

Action Research as an Approach for Developing the Professional Competencies of One- Room School Teachers: A Case Study in Fayoum Governorat

Abstract:

The current research aimed at identifying the reality of applying the action research methodology by one-room school teachers' in dealing with the problems that face them, and identifying the most prominent mechanisms for employing the action research methodology for developing the professional competencies (personal, technical, productive, and leadership) of one- room school teachers in Fayoum Governorate. The research used the descriptive approach and the interview technique as a tool with a sample of 54 female teachers in one-room school in Fayoum. The research findings revealed several results, the most important of which are: the training programs that the teachers received before and during their enrollment in one- room school did not address the concept and components of procedural action research, there were deficiencies in the professional competencies (personal -technical - professional and productive) that the teachers of one- room school must possess, and the multiplicity and diversity of the problems that faced by one-room school teachers; including academic, societal, psychological, cultural and economic problems. The research ended with the formulation of a set of procedural mechanisms for employ the action research as an approach for developing the professional competencies of one- room school teachers in Fayoum Governorate.

Action research, Professional competencies, One-room schools :Keywords