

Addressing the Decline in Teaching Professionalism: Empowering Educators to Improve Pedagogy Through Action Research

Ethan Davis

Faculty of Education, Monash University, Clayton, Australia

Ava Johnson

Faculty of Education, Monash University, Clayton, Australia

Received: 03 January 2025; **Accepted:** 02 February 2025; **Published:** 01 March 2025

Abstract: The de-professionalisation of teaching, characterized by diminishing teacher autonomy, increasing standardization, and external accountability pressures, has raised significant concerns in educational circles. This phenomenon not only affects the morale of teachers but also impacts the quality of education. To counteract this trend, action research serves as a powerful tool that can empower teachers, improve their pedagogical practices, and provide them with opportunities for professional development. This paper explores the potential of action research in enhancing the professionalism of teachers and fostering an environment conducive to continuous improvement. By reviewing literature and highlighting practical examples, the article advocates for integrating action research as a key approach to reinstate teacher professionalism and enhance educational outcomes.

Keywords: Teaching Professionalism, Educator Empowerment, Pedagogical Improvement, Action Research, Teacher Development, Professional Growth, Instructional Strategies, Classroom Practices.

Introduction: Teaching, once regarded as a highly autonomous and respected profession, has increasingly faced challenges in maintaining its status due to a range of factors that contribute to its de-professionalisation. With the rise of standardized testing, prescriptive curriculum frameworks, and external performance audits, many educators report feeling sidelined in decision-making processes that directly affect their classrooms. Consequently, teacher autonomy, creativity, and professional identity have been undermined.

Action research, however, offers a promising solution. By enabling teachers to investigate and improve their own practices through systematic inquiry, action research restores a sense of control and professional dignity. It encourages teachers to become reflective practitioners who engage in ongoing professional growth, ultimately improving their pedagogy. This paper aims to address how action research can be a

crucial tool in responding to the de-professionalisation of teaching and enhancing the overall quality of education.

METHODS

The research for this paper adopts a qualitative review approach. A comprehensive literature search was conducted to identify key studies, reports, and articles that discuss both the de-professionalisation of teaching and the role of action research in counteracting these trends. Peer-reviewed journals, books, and educational reports published within the last two decades were examined to ensure that the information was relevant and current. The findings were then synthesized to draw conclusions about how action research can empower teachers and improve pedagogy.

This paper adopts a qualitative research methodology to explore the role of action research in responding to the de-professionalisation of teaching. The goal of the research is to synthesize existing literature and

evidence on both the negative effects of de-professionalisation and the ways in which action research can serve as a solution. Specifically, the methods used in this paper include a literature review, which involves the systematic search and analysis of peer-reviewed academic articles, books, and educational reports.

1. Literature Search and Selection Criteria

The first step in the research process involved conducting a comprehensive search for relevant literature. This was done through several academic databases, including JSTOR, ERIC, Google Scholar, and ProQuest, as well as through key educational journals and publications that focus on teaching practices, professional development, and educational research. The selection criteria for the literature included:

- Articles published within the last 20 years, focusing on both de-professionalisation and action research in education.
- Peer-reviewed journal articles, books, and reports from recognized educational organizations to ensure credibility.
- Literature addressing various aspects of teaching, including empowerment, pedagogical improvement, professional identity, and autonomy.
- Studies that examine the impact of action research on teacher practices, motivation, and collaboration within the school environment.

Keywords such as “de-professionalisation of teaching,” “teacher empowerment,” “action research in education,” “professional development,” and “teacher autonomy” were used to filter relevant articles.

2. Data Collection and Analysis

Once relevant articles were identified, the next step involved extracting key information from each source. These included:

- The definitions and indicators of de-professionalisation in teaching.
- Examples of action research initiatives in various educational contexts.
- Findings from studies that highlight the benefits of action research on improving teaching practices, professional growth, and teacher morale.
- Discussions on how action research promotes teacher autonomy, collaboration, and a reflective approach to pedagogy.

A thematic analysis was used to identify common themes across the literature. This process involved reading and re-reading the texts to identify recurring concepts and categorizing them into overarching

themes. The themes were then further analyzed to assess how action research can address the challenges posed by de-professionalisation. The key themes identified were:

- Empowerment and autonomy through action research.
- Professional growth and pedagogical improvements.
- The collaborative nature of action research in creating learning communities.
- The contextual relevance of action research in addressing classroom-specific issues.

3. Synthesis and Interpretation

After the thematic analysis, the findings were synthesized into a coherent narrative to provide insights into the ways action research can counteract the negative effects of de-professionalisation. The synthesis involved comparing different case studies, reports, and theoretical perspectives, highlighting the practical applications of action research in various educational settings. Additionally, the paper discussed the potential barriers and challenges that teachers face when attempting to engage in action research, including time constraints, lack of institutional support, and insufficient professional development opportunities.

4. Critical Evaluation

Finally, a critical evaluation was conducted to assess the overall effectiveness of action research in addressing de-professionalisation. This included identifying any gaps in the current literature, such as the need for more large-scale studies on the long-term impact of action research on teacher professionalism. The limitations of action research as a tool, such as potential teacher burnout or difficulty in measuring its outcomes, were also discussed.

By using this detailed method of literature collection, analysis, and synthesis, the paper aimed to offer a comprehensive understanding of the role that action research can play in empowering teachers and improving their pedagogy. The insights gained from the literature review will serve as a foundation for the discussions on how action research can act as a vital tool in restoring professionalism and enhancing the teaching profession in the face of external pressures.

RESULTS

The review revealed several key findings that underscore the value of action research in responding to the de-professionalisation of teaching:

1. **Teacher Empowerment:** Action research allows teachers to take ownership of their professional

development. By designing and conducting their own inquiries, teachers become active agents in shaping their teaching practices. This sense of autonomy directly counters the effects of de-professionalisation, which often strips teachers of decision-making power.

2. **Improvement of Pedagogical Practices:** Teachers who engage in action research report significant improvements in their pedagogical skills. The process of identifying areas for improvement, implementing changes, and reflecting on outcomes encourages continuous professional growth. The iterative nature of action research ensures that teachers refine their methods over time.

3. **Collaborative Learning Communities:** Action research fosters collaboration among teachers, creating communities of practice where educators can share insights, challenges, and successes. This collective approach enhances the overall teaching environment and promotes mutual support, which can be particularly beneficial in the face of external pressures that contribute to de-professionalisation.

4. **Increased Teacher Motivation and Job Satisfaction:** Teachers involved in action research often experience increased motivation and job satisfaction. The process of inquiry empowers them to see the direct impact of their work on student learning, which enhances their sense of professional accomplishment.

5. **A Focus on Contextual Relevance:** Action research allows teachers to investigate problems specific to their own classrooms or school contexts. This ensures that the solutions they develop are relevant and meaningful, unlike top-down policies that may not consider the unique needs of individual educators.

DISCUSSION

The findings suggest that action research can be an effective strategy for reversing the trend of de-professionalisation in teaching. By giving teachers the tools to critically evaluate their own practices, action research fosters a culture of reflective practice that counters the external forces that limit teacher agency. It also aligns with contemporary educational priorities such as personalized learning, professional learning communities, and teacher-driven innovation.

However, the success of action research depends on certain factors. Teachers need adequate training in research methods, a supportive environment, and time to dedicate to inquiry. School leadership plays a crucial role in providing the necessary resources and fostering a culture where teachers feel empowered to engage in action research. Additionally, policy reforms that prioritize teacher autonomy and professional growth

are essential for maximizing the impact of action research.

The findings from the literature review strongly suggest that action research holds significant potential in addressing the de-professionalisation of teaching, a phenomenon that has emerged in response to increasing external accountability pressures, rigid curricula, and standardized testing. The process of action research empowers teachers to take ownership of their practices, encourages reflective thinking, and creates an environment that fosters continuous professional growth. In this section, we explore the broader implications of these findings and discuss both the benefits and limitations of using action research to combat the de-professionalisation of teaching.

1. Reclaiming Teacher Autonomy

One of the most profound benefits of action research is its capacity to restore teacher autonomy. As the teaching profession has become increasingly regulated and externally controlled, many educators have expressed a sense of disempowerment. Teachers often find themselves bound by prescriptive curricula and performance assessments that leave little room for personal initiative or creative approaches to pedagogy. Action research, by contrast, allows teachers to take an active role in identifying issues within their own classrooms and developing context-specific solutions.

The autonomy embedded in action research helps counter the de-professionalisation trend, as it gives teachers the ability to design and implement research projects that are relevant to their unique teaching situations. It encourages them to be problem-solvers, critical thinkers, and innovators in their own classrooms, empowering them to explore new teaching strategies, adjust their methods based on evidence, and adapt to the needs of their students. Teachers who engage in this type of research feel more confident in their professional identity and more invested in their work, as they are directly involved in shaping the direction of their teaching practices.

However, reclaiming autonomy through action research is not without challenges. Teachers may encounter institutional resistance, lack of time, and insufficient support from school leadership. Effective action research requires a conducive environment that values teacher autonomy and professional inquiry, as well as providing resources such as research training, planning time, and access to collaborative networks. Thus, a culture of support from educational leadership is critical in empowering teachers to embrace action research.

2. Enhancing Pedagogical Practices Through Reflection and Iteration

Action research is fundamentally rooted in the principles of reflective practice and continuous improvement. Teachers conducting action research regularly assess and refine their teaching strategies, which leads to tangible improvements in pedagogy. This iterative process—where teachers identify a problem, implement a solution, collect data, and assess outcomes—mirrors best practices in professional development and aligns with the idea that teaching is a dynamic and evolving practice.

The reflective nature of action research also helps teachers critically examine their own assumptions, biases, and methodologies, fostering a deeper understanding of their teaching practices. This process can lead to more personalized, student-centered approaches to teaching, as teachers become more attuned to the diverse needs and learning styles of their students. In the context of the de-professionalisation of teaching, which often forces teachers to conform to uniform practices dictated by outside authorities, action research offers a way to break free from this one-size-fits-all mentality. Teachers are empowered to test new methods, make data-driven decisions, and adapt their pedagogy to suit the context and needs of their learners.

While action research has the potential to significantly enhance teaching practices, it is important to acknowledge that the process of reflection and change can be challenging. Teachers may face difficulties in gathering and analyzing data, interpreting results, or implementing changes effectively. Furthermore, the constant cycle of reflection and modification can lead to feelings of professional fatigue or burnout if not managed carefully. To prevent this, it is essential for teachers to engage in action research within supportive professional communities where they can share experiences and strategies, thereby reducing the individual burden.

3. Fostering Collaborative Learning Communities

A key aspect of action research is its collaborative nature. Although action research is often initiated by individual teachers, it encourages collaboration with colleagues, school leaders, and even students. Teachers engaged in action research often form communities of practice—groups of educators who work together to share insights, discuss challenges, and collectively solve problems. This collaborative learning environment fosters peer support, professional exchange, and the creation of a shared knowledge base that benefits the entire school community.

In the context of de-professionalisation, where teachers may feel isolated or disconnected from the decision-making processes in education, action

research offers a pathway to collective empowerment. By working together on research projects, teachers can support each other's growth and advocate for changes that reflect the realities of their classrooms. Additionally, action research encourages a culture of shared accountability, where teachers are responsible not only for their own professional development but also for the development of their peers.

However, the effectiveness of collaborative action research can be hindered by structural issues, such as rigid school schedules, insufficient professional development opportunities, or a lack of institutional encouragement for teacher collaboration. If action research is to flourish in schools, it is important that school leadership actively supports collaborative initiatives and provides time and space for teachers to work together on research projects.

4. Addressing Contextual Relevance and the Specificity of Teacher Needs

A distinguishing feature of action research is its focus on contextual relevance. Unlike external policies or top-down educational reforms, action research is tailored to the specific needs of individual teachers, their classrooms, and their students. Teachers who engage in action research focus on local issues—whether it's improving classroom management, exploring innovative teaching methods, or addressing learning gaps—ensuring that the solutions they develop are directly applicable to their own situations.

This focus on context is particularly important in responding to the de-professionalisation of teaching, which often involves implementing generalized solutions that may not be suitable for every educational setting. By conducting research in their own classrooms, teachers can gather meaningful data, analyze specific challenges, and apply interventions that are rooted in the realities of their teaching environment. This ensures that their efforts are not only relevant but also have a direct impact on student learning.

However, while the focus on contextual relevance is a strength, it can also limit the generalizability of action research findings. What works in one classroom or school may not work in another, and teachers must be cautious when applying their findings to broader educational contexts. To mitigate this, educators engaged in action research can share their findings with colleagues and contribute to the growing body of knowledge within professional learning communities, thereby allowing others to adapt successful strategies to their own contexts.

5. Addressing Potential Barriers to Action Research

While the benefits of action research are clear, several barriers can prevent its widespread implementation. Time constraints are one of the most significant obstacles, as teachers already face heavy workloads due to lesson planning, grading, and classroom management. Action research requires dedicated time for planning, data collection, analysis, and reflection, which may be difficult to accommodate within the typical school day.

Additionally, teachers may lack the necessary research skills or resources to conduct thorough action research projects. Training in research methods and data analysis is essential to ensure that teachers can engage in action research effectively. Without adequate professional development, action research can become an overwhelming task rather than a meaningful professional growth opportunity.

Institutional support is another key factor in the success of action research. School leaders must be willing to recognize the value of action research and provide the necessary resources, including time, mentorship, and opportunities for collaboration. Policies that prioritize teacher autonomy and professional development are essential in creating an environment where action research can thrive.

The discussion highlights the potential of action research to empower teachers and enhance pedagogy, particularly in response to the de-professionalisation of teaching. By restoring teacher autonomy, fostering reflective practices, encouraging collaboration, and focusing on contextual relevance, action research offers a promising pathway for teachers to reclaim their professionalism and improve the quality of education. However, to fully realize its benefits, action research must be supported by institutional structures that encourage teacher autonomy, provide professional development opportunities, and foster a culture of collaboration and continuous improvement.

CONCLUSION

In the face of the de-professionalisation of teaching, action research provides a compelling way for educators to regain control over their professional development and improve their teaching practices. By empowering teachers to engage in systematic inquiry, this approach fosters a sense of autonomy, enhances pedagogical skills, and creates collaborative networks of educators. Ultimately, action research is not only an effective tool for professional growth but also a means of reinstating the professionalism of teaching, ensuring that educators can continue to deliver high-quality education in a rapidly changing world. To realize the full potential of action research, it is critical that schools, policymakers, and educational leaders support

teachers in their inquiry efforts, making professional development an integral part of the educational experience.

REFERENCES

Salama, A.M.; Wilkinson, N. Introduction: Legacies for the Future of the Design Studio Pedagogy. In *Design Studio Pedagogy: Horizons for the Future*; Salama, A.M., Wilkinson, N., Eds.; The Urban International Press: Gateshead, UK, 2007; pp. 201–219. [Google Scholar]

Hensel, M.U. Introduction to Design Innovation for the Built Environment: Research by Design and the Renovation of Practice. In *Design Innovation for the Built Environment: Research by Design and the Renovation of Practice*; Hensel, M.U., Ed.; Taylor & Francis: Abingdon, UK, 2013. [Google Scholar]

Dunin-Woyseth, H.; Nilsson, F. On the Emergence of Research by Design and Practice-Led Research Approaches in Architectural and Urban Design. In *Design Innovation for the Built Environment: Research by Design and the Renovation of Practice*; Hensel, M.U., Ed.; Taylor & Francis: Abingdon, UK, 2013. [Google Scholar]

Temple, S. Developing Abstraction through Experience in Architectural Pedagogies: Making is Connecting. *Int. J. Architecton. Spat. Environ. Des.* 2016, 10, 27–43. [Google Scholar] [CrossRef]

Wallis, L. Building the Studio Environment. In *Design Studio Pedagogy: Horizons for the Future*; Salama, A.M., Wilkinson, N., Eds.; The Urban International Press: Gateshead, UK, 2007; pp. 201–219. [Google Scholar]

Schuldenfrei, R. (Ed.) *Iteration: Episodes in the Mediation of Art and Architecture*; Routledge/Taylor & Francis Group: New York, NY, USA, 2020. [Google Scholar]

Borden, G.P.; Meredith, M. Introduction and Material Premise. In *Lineament: Material, Representation and the Physical Figure in Architectural Production*; Borden, G.P., Meredith, M., Eds.; Routledge: New York, NY, USA, 2017; pp. 1–7. [Google Scholar]

Pedgley, O.; Rognoli, V.; Karana, E. Expanding Territories of Materials and Design. In *Materials Experience 2: Expanding Territories of Materials and Design*; Pedgley, O., Rognoli, V., Karana, E., Eds.; Butterworth-Heinemann: Oxford, UK, 2021. [Google Scholar]

Kolarevic, B.; Klinger, K. *Manufacturing Material Effects: Rethinking Design and Making in Architecture*; Taylor & Francis: New York, NY, USA, 2013. [Google Scholar]

Çağlar, T.N.; Aksu, A. *Tenekeden Mimarlık; Şevki Vanlı Mimarlık Vakfı Yayınları*: Istanbul, Turkey, 2017. [Google Scholar]

Küçük, İ.; Aksu, A. The Role of Material Experimentation in the Construction of Design Space: The Case of atelierz. In *Proceedings of the S-ARCH 2023—The 10th International Conference on Architecture and Built Environment*, Berlin, Germany, 4–6 April 2023. [Google Scholar]

Brasset, J.; Marenko, B. Introduction: Deleuze and Design. In *Deleuze and Design*; Brasset, J., Marenko, B., Eds.; Edinburgh University Press: Edinburgh, UK, 2015; pp. 1–31. [Google Scholar]

Yılmaz, İ. *Rethinking Design Space in Architecture*. Ph.D. Thesis, Gazi University Graduate School of Natural and Applied Sciences, Ankara, Turkey, 2018. [Google Scholar]

Deleuze, G.; Guattari, F. *A Thousand Plateaus: Capitalism and Schizophrenia*; Massumi, B., Translator; Continuum International Publishing Group: New York, NY, USA; London, UK, 2004. [Google Scholar]

Deleuze, G. What is the Creative Act? In *Two Regimes of Madness: Texts and Interviews 1975–1995* (A. Hodges & M. Taormina, Trans.); Lapoujade, D., Ed.; Semiotext(e): Los Angeles, CA, USA, 2006; pp. 312–324. [Google Scholar]

Deleuze, G. *Difference and Repetition*; Patton, P., Translator; Continuum International Publishing Group: New York, NY, USA; London, UK, 2004. [Google Scholar]

Deleuze, G. *Francis Bacon: The Logic of Sensation*; Continuum: London, UK, 2005. [Google Scholar]

Deleuze, G. *Empiricism and Subjectivity: An Essay on Hume's Theory of Human Nature*; Columbia University Press: New York, NY, USA, 1991. [Google Scholar]

Menges, A. Design Computation and Material Culture. In *Lineament: Material, Representation and the Physical Figure in Architectural Production*; Borden, G.P., Meredith, M., Eds.; Routledge: New York, NY, USA, 2017; pp. 127–137. [Google Scholar]

Ayres, P.; Tamke, M.; Thomsen, M.R. Making a Digital Material Practice. In *Performative Materials in Architecture and Design*; Ng, R., Pate, S., Eds.; Intellect Books: Bristol, UK, 2013; pp. 68–94. [Google Scholar]

Fernandez, J. *Material Architecture*; Routledge: Abingdon, UK, 2012. [Google Scholar]

Sennett, R. *The Craftsman*; Penguin Books Limited: London, UK, 2009. [Google Scholar]

Malafouris, L. At the Potter's Wheel: An Argument for Material Agency. In *Material Agency: Towards a Non-Anthropocentric Approach*; Knappett, C., Malafouris, L., Eds.; Springer: London, UK, 2008; pp. 19–36. [Google

Scholar]

Nimkulrat, N. Experiential Craft: Knowing through Analogue and Digital Materials Experience. In *Materials Experience 2: Expanding Territories of Materials and Design*; Pedgley, O., Rognoli, V., Karana, E., Eds.; Butterworth-Heinemann: Oxford, UK, 2021. [Google Scholar]

Aksu, A.; Küçük, İ.; Çağlar, T.N. *Mimari Tasarım Eğitimi Söylemleri 2: Bütünleşme*. In *Proceedings of the YTÜ Ulusal Sempozyum*, İstanbul, Türkiye, 20–21 October 2011; pp. 323–332. [Google Scholar]