities and the general education sector and opening university libraries to teachers to benefit from scientific research and academic studies.

3. Commentary on Previous Studies

On the basis of a review of previous studies related to action research and the obstacles to its preparation and implementation, the following observations can be made:

➤ The reviewed studies included various types: national theoretical studies and Arab and international empirical research.

➤ Previous studies confirmed the importance of action research in teaching professional development, solving educational and pedagogical problems, and addressing classroom challenges.

➢ Most studies employed a descriptive approach and relied on questionnaires as a primary research instrument. However, the studies varied in their sample populations, with some targeting teachers, others focusing on educational supervisors, and others involving school principals.

➢ The studies addressing the obstacles to implementing action research agreed that the heavy workload and numerous responsibilities placed on teachers, combined with limited material and moral incentives and inadequate training, were the most significant challenges preventing the adequate preparation and implementation of action research.

➢ Previous studies have shared common recommendations, such as promoting a culture of action research among teachers, providing field-based training and motivation, reducing working hours and responsibilities to allow time for research, and encouraging coordination with the higher education sector.

➢ The current researchers benefited from previous studies in constructing questionnaires, defining key concepts, selecting the study sample, and choosing the appropriate research methodology.

III. Methods and Tools

Research Methodology

A descriptive approach was adopted to achieve the objectives of this study. This methodology aims to examine the phenomenon as it exists in reality, providing an accurate description and expressing it in terms of its nature, degree of occurrence, characteristics, and interpretation.

Study population and sample

The study population consisted of all primary school teachers in Tébessa. The sample was selected via a convenience sampling technique, and 170 male and female primary school teachers from Tébessa were included.

Sample characteristics

Table 01

Distribution of Sample Members According to Gender, Academic Specialisation, and Professional Experience

	Variables	Frequency	Percentage
Gender	Male	24	14.1%
	female	146	85.9%
Academic Specialisation	Arabic Language and Literature	91	53 .5 %
	Biology	26	15.3 %

	Legal Sciences	11	6.5 %
	Human Sciences	10	14 %
	Social Sciences	9	5.3 %
	Economic Sciences	9	5.3 %
	Mathematics	8	4.7 %
	Physics	3	1.8 %
	Computer Science	3	1.8 %
Professional Experience	1 year	2	1.2%
	2–10 years	141	82.9%
	11–20 years	14	8.2%
	21–29 years	4	2.4%
	More than 30 years	9	5 .3%
	Total	170	100%

Source: Prepared by the researchers.

Study instrument

The instrument used in this study was a questionnaire developed on the basis of previous research and educational literature, as well as through one of the researchers' direct engagement with the study population in her capacity as a primary school teacher.

Psychometric Properties of the Instrument

Validity:

Facial validity was employed to determine the questionnaire's validity. The questionnaire was presented to a panel of experts in the field to assess the appropriateness of its dimensions and items. On the basis of their feedback, necessary modifications were made, resulting in a final version comprising 35 items.

Reliability

The reliability of the questionnaire was measured via Cronbach's alpha for a sample of 51 primary school teachers. The resulting alpha coefficient was 0.853, indicating an acceptable level of reliability for the questionnaire's use in this study.

Statistical Criterion for the Questionnaire

The following scale was used to interpret the results of the questionnaire items and dimensions:

For items 5–10 and 25–29:

➢ 1.00–1.66: High degree

➢ 1.67–2.33: Moderate degree

➢ 2.34–3.00: Low degree

For the remaining items (i.e., not in the ranges mentioned above):

➢ 1.00–1.66: Low degree

➢ 1.67–2.33: Moderate degree

➢ 2.34–3.00: High degree

IV. Study Results

Presentation and Analysis of the Main Research Question

The main research question was as follows:

"What are the obstacles to the preparation and implementation of action research among primary school teachers in the city of Tébessa?"

Table 2:

Arithmetic Means and Relative Assessment of the Obstacles to the Preparation and Implementation of Action Research among Primary School Teachers

Dimension	Arithmetic Mean	ank	Evaluation
Personal obstacles in the preparation and implementation of action research	1.88		Moderate
Academic obstacles in the preparation and implementation of action research	1.63		High
Environmental obstacles in the preparation and implementation of action research	1.49		High
Overall Score	1.66		High

Source: Prepared by the researchers.

Table 2 shows that the overall arithmetic mean of the obstacles to the preparation and implementation of action research among primary school teachers in Tébessa was high, with a mean value of 1.66. With respect to the ranking, environmental obstacles were ranked first, with a high degree and an arithmetic mean of 1.49. These were followed by academic obstacles, which were also rated high, with a mean of 1.63. Personal obstacles came third, with a moderate rating and a mean of 1.88.

This finding indicates that work environment-related obstacles are the most influential factors preventing teachers from performing action research, followed by academic obstacles, which pose significant

challenges. Attention should therefore be directed towards improving environmental, academic, and personal conditions to foster a supportive educational environment for research. These findings are consistent with those of Al-Sulami and Al-Khutani's (2021) and Al-Dosari's (2016) studies.

Presentation and Analysis of the First Hypothesis

The first hypothesis states:

"There are personal obstacles in the preparation and implementation of action research among primary school teachers."

Arithmetic means and standard deviations were calculated to verify the validity of this hypothesis. The following table presents the results:

Table 03

Arithmetic Means, Standard Deviations, and Relative Evaluations of Respondents' Answers Regarding Personal Obstacles in the Preparation and Implementation of Action Research

o.	Items	ean	Stand ard Deviation	ank	Ev aluation
	You are willing to conduct action research.	.26	0.67		Mo derate
	You have sufficient time in the institution to conduct action research.	.36	0.53	0	Lo w
	You possess the necessary skills for conducting action research (problem identification, data collection, planning, implementation).	.99	0.60		Mo derate
	You believe in the importance of action research in enhancing education.	.71	0.50		Hig h
	You are required to complete the curriculum, which makes conducting action research difficult.	.24	0.42		Hig h
	There are problems in the school that require conducting action research to solve them.	.12	0.69		Mo derate
	You have previously conducted action research.	.73	0.64		Mo derate
	You have complete autonomy in educational decision-making and conducting research.	.78	0.69		Mo derate
	You are satisfied with your job performance.		0.56		Hig

		.41		h
0	You have responsibilities that prevent you from focusing on action research.	.63	2.34	Hig h
	Overall: Personal obstacles in the preparation and implementation of action research	.88	0.45	Mo derate

Source: Prepared by the researchers.

The results shown in Table 03 indicate that four statements received a high rating among the ten items, ranking in the top four positions. The arithmetic means ranged from 1.24 to 2.71, and the standard deviations were between 0.42 and 2.34.

The statement *"You are required to complete the curriculum, which makes conducting action research difficult"* ranked first and represents one of the most significant obstacles. This reflects the pressure teachers face to complete the syllabus, which leads them to prioritise delivering content over engaging in research activities.

Following this, *"You believe in the importance of action research in enhancing education"* ranked second. This can be interpreted as strong awareness among teachers regarding the role of action research in educational improvement and professional development, an outcome supported by the studies of Guendouz *(2015)* and *Messeikh (2020)*, as well as the findings of *Yigit & Bagceci (2017)*.

The statement *"You are satisfied with your job performance"* ranked third, suggesting that teachers' satisfaction with their performance may be linked to their commitment to the educational process. This could also indicate readiness to engage in action research as a tool for further improvement.

The fourth-ranked statement highlights teachers' heavy responsibilities and multiple obligations, hindering their ability to focus on action research.

Furthermore, five statements received a moderate rating, with arithmetic means ranging from 1.73--2.26 and standard deviations between 0.60 and 0.69. The item *"You are willing to conduct action research"* ranked fifth, followed by the statement on the presence of problems that require action research, which reinforces the relevance of these issues within the school context.

These findings confirm that personal obstacles, while not the most dominant, play a moderate role in limiting teachers' engagement in action research, with institutional pressure and workload emerging as notable factors.

This can be interpreted as follows: although there is a strong belief in the importance of action research and the presence of problems that warrant its application, as well as the fact that some teachers have previously engaged in such research, the desire to conduct action research was rated only moderately. This

outcome can be attributed to several subsequent items that revealed several personal obstacles, including the following:

➢ Limited possession of action research skills among teachers,

➢ Restricted autonomy in educational decision-making,

➢ Most significantly, there is a lack of sufficient time within the institution to prepare and implement research.

This is reflected in the item *"You have sufficient time in the institution to conduct or implement action research,"* which received a low rating, with an arithmetic mean of 1.36 and a standard deviation of 0.53.

Thus, the most prominent personal obstacles, from the perspective of the study sample, are lack of time, multiple responsibilities, and dense curricula, along with the obligation to complete the official programme.

These findings are consistent with the results of studies by *Al-Miqdad (2012)*, *Al-Enezi (2015)*, and *Aguilar-de Borja (2018)*.

Presentation and Analysis of the Second Hypothesis

The second hypothesis states:

"There are academic obstacles in the preparation and implementation of action research among primary school teachers."

Arithmetic means and standard deviations were calculated to assess the validity of this hypothesis. The following table presents the results:

Table 04

Arithmetic Means, Standard Deviations, and Relative Evaluations of Respondents' Answers Regarding Academic Obstacles in the Preparation and Implementation of Action Research

o.	Statements	ean	Standa rd Deviation	ank	Ev aluation
	You have an understanding of how to prepare and implement action research.	.88	0.60		Mo derate
	Your academic specialisation aligns with your current work as a teacher.	.09	0.87		Mo derate
	You were introduced to action research and its preparation during in-service training.	.54	0.63		Lo w
	It is easy to access literature related to action research.	.02	0.70		Mo derate
	You receive support from the Ministry of		0.44		Lo

No.	Statement	Mean	S.D.	Rank	Degree
	Education to conduct action research.	.16		2	w
	You have participated in scientific seminars for teachers on action research.	.39	0.54		Low
	There is coordination between you and educational researchers in universities.	.21	0.50	1	Low
	You have previously undergone a training programme on preparing and conducting action research.	.28	0.49	0	Low
	Educational seminars address the importance of action research.	.25	0.75		Moderate
0	You believe action research is important for achieving teachers' professional development.	.74	0.49		High
1	Teachers are regularly assigned action research projects to stimulate team meetings.	.01	0.71		Moderate
2	There are dedicated libraries where teachers can acquire books and conduct research.	.32	0.60		Low
	Overall: Academic obstacles in the preparation and implementation of action research	.63	0.56		High

Source: Prepared by the researchers.

The results presented in Table 04 indicate that among the twelve statements, only one item received a high evaluation, namely:

"Do you believe action research is important for achieving teachers' professional development?"

The arithmetic mean is 2.74, and the standard deviation is 0.49.

In addition, five statements were rated moderately, with means ranging from 1.88--2.25 and standard deviations between 0.60 and 0.87. This suggests that although teachers acknowledge the importance of action research for professional development and occasionally address its relevance during educational seminars, the respondents generally lack a clear understanding. This is particularly evident, as many of their academic specialisations do not align closely with their current teaching roles, as shown in Table 01.

Moreover, what teachers do know about action research appears to be limited to its use within team meetings to address practical issues, and access to relevant literature remains difficult.

This can be further explained by the six statements that received a low evaluation, with arithmetic means between 1.16 and 1.54 and standard deviations ranging from 0.44 to 0.63. These include:

➤ Lack of support from the Ministry of Education for conducting action research.

➢ Lack of training during in-service programmes on the importance and preparation of action research.

➢ Absence of coordination between primary school teachers and university-based educational researchers.

➢ Low participation in academic conferences.

➢ Unavailability of dedicated libraries for teachers.

➢ The scarcity of training programmes that equip teachers with the skills necessary to carry out action research.

All these factors have contributed to limited knowledge and methodological readiness among teachers, thereby hindering the effective implementation of action research.

These findings align with those of the study by Al-Dosari (2016), which identified academic factors as the primary reason for teachers' reluctance to engage in action research. These findings are also consistent with the findings of Al-Sulami and Al-Khutani (2021).

Presentation and Analysis of the Third Hypothesis

The third hypothesis states:

"There are environmental obstacles in the preparation and implementation of action research among primary school teachers."

Arithmetic means and standard deviations were calculated to verify this hypothesis. The following table presents the results:

Table 05: Arithmetic Means, Standard Deviations, and Relative Evaluations of Respondents' Answers Regarding Environmental Obstacles in the Preparation and Implementation of Action Research

o.	Statements	ean	Standa rd Deviation	ank	Ev aluation
	There is a financial incentive from the Ministry for teacher-researchers in institutions.	.29	0.56	2	Lo w
	There is moral encouragement for teacher-researchers in educational institutions.	.74	0.82		Mo derate
	Conflicts within the institution affect teachers' performance.	.42	0.65		Hig h
	Action research is conducted at the institutional level under the guidance of the principal or inspector.	.81	0.71		Mo derate
	Teachers coordinate to solve common educational problems.	.38	0.64		Mo derate

No	Statement			Rank	Degree
	All necessary tools and materials for conducting action research are provided.	0.64 .56		1	Low
	Administrative and teaching tasks are prioritised over research for professional development.	0.72 .76			Moderate
	The Parents' Association intervenes in teachers' work.	0.77 .66			High
	School administration is concerned with solving educational and pedagogical problems.	0.61 .20			Moderate
0	Teachers' problems are considered, and action research is used to address them.	0.68 .64		0	Low
1	The municipality provides all necessary resources for conducting action research.	0.46 .19		3	Low
2	Large class sizes hinder the implementation of action research.	0.69 .58			High
3	The absence of dedicated classrooms for students with special needs makes conducting research difficult.	0.66 .35			High
	Overall: Environmental obstacles in the preparation and implementation of action research	0.57 .49			High

Source: Prepared by the researchers.

The results shown in Table 05 indicate that four statements out of thirteen received a high rating, with arithmetic means ranging from 1.35 to 1.66 and standard deviations between 0.64 and 0.77, ranking in the top positions.

This reflects that conflicts within educational institutions significantly impact teachers' performance and hinder the implementation of action research, which requires cooperation and mutual understanding among all stakeholders. Furthermore, the absence of dedicated classrooms for students with special needs presents a significant challenge, as such learners require adapted programs, specialised resources, and often the support of trained staff. Furthermore, the large number of students per classroom complicates the implementation of action research, especially when combined with frequent interference from parents' associations in teachers' work.

The table also shows that five statements received a moderate rating, with arithmetic means between 1.74 and 2.38 and standard deviations ranging from 0.61 to 0.82. These findings suggest some coordination among teachers to address educational problems and that action research is occasionally carried out under the leadership of the school principal or inspector. In addition, there is some moral encouragement for teachers

and a level of administrative attention to pedagogical issues. This indicates a general awareness of the importance of action research, whether conducted collaboratively among teachers, at the institutional level under administrative guidance, or at the district level under pedagogical supervision. These findings are consistent with Guendouz's (2015) study, although they were observed to a moderate extent.

Finally, four statements were rated low, with arithmetic means between 1.19 and 1.64 and standard deviations between 0.46 and 0.68. This points to significant limitations, such as the lack of financial incentives, insufficient material resources, absence of municipal support, and inadequate response to teachers' issues through action research, all of which hinder the creation of a supportive environment for action research implementation.

These results can be interpreted by accepting the assumption that obstacles such as the lack of consideration of teachers' issues, whether during pedagogical team meetings or training seminars; the limited provision of resources by local municipalities as primary funders of public primary schools; the scarcity of essential tools within schools to support research; and insufficient financial incentives from supervisory authorities, are among the primary reasons for teachers' reluctance to conduct action research. These findings are consistent with those reported in most previous studies, such as those of *Al-Malki (2022)*, *Messeikh (2020)*, and *Aguilar-de Borja (2018)*.

V. Conclusion

The results of this study indicate that environmental, academic, and personal obstacles significantly hinder the preparation and implementation of action research among primary schoolteachers. In light of the importance of activating action research within educational institutions, the following recommendations are proposed to overcome these challenges:

➢ The teaching hours and curriculum load should be reduced, and dedicated time should be allocated for conducting action research, particularly during team meetings and seminars under the supervision of school principals and inspectors.

➢ Teachers should be provided with specialised training programmes on pre- and in-service action research.

➢ Offer financial and moral incentives for teachers to engage in action research and ensure that the necessary materials and tools are available.

➢ The coordination between teachers and educational researchers in universities should be enhanced, and annual conferences dedicated to action research should be organised.

➢ Libraries should be established for teachers to access the relevant literature and references needed for their research.

➢ Encourage further research related to action research and its implementation in education.

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