

Social Pragmatism of Action Research

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Abstract

This study analyzed the impact of action research to the students, family members and community as part of the research and extension program in the public elementary and secondary schools in Metro Manila by the College of Education, Polytechnic University of the Philippines Manila. It examined the social pragmatism of action research in school and in the community.

The community service program of the university through teaching the public school teachers how to make an action research is a best extension and research program that helps the school and the community. By means of action research, the public school teachers helped the students in improving their academic performance, enhanced teaching strategies and extend their knowledge and skills in reaching out the community. An action research makes the stakeholder act with moral and ethical responsibility to be pragmatic. Action research in practice is highly personal, built around the abilities, possibilities, experiences, and social commitments of the researchers who practice it. It is a real life commitment to social change, social justice, and social responsibility. The researcher used the Qualitative Descriptive Design as a research method which presented a comprehensive summarization of specific events experienced by individuals or groups of individuals. According to Sandelowski (2000) “qualitative descriptive research: should be seen as a categorical, as opposed to a non-categorical, alternative for inquiry; is less interpretive than an ‘interpretive description’ approach because it does not require the researcher to move as far from or into the data; and, does not require a conceptual or highly abstract rendering of the data, compared to other qualitative designs.”

Keywords: Action Research, Extension, school and community development, pragmatism, social action.

Introduction

There was “no action without research; no research without action” (Kurt Lewin, 1946). Theory comes from action, not the other way around, and the dialectical process of action and reflection results in growth and change. Research should be active, purposeful and practical. It should always pragmatically answer the needs and problems of the people in the community. From academe to community, research must be a vital tool in addressing the problems and call for active participation of the community for social change.

A nation's greatness, glory and wealth are primarily rooted in the education of the people. The lofty goals of any national policy on education can best be met through concerted efforts on research and teaching by the academic staff of universities in the country. To achieve this, universities formulate their vision, mission and objectives to meet the national educational goals. Based on this, while some universities in a continent have the vision of being among the best universities worldwide in terms of research engagement, some aspire to be the best in a particular continent (Africa, Asia, Europe, North America, South America, Antarctica, or Oceania) and yet other universities aspire to simply be the best in the country where they are located (Kpolovie & Lale, 2017).

In the Philippines, the Higher Education Institutions (HEI) are mandated by the Commission on Higher Education (CHED) to perform the three-fold function namely: research, instruction and sustainable community service, Tumapon (2017). These institutions are believed to be the significant catalyst for change makers for sustainable development for communities and society as a whole, Mattis (2017). Higher Educational Institutions has a greater influence and mechanisms in initiating improvements within the society. In 2010, Erickson found out that Higher Education Institutions are encouraged by government to engage themselves with constituent communities. According to Rubio et al. (2016), participating in community extension activities is a different way of learning. It helps cultivate the hidden personalities of the students', personnel, staff and even society. In an article published by Tumapon in 2016, it was emphasized that the expertise of HEIs and its skills and knowledge in capacity building will truly benefit the chosen adopted community.

DepEd Order No. 39, s. 2016 Basic Education Research Agenda, "The Department ensures that all its action are informed by sound and relevant evidence from research. The Department's research thrusts are geared towards supporting its mission "to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education" where students learn in a child-friendly, gender-sensitive, safe and motivating environment. Teachers facilitate learning and constantly nurture every learner. Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen. Family, community and other stakeholders are actively engaged and share responsibility for developing lifelong learners. Actions by the Department are informed by sound and relevant evidence from research. Evaluation research can draw lessons from the past and existing education programs and identify ways to improve them. Policy studies can define problems and generate possible solutions. Social experiments can compare the effects of school interventions, and weed out ineffective from promising ones."

The Mission of Polytechnic University of the Philippines College of Education Extension office is to provide extension service programs to its target beneficiaries as it is dedicated to extend its expertise to the community is to implement the project dubbed as "Research Productivity and Capability Training" which aims to conduct trainings and seminars necessary to the needs of the public school teachers for the improvement of the students, their family members and the community. Through research, specifically action research done by the public school teachers, the problems of the students in terms of numeracy, literacy, values and ethics, and livelihood programs will be positively solved and will help address problems in the community, thereby contributing to social change. The Extension Office function makes "the institution's presence felt in the community. It involves the application of existing and new knowledge and technology and those generated in the institution to improve the quality of life of the people. Through the extension program, people are empowered with appropriate knowledge, attitudes and skills. Thus, extension services cater to various aspects of the community life, e.g., economic growth, promotion of health, environmental management, and social transformation." Research productivity is one of the major measures of university academic performance and a core indicator for calculations of university rankings. A number of studies have tried to compare research productivity across countries or academic disciplines and to explore the main factors that enhance the research productivity of faculty members (Allison & Long, 1990; Baird, 1991; Shin & Cummings, 2010).

Action research is very important in any educational institution. It identifies the problems of the school, the teachers, the parents and the learners. It helps the school to enhance its teaching and learning styles, improved academic performance, provide a high quality education and help the family to look for other income generation activity. AR is not just one more social science "method"; it is

a fundamentally different way of conducting research and social change work together. Participation in AR is not just a moral value but essential to successful AR because the complexities of the problems addressed require the knowledge and experience of a broad and diverse array of stakeholders (Greenwood, 2007). Greenwood also added that action research aims to increase local capacity for participative, self-managing, and sustainable change processes. In Action Research, the participation of all the stakeholders is more than an ethical moral and economic commitment. Without participation of all the stakeholders, the research cannot be done well enough to have the desired and productive outcomes.

A Theoretical Framework for Deweyan Action Research

Deweyan-inspired Action Research has democracy as its central concern. Dewey wrote extensively on the topic of democracy as it relates to education and inquiry, and democracy was a subject that was important to Dewey throughout the body of his work. For Dewey, democracy depended on education as an instrument whose aim was to “free intelligence for independent effectiveness” (Dewey, 1903, p. 193). Dewey saw education as “the fundamental method of social progress and reform” on which democracy rested alongside the principle of freedom for all individuals (1929, p. 22). Dewey’s freedom was not just freedom from constraint. It was intellectual freedom: the ability to think reflectively rooted in the process of scientific inquiry, a capacity that was to be honed through education (Dewey, 1910). For Dewey, this freeing of the intellect led not only to individual improvement, but also to social improvement, a primary aim of democracy which he saw as being created by the active engagement of reflective citizens.

The action research of the public school teachers aim to address the problems of the students inside the school and helps the student become a better individual and member of the society. The teachers as the catalyst of freedom and democracy transcend these principles to their students that make the society dynamic and vibrant. Through action research the knowledge and skills generated were instrumental in addressing the needs of the community.

Review of Related Literature

Community engagement within higher education has evolved over the past twenty years. Universities from Land-Grant to private to regional institutions have redefined their mission, vision, and action concerning how they engage with their communities (Glass & Fitzgerald, 2010). These changing models for engagement have important implications for Extension’s long-established Program Development Model of planning, design and implementation, and evaluation (SeEVERS & Graham, 2012). Engagement is defined as: the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. (Fitzgerald, Smith, Book, Rodin, & CIC Committee on Engagement, 2005, p. 3). With engagement, the community and the university together define the issue at hand, co-develop the methodology to address the issue, collaborate on action, monitor progress, reflect and critique the programming process, and create new questions to research or address in the future (Clinical and Translational Science Awards Consortium, 2011). The power of this symbiotic engagement is the potential for co-creation of knowledge that informs new research, engaged pedagogy, and community-based programming in an ongoing cycle. In community university engagement, the residents of the community participate together to address issues through community-based research (Israel, Eng, Schulz, & Parker, 2013), service learning (Furco, 2002), or other scholarly endeavors. Engagement as a mutually beneficial collaboration between the university and community makes research useful outside

the academic community. Engagement also results in teaching that enables learning beyond campus and service benefitting those outside the academic community (Peters, Jordan, Adamek, & Alter, 2005).

Extension provides critical programs to meet local, regional, state, and national needs. Extension has the power to take research-based information and disseminate it rapidly within a local context. When programming occurs at a local and culturally appropriate level, better programmatic outcomes tend to occur (Durlak & Du Pre, 2008). Extension professionals are often made aware of issues within a community context, and as a result, Extension is often poised to develop relevant programs and services. As Extension continues this important work, it must also articulate the impact of this work so the public (including relevant stakeholders and decision makers) understands how valuable Extension is (Franz, 2015). When the public understands the economic, environmental, and social good Extension provides to the communities it serves, programs have a deeper and more meaningful impact, and the organization is more fully supported. Extension's greatest strength is the relationship between campus and field-based professionals to jointly plan, implement, and evaluate programs (McDowell, 2001). However, this relationship has eroded over the last several decades due to changes in staff from funding cuts and changing performance expectations for both campus and field Extension professionals. Rapid changes in technology for education and communication require deep professional development for Extension professionals to gain and use up-to-date technology skills. Without this support for updated program needs assessment, implementation, and evaluation, Extension will fail to be an important player in community-university engagement. Extension professionals in all units of the organization need to support, implement, evaluate, and celebrate a co-creation environment with Extension volunteers and learners. The role of expert information disseminator is losing ground in today's community-university engagement models in favor of higher-level learning and action to address complex community issues. Extension workers adept at community engagement are required to be experts in engagement processes, as well as subject matter content. Extension professionals need to be supported as highly credible scholars by increasing their level of engaged scholarship (Coon, 2010).

Objectives of the Study

1. To identify the impact of the action research made by the teachers in terms of Academic Performance and Skills (literacy, numeracy, scientific knowledge) of the students,
2. To examine how does action research affects the livelihood of the family and the community.
3. To propose recommendations for research and extension activities of the school to address the problems of the family and the community.
4. To analyze the Pragmatic Approach of Action Research.

Methodology

The researcher used the Qualitative Descriptive Design which presented a comprehensive summarization of specific events experienced by individuals or groups of individuals. According to Sandelowski (2000) "qualitative descriptive research should be seen as a categorical, as opposed to a non-categorical, alternative for inquiry; is less interpretive than an 'interpretive description' approach because it does not require the researcher to move as far from or into the data; and, does not require a conceptual or highly abstract rendering of the data, compared to other qualitative designs."

The presentation of data from a qualitative descriptive study involves a straight forward descriptive summary of the informational contents of the data that is organized in a logical manner. How the data are organized depends upon the researcher and how the data were rendered. Data col-

lection of qualitative descriptive studies focuses on discovering the nature of the specific events under study. Thus, data collection involves minimal to moderate, structured, open-ended, and one on one interview. John W. Creswell (1998) relates this research designs to each of the traditions of inquiry and compares each of the research strategies for theoretical frameworks, writing introduction to studies, collecting data, analyzing data, writing the narrative, and employing standards of quality and verifying results. The researcher conducted interviews, observations and discussions as data collection strategies in the method of inquiry.

In the conduct of the study, the researcher made use of researcher-made questionnaire. The informants of the study were the teacher-beneficiaries of the extension programs specifically the head teachers and master teachers of the three selected public secondary and elementary schools in San Juan City and the City of Manila. They were chosen as key informants because their action research were presented in the regional and national research presentation and some of them earned the best research paper. Emails and messenger forms were used in the distribution of questionnaires and retrieval of data. The researcher also used interview through zoom link for better analysis of the data.

Results and Discussion

The impact of the action research of the teachers in terms of academic performance and skills (literacy, numeracy, critical thinking) of the students

The College of Education Extension Office conducted the seminar-training dubbed as “Research Productivity and Capability Training” in Elpidio Quirino High School, Antonio Maceda Integrated High School and the selected elementary schools in DepEd Division of San Juan City from 2018 up to 2019. The main purpose of the seminar-training is provide the public school teachers knowledge and skills in doing an action research to help improve the performance of the students both academic, non-academic and livelihood skills that would help the family households create income generation activities that would transcend to their community.

Majority of the participants answered that action research that were implemented in the school improved academic performance and livelihood skills of their students. Reading comprehension, numeracy skills, and critical thinking analysis were greatly enhanced.

Informant Q-1 stated that “in Home Economics the student’s skills were developed.” while Informant Q-2 mentioned that “there is an improvement in the Academic Performance , both in content, competency, and skills.” Informant M-5 answered that “the impact of action research in the student performance greatly helped the students in their determination to actively participate in school programs and activities even during this pandemic.” On the other hand Informant 12 added that students achieved a higher result in the Pretest and Posttest.

Informant SP-1 gladly informed the researcher that, “mostly the learner tend to excel in class performance and it influence thinking skills, sense of efficiency, willingness to share, communicate and attitudes toward the process of change.”

On the other hand Informant M-5 stated that, the impact of Action to some students showed their determination and efforts to participate actively during this new set-up for education and positively showed their initiative to attend on-line classes.

It can be gleaned that majority of the informants answered that through the action research made and implemented in their classroom, the public school teachers help improve academic performance of the students. Reading comprehension were greatly improved and the numeracy skills of the students were enhanced. The teachers manage to improve their teaching competencies, develop their instructional materials and provide special classes. The drop-out rate started to lessen, truancy

of the students were minimized, retention rate and passing rate improved. This is of big help for the teachers because it set up the tone for improving the academic excellence of the class in particular and in the school in general.

By mean of action research, learners also learn how to make their own action research which is community-base. The student were given a chance to practice what they learned from school through social action which is they are able to observe the common problems in the community like garbage, noise pollution, traffic, early teenage pregnancy, gambling, etc. It increased their social awareness and motivated them to do their social responsibility.

The application of action research that focused more on active parental involvement in school activities makes the parent an active stakeholder of the school. It educated the parents to be more involve in educating their children. The parents become more aware that they are good ambassador of the school in their community. The parents served as a good messenger that persuade other parents to enroll their children in the said school they are serving. The partnership of school, family and community is an element for positive social change. When the school is always visible and participative in the community programs and projects it create collaboration, trust and common goal for sustainable development of the community.

According to Manfra (2019), “through action research, teachers’ beliefs, their professional identities, and their levels of expertise change (Warren, Doorn, & Green, 2008). As they engage in systematic reflection, teacher action researchers improve their PCK as they reflect on practice, modifying and “fine-tuning” the knowledge base (Zeichner & Noffke, 2001). At the same time, engaging in action research empowers practitioners to bring about both practical and critical social change in their schools and communities (Vaughan & Burnaford, 2015; Zeichner, 2001). As a result, action research studies often focus on the needs of diverse learners and aim to create socially just and culturally relevant educational experiences (Price, 2001; Price & Valli, 2005; Storms, 2013).”

The result of basic research is for the ultimate good of the public and society in general (Altbach and Salmi (2011). Action research answer the problems of the academe that promote academic excellence. According to Kpolovie (2016), research can only be successfully executed by someone who is self-disciplined. Self-discipline in this context embraces the characteristics of curiosity, persistence and objectivity. For the public school teachers self-discipline is very important as a character because despite the over work load they still have the time and energy to conduct action research. On the other hand, Action researchers engage in “systematic and intentional inquiry” (Cochran-Smith & Lytle, 2009, p. 142) or “systematic, self-critical enquiry” (Stenhouse, 1985). The focus is on bringing about change in practice, improving student outcomes, and empowering teachers (Mills, 2017).

The effect of Action Research in the livelihood of the family and the community

Action research is a pragmatic approach to student achievements and it is shared to the family members. From the family, the knowledge and skills are shared to their neighbors which is a part of the community. The family members being the active partners of the school are effective catalyst in the sharing of knowledge and skills to the community. It helps the family to plan and share what they have for their neighbors.

Informant SP-2 mentioned that “Action Research positively affect the livelihood of the members of the family and community, it can revitalize the entire learning community.” Informant SP-1 stated that “ the family must be involve right from the start of the research in order to understand their needs level of awareness and social context where they learn to overcome the challenges and transmit the knowledge and learnings.” Informant M-4 analyzed that “action research allows for

full community participation in project creation by allowing for clarifications and reflections that may enhance the researchers' understanding of situations and problems to form their strategies."

Informant 11 mentioned that one of the impact of the action research is that "it helped their parents in the livelihood, computer literacy, and it do away with drinking and gambling." Informant 12 added that " it provided good partnership with the barangays wherein they set up a consumer store/cooperative."

Informant M-1 stated that, "AR will also help ameliorate the livelihood of the family by analyzing their sustainable livelihood strategies." He further said that "AR will also help improved the livelihood of the community by analyzing the factors that will help their livelihood sustainable." According to Informant Q-1, "some of our Cookery students used the skills they learned to earn a livelihood, and from then on there are more small businesses blossomed in their community." Informant M-3 argued that "AR helped family livelihood progress with careful planning and in-depth analysis to a detail, and it may reveal the needs of the community, thus action maybe implemented for its improvement."

Informant M-4 added that "Action research demonstrates that a strong relationships among schools, families can have a positive impact on student achievement and outcomes. Students are more likely to participate and do well on exams when their families are aware of and motivate them to take having sufficient. He added also that "it allows for full community participation in project creation by allowing for clarifications and reflections that may enhance the researchers' understanding of situations and problems to form their strategies. According to Informant M-5, "AR helped the family livelihood to evaluate their ways of planning and decision making. She also justified that "AR enhanced the community to be more active and concerned to their surroundings." Informant X said that "it helped the family to be guided on their plan of action instead of just merely what they wanted to do at once, and it helps the community in their perspectives."

Action Research is not just a piece of paper but an answer to the needs and solution to the problem of the school and the community. Skills like cookery, nail art, pedicure and manicure which were learned in the Technology and Home Economics that were shared helps improved the livelihood of the neighborhood within the community. Hence, action research is very helpful for sustainability and tool for social change.

An action research made by the Araling Panlipunan teacher pertaining to leadership, citizenship, civic duties, nationalism, patriotism and governance was practically shared by the students in their community. A good student who becomes a role model from the school in terms of leadership and community involvement as taught in the extra-curricular activities like the Supreme Student Government in terms of leadership and governance applied their learnings in the Sanggunian Kabataan and the Barangay Governance. A student-leader are good catalyst in identifying the problems of the community and they think critically for a solution to that specific problem. Therefore, action research methods and processes must aim to increase student's capacity for participative, self-managing, and sustainable change processes.

According to Manfra (2019), "within the situative perspective, teacher learning and changes in practice are placed in "their larger social, physical, cultural, and historical contexts" ([Russ et al., 2016](#), p. 402). As [Putnam and Borko \(2000\)](#) noted in their article, this perspective "focuses researchers' attention on how various settings for teachers' learning give rise to different kinds of knowing" (p. 6). Research in this vein includes classroom discourse and developing "equitable communities that empower a range of students" ([Russ et al., 2016](#), p. 404). Often this approach focuses on understanding how communities of teachers negotiate change, including changes to community norms, identities and roles, and teaching strategies.

Proposed recommendations for research and extension activities of the school to address the problems in the family and the community

The University, the public school, the parents and the community are all stakeholders of the education system. The school and the students are the ones who in reality feel and experienced the problems and the needs of the community. Students who really practiced the philosophy of education are the active participants in serving their community. The students shared this vision and they practically influenced and encouraged parent serving the community.

According to Informant SP-1 the school should be “flexible and willing to adjust, make communication a priority, be involve, support them, be a mentor, be a solution not a problem” while Informant SP-2 suggested that “to provide volunteer opportunities in various locations at various times, curriculum-related activities and decisions. Develop parent-leaders and representatives. Community for families, students, and the school and provide services to the community.” Informant M-5, mentioned that there should be a strong “family and community partnership”, to improve the needs of the students and the surroundings of the learners.” Informant SP-1 stated that “be flexible and willing to adjust, make communication a priority, be involve, support them, be a mentor, be a solution not a problem.”

According to Informant M-1, the school should , “assess the needs and the resources of the community during this pandemic while Informant Q-1 noted that “I would like to suggest topics that concern teenage pregnancy.” Informant X suggested that, “constant monitoring should be done to check the result of eh research is really being implemented or being adapted.

Majority of the informants suggested that there should be strong partnership between the school, family and the community. The education and the curriculum should really address the needs and the concern of the community. Students are active volunteers in the community and they are very much involved in the organization like the Sangguniang Kabataan, Lion’s Club, Rotary Club etc.

The school as a model and leader of the community really played an important role in assessing the needs and resources of the community. The community being one of the stakeholder of the school played an important role in the formulation, planning, and implementing the curriculum that is based in the societal role in nation building. They build and develop a parent-leaders in the community through Parents-Teacher Associations that make up as a potent force in progress and development of the nation.

Community engagement is a vital factor in the development of a nation. The role of the citizens in building a model state. In education institution engagement is defined as: “the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (Fitzgerald, Smith, Book, Rodin, & CIC Committee on Engagement, 2005, p. 3).” Engagement also results in teaching that enables learning beyond campus and service benefitting those outside the academic community (Peters, Jordan, Adamek, & Alter, 2005). Therefore the outcome of the research will always for the benefit of the members of the community.

Theory and practice are not separated in action research—theory emerges from systematic and intentional reflection on practice (Loughran, 2002). According to Hendricks (2009), “Knowledge is something that action researchers do—their living practice” (p. 3). Since the emphasis is on change, the inquiry is generative. The theories of action or theories in action that emerge from action research not only describe but also bring about change in pedagogy and teaching practice. By engag-

ing in systematic and intentional inquiry, teacher action researchers theorize and act to improve teaching with greater mindfulness or cognition about the impact those practices have on students and the community.

A call to action of Action research (Pragmatic approach)

In the academe, action research should be structured to answer the specific problems of the school and the community. It should not be a plain paper but a catalyst for improving the lives of the students and the community. The academe that molds the student to be a responsible citizen and future leaders of the community have their moral responsibility to do so. The democratic principle of civic mindedness, politically and morally educated voters have a bigger role in social transformation. “Action research is rooted in a belief in the transformative possibilities of personal and collective action” (Carson, 2009). This is the action in Action Research. It is conceived of as a mechanism of social change grounded in principles of democracy (Greenwood and Levin, 2007). Action Research, then, is more than just a research, “it is an instrument of change to bring about transformation in people’s lives wrought by the people themselves.” It is the answer of the educational institution as a catalyst in helping the underserve and under privilege class of people. John Dewey (1859-1952) presented the pragmatic approach, which is action research. He claimed that conducting research and new knowledge were inextricably combined with action. The pragmatic action researcher is an involved “citizen” rather than a more objective, a-contextual empiric theorist. He believed that the students have a spirit and will to serve and contribute in the development of society. They have a moral and ethical responsibility to influence the ordinary people to change the society. The students being an active youth with full of energy have the capacity, ability, knowledge and skills to serve the community. The community being considered as the laboratory of learning is a best avenue for the students to pragmatically apply what they learned from the school.

Pragmatic approach to Action Research aligns with Dewey’s radical notion of democracy. Part of their stated goal for pragmatic Action Research is to increase social awareness of members of the group. They write, Action Research is a research strategy that generates knowledge claims for the express purpose of taking action to promote social analysis and democratic social change. Action Research aims to increase the ability of the involved community or organization members to control their own destinies more effectively and to keep improving their capacity to do so within a more sustainable and just environment (Stark, 2014). Greenwood and Levin (2007) unequivocally espouse a Deweyan epistemology in their framework for pragmatic Action Research, claiming that, “Action Research explicitly rejects the separation between thought and action that underlies the pure/applied distinction that (characterizes) social research” (p. 5). While this orientation towards action is clearly found in Action Research informed by other discourses, what makes a pragmatic action orientation unique is the dialectic relationship between action and reflection as well as the consequences of action. Action research therefore should be dynamic, practical and contributes in social reconstruction.

Action research has so much to contribute to educational scholarship. The local stakeholders like the school and the community can study and analyze their understanding of a problem in their areas and make changes that positively impact the educational experience of students and the school environment. Not only can Action Research be effective, it has the potential to empower teachers, students, administrators, and parents, in part because they are involved in the process of inquiry from the community, and the participants often have the opportunity to see their impact on a situation as the project of research unfolds.

Students are members of the bigger community, they are being created by the state to act and be responsible members of the community and the state, therefore all the knowledge and skills must

be for practical solution to the problems of the community. The knowledge, understanding and skills generated from the action research must not stopped in school but to apply in the community for positive social change. Greenwood (2007) emphasized that, “Action Research is a strategy for conducting research that engages professional social researchers and other professional experts with the local stakeholders from an organization, a community, or a coalition in a co-generative process of knowledge creation, action design, and evaluation of outcomes. These AR processes aim to increase local capacity for participative, self-managing, and sustainable change processes. AR combines action and research, reflection and action in an ongoing cycle of co-generative knowledge creation.” A call to action to all stakeholders is an ethical challenge that makes an action research pragmatically a reality. Action research is really a broad array of practices, epistemological beliefs, ontological commitments and ethical responses. Action research in practice is highly personal, built around the abilities, possibilities, experiences, and social commitments of the researchers who practice it. It is a commitment to social change, social justice, and social responsibility.

Conclusion

The community service program of the university through teaching the public school teachers how to make an action research is a best extension and research program that helps the school, the students, the family and the community. The public school served as an instrument of the higher educational institution in changing the lives of the students and the community through action research. By means of action research, the public school positively addressed the needs of the students and the community. The public school teacher practically determine the problems in school and the community and offered practical solution for the underserve and underprivilege members of the society. A call to action to all stakeholders is a moral and ethical challenge that makes an action research pragmatically a reality. Action research in practice is highly personal, built around the abilities, possibilities, experiences, and social commitments of the researchers who practice it. It is a commitment to social change, social justice, and social responsibility.

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