ENHANCING SCHOOL EFFECTIVENESS THROUGH EDUCATIONAL RESEARCH IN GURAGHE ZONE SECONDARY SCHOOLS: CHALLENGES AND PROSPECTS

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ACRONYMS

AAU	Addis Ababa University
AED	Academy for Educational Development
BESO	Basic Education System Overhaul
CPD	Continuous Professional Development
CV	Critical value
EGSECE	Ethiopian General Secondary Education Certificate Examination
ESDP	Education Sector Development Program
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Program
GSPS	General Secondary and Preparatory Schools (9- 12)
GSS	General Secondary Schools (9-10)
GZED	Guraghe Zone Education Department
GZSS	Guraghe Zone Secondary Schools
GZTA	Guraghe Zone Teacher's Association
ICDR	Institute of Curriculum Development and Research
IER	Institute of Educational Research
MOE	Ministry of Education
PTA	Parent – Teacher Association
REB	Regional Education Bureau
SBER	School Based Educational Research
SD	Standard Deviation
SNNPRS	South Nations, Nationalities and Peoples Regional State
TEI	Teacher Education Institution
UNESCO	Untied Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
WEO	Woreda Education Office
ZED	Zone Education Department

ABSTRACT

The attempt of the study was to diagnose and illuminate the current practice of GZSS in improving school effectiveness through SBER with the intention of suggesting and amplifying best practices and alleviating the challenges. To this end, both quantitative and qualitative research approaches were used for data collection and analysis. The subjects of the study were 187 teachers, 6 principals, and 12, 4 and 2, WEO, GZED officers and GZTA chair and vice chairpersons respectively. Questionnaire was used to collect data from teachers. Interviews were held with principals and educational officers to complement the information obtained through questionnaire. Focus group discussion with 16 teachers from two schools and document analysis were made to validate and triangulate information from different sources. Descriptive statistics (mean, standard deviation and percentage), chi- square and total mean score were used to analyze quantitative data. The results of teachers' questionnaire, principals' interview and focus group discussion were found significantly consistent on the issues raised. However, discrepancy was observed between the results of educational officers' interview and the information from teachers' regarding teachers' readiness (perception and research competence) towards the role of SBER. Teachers' readiness towards SBER was found to be encouraging though 41.7% of them were engaged in SBER. Majority of the research works (47. 1%) focused on fragmented and specific classroom skills rather than unified school wide academic issues. The practice of identifying the cause of educational problems and seeking solutions with SBER was found at infancy stage in GZSS. The involvement and support of the principal and educational officers in promoting SBER in GZSS was found minimal and superficial. The major factors that impede teachers from involving in SBER were: unsupportive culture, luck of financial support, work overload and the lack of facilities of the school. Hence, it was recommended that the school principals and educational officers at various levels should create supportive research culture to overcome the challenges; short term practical refresher courses should be designed at WEO/ZED levels to capacitate teachers' research competence, principals and the educational officers at WEO/ZED or REB should scale up best research works through structured experience and best research performers should be motivated.

CHAPTER 1: Introduction

1.1. Background of the Study

Education is a cornerstone of any economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions (Lockheed & Verspoor, 1991). In line with this, Todaro (1985) reiterated that education of a nation, not its capital or its material resources, that ultimately determine the character and pace of its economic and social development. Moreover, Harbison as cited in (Todaro, 1985, p. 363) expounded it as follows:

> Human resources… constitute the ultimate basis for wealth of nations. Capital and natural resources are passive factors of production; human beings are active agents who accumulates capital, exploit natural resources, build social, economic and political organizations, and carry forward national development.

The role of education and human capital in promoting the growth of economies and improvements in human being is broadly recognized. A country is unable to develop anything else unless it develops the skills and knowledge of its people and utilizes them effectively in the national economy. However, the ability of education and training system to fulfill these roles depends on the response of the educational institutions for change, and/or teachers' readiness (competence), commitment and the curriculum in ways that meet the needs of today's and tomorrow's citizens (UNESCO, 2001).

Nations are striving to expand and improve the primary, secondary and tertiary education. Expanding and improving educational institutions requires necessary inputs and appropriate processes, which are most of the time a challenge for developing countries. Moreover, the actual

situations in the already established institutions have been found to have different hindrances, which need to be alleviated through different mechanisms. Educational research helps better in identifying and solving the problems at all educational levels since it results in the augmentation of schools effectiveness and efficiency together with real contribution to the societal development. As Hite (2001) and Lewin (2008) annotated, efficiency and effectiveness are key issues in this context and educational systems are expected to prove capable of standing up to maximize internal efficiency (performance) and to bring educational changes that make students aspire and bring the nation's development.

According to Wang et al as cited in Carrivick and O'Donoghue (1997), the changes in education should be grounded in a knowledge base derived from research. This body of knowledge is trying to give answers to two fundamental questions:

1. What do schools really look like in their daily operations and what do they need to be more effective, and
2. How do schools develop and change over time?

The intention of the first question is making schools more effective by taking best experience of effective schools and scaling it up for other schools. This point of view is considered to be the central question for school effectiveness. The second one is a central question for school improvement practice about development and planned change in schools (Avalos, 1994).

As the international educational reform movement, the school effectiveness and the school improvement knowledge paradigms have different intellectual, methodological, and theoretical history. According to Bollen (1996), the school improvement knowledge has always to be transferred in to improvement strategies based on a series of interventions by different actors in the improvement system. On the other hand, as to Townsend's (1994) review, much of the school

effectiveness researches have focused upon identifying the characteristics associated with effective schools in the hope that this knowledge will somehow help other schools to become more effective.

Concerning their special features, McGaw (1997) has stated that School improvement is cost neutral since schools can be more effective by better using the existing resources without any additional resources just by increasing schools' internal efficiency. Its orientation is dynamic, focusing upon change over time, whereas the orientation of school effectiveness is a static one with the steady state of effectiveness.

The effectiveness of a school can be evaluated through a positivistic quantitative evaluation tradition of school effectiveness paradigm. For school improvement tradition, the improvement has been evaluated through qualitative and naturalistic oriented evaluation rather than quantitative measurements (Stoll and Reynolds, 1997).

Scheerens (2000) has also used the school effectiveness knowledge base to examine relevant approaches to enhancing effectiveness and maximizing internal efficiency in all school and above school levels. He has suggested that a multi-level research approach for school effectiveness planning might be the most appropriate particularly for developing countries. He has also given much attention for the importance of school-self evaluation since the evaluation process in itself can contribute to enhancing effectiveness. The basic assertion of the research literature on school effectiveness is that individual schools can make a difference to student achievement (Bennett, 2004).

However, Reynolds and Pack as cited in Townsend (1994) are with different thought. They have argued that making schools more effective in practice seems a different matter since most

researchers know considerably more about the characteristics of good schools than how to make good schools.

As Stoll and Reynold (1997) have justified, real change will be sustained only when the tradition of school effectiveness is merged with the tradition of school improvement, planned-change and staff development since it empowers and supports the school and the teachers for growth and effectiveness. For MacBeath and Mortimore (2001) and McGaw (1997) the time for integration of both knowledge paradigms has come since the two paradigms are integrally and "umbilically" related.

To this effect, school based educational (action) research can be the best strategy to make schools more effective by exploiting the knowledge of the two traditions. In this regard, Tafel and Fischer (2001) have depicted that school based educational (action) research can support educational quality by helping teachers try out new strategies, which, in turn, can provide a more solid foundation for school wide improvement . Similarly, Robson (2002) has noted that since the central goal of School Based Educational Research (SBER) is improvement and involvement, it can be a powerful strategy in the process of making schools more effective. Its nature and its approaches also signify that SBER can be a sustainable foundation for enhancing school effectiveness theoretically as well as practically.

From the above justification, one can deduce that SBER promotes school effectiveness as well as improvement by searching for ways to increase the total learning output of the schooling system without increasing total system costs. It uses value added approach which helps to enhance and monitor students' achievement and disciplinary problems and to maximize overall schools'

efficiency. For this reason, some major and common variables of school effectiveness and school improvement were identified and used for conceptualization of this study.

Having realized its significance for educational improvement, school based educational research has been given special attention in the current Education and Training Policy (ETP), (TGE, 1994). For example, as stated in the policy document, "Research of practical societal impact will be given priority and the necessary steps will also be taken to facilitate the coordinated efforts of all those concerned" (TGE, 1994, p. 27).

To make this practical at school level, Guraghe Zone Educational Department (GZED) has assigned, educational research "experts" in all the fifteen Woreda Educational Offices (WEOs). The major task of these experts is facilitating necessary conditions for conducting and utilizing educational research and disseminating best teacher research works in their Woredas.

1.2. Statement of the Problem

Schools may differ in performance even though they might be more or less equal in terms of pupils' innate abilities and socio-economic background because of school related factors. It is widely used that the performance of a school can be expressed as the output of the school and measured in terms of the average achievement of the pupils and its internal efficiency. The determinant school factors for enhancing school effectiveness, as Farrell and Oliviera (1994) argued are educational equipment and instructional material, teachers and parents, supportive staff and administrative service, building and furniture and research and training capabilities. The lack of any of these may render educational service ineffective.

The central theme of school based educational research is to diagnose effective educational practices by those who are actually experiencing the problems with the purpose of finding and implementing solutions to those problems using local resources. "Opening the doorway to improvement from the inside of the school" (Halsall & Carter, 1998, p.83) can widen and broaden its implementation and perpetuate school effectiveness.

According to Ministry of Education (MoE,2004) teachers at all levels are not only invited but also obliged to conduct school based educational (action) research for professional growth and development and promotion to the next professional career.

Though SBER might be undertaken at all levels, the following three points made the researcher focus on Guraghe Zone Secondary Schools:

1. Secondary school teachers are in a better position to conduct and utilize SBER as compared to primary school teachers since most of them are graduated with a BA degree from higher institutions with an imposed major mission of teaching and conducting research (MoE, 2004)
2. The researcher has a firsthand experience in relation to research related activities at high schools found in Guraghe Zone Secondary Schools (GZSS) while working as a teacher and school principal for five years.
3. Moreover the researcher has expected an increase in the production of research works conducted by high school teachers since the share of qualified teacher for the level (9-12) in GZSS has grown from 56% in 2002/3 to 74% in 2007/8 (GZED, 2008) could be witnessing the increment in potential for conducting a research.

However, much of school related educational problems (inconsistent students' achievement, high educational wastage, students' disciplinary problems, students and teachers' lateness and

absenteeism, teachers' turnover and the like) have not yet been systematically studied and solved in GZSS. As observed from the GZED 2007/8 Annual Educational Report, for example, students' achievement in national examination (students who scored 2.0 and above in Grade10th EGESCE) has dropped from 73.1%in 2002/3 to 56.3% in 2007/8. Besides, 159 teachers, 24% (38) of them were Degree holders, left from the Zone in the year of 2007/8. As mentioned in the Annual Report, out of 666 school -based educational (action) research works which were conducted in 2007/8 academic year, 5.3% (35) of them were conducted by GZSS teachers (GZED, 2008). The discrepancy between low students' achievement and relatively high teachers' involvement (as compared to the past ten years) in SBER was one of the impetuses for the researcher to weigh the relevance of the research works for improving students' achievement.

On the other hand, there are some educational research works on secondary schools which are, to some extent, related to the concern of this paper. These include studies done by Seyoum (1998), Hussen (2000), Yalew (2000), Yeshimebrat (2000), Abraham (2004), Ashenafi (2007); Yibeltal (2006). Most of these studies focused on teacher's involvement in educational research and the factors that have contributed to the low output of educational research.

Most of these research works did not include the views and roles (contributions) of educational officials and experts in conducting and utilizing as well as "cross-fertilizing" best research activities at Woreda and zonal level. Moreover, some of them were conducted before eight years on different research sites from the site of this study. Besides, these studies were focusing on one methodology either quantitative or qualitative.

The present study, therefore, tries to assess the current practice of enhancing school effectiveness through school based educational research in GZSS using qualitative and quantitative approaches.

Accordingly, the study tried to address the following basic research questions:

1. How is the GZSS Teachers' Readiness (potential) to carryout SBER for school effectiveness?
   - What is the perception of teachers towards the contribution of SBER for school effectiveness?
   - Do teachers have the necessary knowledge and skill to conduct SBER?
2. How is the practice (trend) of identifying the causes of educational problems and seeking solutions in GZSS in the process of making schools more effective with SBER?
   - What is the current status of GZSS teachers' involvement in production of SBER?
   - Are the research works in GZSS aligned with school effectiveness academic issues (students' achievement and school efficiency)?
   - What is the research culture of the GZSS looking like?
3. What roles does the leadership play in enhancing school effectiveness through SBER?
   - To what extent principals and local educational officers involve and support SBER?
   - How are best teacher researchers and their research works being remunerated and disseminated at school, WEO and ZED levels respectively?
4. What conditions affect and/or facilitate the production and utilization of SBER for school effectiveness?
5. What measures need to be taken to ameliorate the challenges and effectuate consistent and satisfactory SBER work in GZSS?

1.3. Objective of the Study

The main objectives of this study are to:

- explore the extent of teachers' readiness (perception and research competence) to carry out SBER for school effectiveness.
- assess the extent of GZSS teachers' involvement in conducting and utilizing school-based educational research.
- analyze the current practice of the GZSS, WEOs and ZED in facilitating to conduct and utilize, and disseminate results of the research work at GZSS, WEOs and ZED levels.
- examine the relevance of educational research works for enhancing school effectiveness.
- diagnose the factors that affect and/or facilitate educational research activities in the Guraghe Zone Secondary Schools.

1.4. Significance of the Study

It is widely recognized that educational research, in general and school-based educational research in particular, is one of the best vehicle to reach quality education for which most schools are dying to achieve. However, very little educational research work has been done in the field. Thus, this study may be important in various ways.

Firstly, since the study is informative and timely, practitioners especially teachers and principals may gain some practical insight that is quite useful to make their school effective and their professional development through school-based research.

Secondly, it enables planners and decision makers at various levels to see the different factors (school and out-of-school) that negatively or positively affect conducting, utilizing and disseminating educational research. Identifying the constraints might help them to play their roles for effective functioning of schools.

Thirdly, it is also significant in putting forward recommendations to sustain the best practices in school effectiveness and to ameliorate the weaknesses for improving overall school efficiency through educational research.

Finally, it may serve as a stepping stone for further study in the area. It may also serve as a valuable source of literature on the subject studied which strengthen the capacity of practitioners to conduct their own research on issues that matter to them.

1.5. Delimitation of the Study

Making schools effective through educational research is a burning issue throughout the country at all levels. The study would have been more comprehensive if it had embraced all schools in the SNNPRS as well as in the country. However, a large scale study requires much resource, time and manpower. Therefore this study was confined to teachers and principals in GZSS and ZED and WEOs experts to make the study manageable and understand it better.

The dependent variables of the study were teachers' involvement in SBER activities, school efficiency, and students' achievement in GZSS (9-12). Whereas, the independent variables were confined on teachers' readiness (perceptions and competence) towards SBER, the practice of schools and the local educational authorities in terms of production, utilization and dissemination of SBER and motivational strategy since the current Education and Training Policy (ETP) being implemented in secondary school level (2000).

1.6. Limitation of the Study

One of the major limitations encountered in accomplishing this research work was the inadequacy of literature works produced in Ethiopia on the subject studied. Due to this, much of

the literature of this study had built on foreign-based experiences of making of schools more effective.

In order to accomplish this study with the available time and financial resources, the scope was limited to only six secondary schools of one zone.

The aforementioned points might pose their own degree of limitation on the conclusiveness of this paper.

1.7. Operational Definition of Basic Terms

School effectiveness: in this context, it refers to the degree of school performance in achieving its goals (students' achievement, school efficiency, and the like)

Research practice: it refers to conducting, utilizing and disseminating the works of teacher researchers.

School based educational research: it refers to the systematic investigation of solutions to education problems for school improvement by school teacher in the school setting.

CHAPTER 2: Review of Related Literature

This part of the research attempts to review and discuss the literature on issues that are highly connected with school effectiveness and school based educational research.

2.1. The Essence of SBER and Issues of School Effectiveness

Many may perceive school based educational (action) research in different ways. For Denscombe (2004), the nature of school based educational research encompasses four defining characteristics: practical (applied nature), change oriented, cyclical process and participatory. Its practicality, as the author has furthered, is aimed at dealing with real world problems and issues at work and organizational setting in pragmatic ways. It is considered as change oriented since it discovers practical problems to bring change and improvement. It also involves cyclical feedback loop in which initial findings generate possibilities for change .This helps for better implementation and then evaluation as prelude for further investigation. School based educational research requires the active participation of the researcher and practitioners (usually teachers and administrators).Its cyclical nature needs an on going professional commitment. Furthermore, Kemmis (2001) and Zuberskerritt (1996, as cited in Denscombe, 2004) have categorized its approaches in to three based on its objectives: technical, practical and emancipatory (critical) approaches.

According to these authorities, technical approach aims at improving the effectiveness of educational or managerial practices. The researchers as well as practitioners are expected to examine particular output and its determinants.

Practical approach aims at improving the practitioners understanding that helps them evaluate their work and professional development .The researcher's role is to encourage practical deliberation and self-reflection on the part of the practitioners. This, in the words of Sarantakos (2005, p. 334) is "empowerment of participants to effect change in their own environment."

Emancipatory (critical) approach, on the other hand, aims not only at technical and practical improvement but also at changing the system itself and its conditions, which hinder from desired improvement. This approach enforces to examine the structure of the school and identifying the causes of the problem for positive change.

Succinctly, as Altrichter, Posch and Somekh (1993) reiterated, the theoretical foundation of school based educational research can be viewed from two major rationalities: technical and reflective. The technical rationality is used in the classical Research-Development-Dissemination (RDD) model of innovation. The basic assumptions of this rational can be stated as follows:

- There are general solutions to practical problems.
- These solutions can be developed outside the natural setting like research or administrative centers.
- The solution can be translated in to teachers' actions by means of publications, training, administrative orders, etc.

According to Altrichter, Posch and Somekh (1993), reflective rationality follows the following three different assumptions:

- Complex practical problems demand specific solutions.
- These solutions can be developed only inside the context in which the problem arises and in which the practitioner is a crucial and determining element.

. The solutions cannot be successfully applied to other contexts but they can be made accessible to other practitioners as hypotheses to be tested.

The second assumption seems more pronounced than the first one for improving school effectiveness through school based educational research. But what is school effectiveness and what conditions can affect it?

The concept and issues of school effectiveness may be used in various contexts to refer to highly diverse set of phenomena. For example, as Scheerens (2000) has noted, economists have seen school effectiveness as the degree of productivity of a school based on the context, input/process–output variables. Whereas, instructional psychologists have viewed school effectiveness in relation to classroom management such as time on task and variables associated with instructional strategies. On the other hand, general education experts and educational sociologists have looked at issues of school effectiveness associated with school organization like leadership style.

Similarly, commonwealth Secretariat (1993) has also explained it in terms of the view and perception of different stakeholders: principals may see it as the pupil's performance in the external examination, while parents may perceive it in the way that pupils behave at home and their performance at national examinations. The society may consider the school effectiveness in association with the good moral behavior of the children whereas the government may perceive and define it using a combination of both perceptions. Moreover, Scheerens and Bosker (1997) have associated the definition and concept of school effectiveness with the quality of education as a set of factors that have a positive impact on students' achievement in the basic school subjects. In this regard by analyzing global experiences, Firdissa (2008) has found that the concept and issues of effectiveness (productivity, efficiency, the interaction of context- input-process-output)

can also be considered as indicators of educational quality. On the other hand, some scholars, like Sergiovanni (1995), have confined its definition and concept with "students' achievement in basic skill as measured by achievement tests" (p.146).

However, the above scholars may agree that the school effectiveness refers to the impact of out-of-school and school related factors present in a given school that has a positive effect upon its students' achievement and related things as outcome. Effectiveness enhancing factors may stem from within school and out of school conditions. A school can strengthen its effectiveness from each department "cross-fertilizing" and amplifying best practices across the school. Alternatively, effectiveness enhancing conditions may come from the top down as directive leadership, school policies, a vision, etc to which departments and teachers agreed upon (MacBeath and Mortimore, 2001).

In this regard, many educational effectiveness studies have identified numerous effectiveness enhancing conditions implicitly or explicitly. However, the following conditions are common and most frequently cited among other things, achievements oriented school policy, educational leadership, safe and orderly school culture and climate (ethos), positive motivational strategies, promoting self-evaluation potential, and ensuring stakeholders involvement. The quality of instruction and curriculum are embedded in each condition (Townsend, 1994; Scheerens and Bosker, 1997; Gannicott and Throsby, 1998; Law and Glover, 2000; Scheerens, 2000; Harris and Maijs, 2005). According to the current School Improvement Program (SIP) manual (MoE, 2007), the above school effectiveness conditions are recognized as school improvement domains.

School Based Educational Research as a Foundation for School Effectiveness

Education is a systematic training and instruction that aims at imparting and developing knowledge, skills, societal values and the like to learners. To achieve this, there is a need to have an effective school that make learner best able for what they are being prepared.

To exemplify this, to change a school for any better, going to school context (natural setting) might be a must. To peel the layers of the problems for improvement, contextual and need-based educational research from the inside is indispensable. In this regard, MacBeth and Mortimore (2001) have briefed that the impetus for real change should be built from practitioners' view and the perceptions of students rather than from top-down diktats.

For Birkland (2001), educational research bridges and compromises the top-down and the bottom-up approaches to a policy. Since it enables to pin point the weakness and identify areas of improvement of each approach, it paves the road for desired and sustainable educational change. Moreover, as Hobson (2001) has justified, one of the fundamental benefits of doing teacher research (school based educational research) is getting the opportunity it affords for teachers in order to perceive the real world a little more freshly. As he has also noted, it can ensure two things at once-being close to the matter at hand and developing the perspectives that come from the outsiders. Macdonald and Wisdon (2002) have also expounded by providing evidences that why educational research at school level is essential for educational change and how indispensable it is to judge the effectiveness of the change. For Bogdan and Biklen (1992), school based educational (action) research enables teachers to understand their work better, increase their awareness of the problem and rise their commitment for solving the problem and school betterment.

Realizing it as a foundation for school effectiveness, Scott and Usher (2000) have confined the objectives of SBER for enhancing school effectiveness into three major interrelated and interactive aspects:

1. The improvement of practice (action),
2. The improvement of the practitioner's perception towards the practice (understanding)
3. The improvement of the situation or context in which the practice takes place (school setting)

These imply that SBER can serve as a source of theoretical and practical knowledge that helps to replace the traditional practices by new ones and upgrade the best practices of educational processes. Thus, the interaction of contextual and process variables and their effect can best be understood through a research that exposes the pros and cons they possess. For this to happen, SBER and issues of effectiveness should be interconnected like a ladder whose parts liked by cross pieces. This is to mean that if the school has a strong educational research culture; it may have the potential to amend the flaws that halts it from being effective.

Research Concerns for School Effectiveness

Before proceeding any further, it is, first, appropriate to get ideas about major bodies of research that address issues of school effectiveness. In this regard, Scheerens (2000) has identified five major bodies of research that addressed issues of school effectiveness. These are:

1. Research that considers the equality of educational outcome: this kind of research focused on how schools affect the equality of outcome.

2. Research that considers educational production: this body of research stressed how input variables (Student/teacher ratio, per student expenditure, and teacher's experience etc.) affect students' achievement.

It can also be called input-output study oriented research. The Education Sector Development Program (ESDP) III of the SNNPR-REB (2005) has highly favored this educational production function (input variables) as (output/outcome) determinants.

3. Research that considers school as organization: this body of research focused on how the process (throughput) and contextual conditions affect the output (students' achievement, intelligence and the like): this body of research is widely known as school effectiveness.

4. Research that considers issues of instructional effectiveness: this kind of research paid attention the impact of individual teacher activities at classroom level on the students' achievement.

5. Research that had been identified lately is that which considers Evaluation of Compensatory Programs. This kind of research has focused on examining how specific curricula affect students' achievement.

These bodies of research have been used as a benchmark for many scholars in the field like Townsend (1994), Scheerens and Bosker (1997), and Scheerens (2000). Though the above research concerns of school effectiveness differ in variables (independent and dependent), discipline and main study topic, there is high degree of agreement (commonality) between and among them. In this regard, Scheerens (2000, p. 13) has verified this on his Meta analysis study and expounded it as follows: "In recent school effectiveness studies those various approaches to educational effectiveness have been integrated, namely in their conceptual modeling and choice of variables. At technical level, multi level analysis has contributed significantly to this development."

Similarly, Scheerens and Bosker (1997) have reviewed many educational studies to identify which factors (context, input, process) matter most for school output. The results of the Meta analyses have shown that resource and other material inputs might be important (necessary) but not sufficient conditions in explaining school outputs. According to their research findings, school wide characteristics (context and process variables) were found consistently related to students' achievement. This situation led them to develop a proposition that schools can make a difference on students' achievement.

This argument is also the major tenet for this current research. The internal working environment of the system can greatly determine the quality of school output and outcome. Thus, by researching the process and contextual factors, it is possible to improve the quality of the output and the overall school effectiveness.

2.2. The Role of Educational Research for Improving School Effectiveness

Research literatures have reiterated that educational research is very important to make school more effective. But how does the act of SBER relate to enhance school effectiveness? As Hussen (2000, p. 235) has posited, the role of educational research is: "to improve education by discovering the best ways of doing educational activities and establishing principles by which these activities are guided. Accordingly, it enables to economize efforts, to prevent wastage, to increase efficiency and vitalize the function of our work." Gichuru (1993) has also added that SBER is a means to discover effective practices and procedures for the improvement of curriculum quality, instructional quality school ethos, and the quality output and outcomes. Following are some major roles of school based educational research for enhancing school effectiveness.

Building School Ethos and Shared Vision

The concept of school ethos comprise a set of behavioral school cultures and climate variables that are somewhat related to both goals and management behavior of the school (Commonwealth Secretariat, 1993; OFSTED, 1995).

According to Denison (1990), school ethos refers to the underlying values, beliefs, and principles that serve as the primary source of motivated and coordinated activity. It can also be associated with a common perception, or a common reaction of individuals to a pertinent situation including satisfaction, resistance and involvement of individuals in school activities like conducting educational research. As Maehr and Midgley (1996, p.56) have argued, that school ethos is " a matter of mind.....that coordinate living and working together, simplify decision making, reduce conflict, and generally make group life viable." This implies the perception or thought of individuals that evolved out of the interdependent groups can strength or weaken the efficiency of the organization and the quality of output (students' achievement).

Owens (1987) has also reiterated the importance of school ethos and shared vision as follows: "... the power of values and culture rather than procedures and control system, provide the 'glue' that holds them together, stimulates commitment to a common mission, and galvanizes the creativity and energy of their participants" (p. 165).

For this to happen, SBER can guide and bind together the fragmented efforts towards a specific and desired goal. Importantly, when the staff and students begin to envision what kind of goal they desire and how they want to reach it can bring meaningful success in their future (Tafel & Fischer, 2001).

This may not be true by wish only, but also by searching ways through SBER that bring consensus among school community. In school effectiveness context, the heart and soul of the instructional

process is students' achievement. In this regard, Maehr and Midgley (1996) have emphasized that students must have highest priority since they are the "ultimate client" and "ultimate product" of any school. Achievement oriented school policy based on identifying real causes of the educational problem through research may help individuals who engage in any instructional course of action by guiding and directing them, what and how to achieve the desired output and measure appropriately. This shows that how important SBER is to build and strengthen good relationship and satisfaction among individuals by internalizing school norms and values. As Scheerens and Bosker (1997) expounded, achievement oriented policy based on early identification of learning difficulties encompasses a number of considerations including:

- A clear and shared vision on cognitive and non-cognitive skills in line with the intent of the curriculum;
- Fostering high expectations on students' achievement at school and staff level;
- Using of records of students' progress for comparing the school academic success with other schools and within its earlier performance.

These scholars have furthered that when teachers have high expectations on their students' achievement, the level of achievement will also be higher. They have given major propositions for this:

1. Students will be motivated and striven to achieve the required goal with the help of teachers' positive attitude
2. Knowing the level of students' achievement, teachers will also create realistic expectation that makes their level of commitment increases.

To conclude the argument, having high expectation characteristics can be a cause for high level of students and schools performance

Developing Contextual Motivational Strategy

Motivational strategy for school staffs and students as well is one of the prerequisite conditions of enhancing school effectiveness. Brown (1994) and Moore (1992) have given theoretical justifications for motivation based on cognitive, behaviorist and humanist perspectives. As the above authorities reviewed, Cognitivists believe that motivation is innate drive that pushes persons to think and act in to a particular direction, While; Behaviorists justify motivation in terms of external stimuli and reinforcement as a reward for the desired behavior and punishment for the unwelcome behaviors. Humanists, on the other hand, explain motivation as the need for personal growth and the development of intrinsic needs engaging in an activity for its own sake.

From the above views, one can understand that positive motivation is the cause of behavior which is necessary to improve and accomplish effective tasks. Besides positive motivation may emerge from two sources: internal and external.

However, ICDR (1999) and Commonwealth Secretariat (1993) have argued that internal (intrinsic) motivation which comes from within teachers job satisfaction is more effective than external (extrinsic) motivation that stems often from fear of punishment or incentives as a reward. On the other hand, Femmerer and Thiagarajan (1994) have inclined towards extrinsic motivation than intrinsic ones. Their major argument seems that external motivation can be one of the instruments to develop teachers' internal motives and it is perceived as a means to an end. AED/BESO (2003) has also believed that, the effectiveness of teachers' work motive depends on a set of factors like working condition, management and professional development, incentive mechanisms, supervisory service and support.

By researching different motivational strategies, Murane (1994) has found that a uniform salary schedule may not motivate teachers sufficiently for outstanding performance. Instead, there may be better making awards to best performers every year at local, regional and national levels to elicit productive responses from teachers. From this, one may learn that SBER can play a role in developing situational or contextual motivation strategy by assessing the different needs of the school staff.

In general, the teachers' willingness to perform their responsibilities effectively can be influenced by the following motivational conditions:

- Teachers' satisfaction with the curriculum and the nature and availability of instructional support;
- Opportunity professional promotion and advancement;
- Status in the community;
- Working situation like unsafe school environment, workload;
- Positive interpersonal communication with staff, students and parents;
- Personal needs –the need for self-respect (Commonwealth Secretariat, 1993; Scheerens and Bosker, 1997).

Building Stakeholders Involvement

Education can be considered as a labor intensive business since large number of stakeholders (teachers and principals, students and parents, governments and communities) devote their time, knowledge, effort, money and the like to improve its productivity. Accordingly, to make schools create a real difference on students' achievement, SBER is inevitable to harmonize and complement stakeholders' joint efforts, abilities and interests one another (Becker and Baumol, 1996). As revealed in Townsend's (1994) study in Australia, a collaborative research strategy like

SBER should make the stakeholders involve in school policymaking process, service-delivery, community and teachers' professional development, cost effective school activities, students' academic performance etc.

Beside this, as MacBeath and Mortimore (2001) have recommended, there must be positive collaboration with 'critical friends' (professional educational researchers) to solve educational problems as well as to enhance school effectiveness. Emphasizing the involvement of 'critical friends' in school matters, Burnaford (2001, p. 216) has also stated the following: "researchers could explore the intersection of mandated goals for school reform and individual teachers' needs, interests, and challenges." Similarly, in the Ethiopian context, the TESO document (MOE, 2003) has appreciated and promoted the collaboration of Teacher Education Institutions in making school more effective through educational research.

Empowering Self Evaluative Potential

In its educational context, evaluation can be explained as a process of determining the worth of instruction based on collecting reliable and valid data. Identifying the strength and weakness of an organization (school) through research helps the decision/policy makers at various levels to revise the instruction, to improve its effectiveness or to take a request for rehearing (Tessmer, 1993).

This can be carried out by internal (self- evaluators) and external evaluators (researchers). Realizing its significant for school effectiveness, MacBeath and Mortimore (2001) have favored more towards self-evaluation than external evaluation since it can strengthen schools' internal capacity to be self-critical and self-improving. This can be true with the active involvement of people who are directly affected by the decision including teachers, students and parents. As the above scholars have depicted further, school self-evaluation helps to peel the layers of the

problem deeper for better exploration. It also helps to know about teachers, students, and parents' perspectives that enable to work with them properly for school betterment.

As one can learn from its essence and nature, SBER advocates a constant self-evaluation and modification of decision-making skills of the school. In line with this, Bidyadhar (2006) has also argued that it helps the school to be responsible and accountable for its own work and find new ways of doing things. It also cultivates self-management skill in the participants that can make schools work effectively in an independent situation or context.

Considering it as a bottom up reflection, Law and Glover (2000, p. 159) have also expressed their argument as follows: " ...evaluations based on bottom up staff perception of instructional organization and achievement often avoid the negativities characteristic of imposed evaluation ... real improvement comes from within and is not externally imposed or mandated ." However, both MacBeath and Mortimore (2001) and Law and Glover (2000) have feared for the data collecting and interpretation of self evaluation due to high level of openness and trust among stakeholders which might not help them to identify their weaknesses.

According to Scheerens and Bosker (1997), the school self-evaluation potential can be expressed primarily in terms of monitoring pupils' progress and teachers' satisfaction on the basis of school management, resource allocation and implementation of changes, keeping records on pupils' performance.

Hence, school based educational research can be taken as one of the precondition to empower self- evaluative potential and self management of the school since it seeks practical solution in the real life situation to improve the quality of action in it.

2.3. Teachers as Researchers

Educational activity is dynamic and creative by its very nature. In attempting to solve countless recurring and new educational problems that arise, a teacher, like any research worker, can arrange and investigate better practice heuristically (IBE, 1979, as cited in Shaefer, 1994). In the same Vein, as Yalew (2000) argued, by virtue of their important position in the educational systems, teachers are expected to participate in educational research to improve the teaching learning process and overall school improvement. It looks imperative that teachers themselves do research and seek solutions for the difficulties at hand instead of waiting others to come to their class and conduct research on their own or students' problem.

Similarly, Hobson (2001) has also positioned teachers at the intersection point between inner and outer domains that helps them to bridge the gap between teaching and learning. This position can make them look things inwardly and outwardly. Moreover, Bradley, Conner and Southworth (1994) have seen teachers as reflective practitioners who are thinkers and doers. Their new actions can produce further reflection, analysis and evaluation.

For Harris and Muijs (2005), this does not necessary mean that teachers must have detailed research knowledge and skill at a time since research improvement stems from systematic reflection on practices. They have propounded two propositions for this:

- The teacher research should be linked to the strengthening of teacher judgment and consequently to self-directed improvement of practice.
- School based educational research should focus on teaching and learning through the process of action enquiry that is driven by the need for teachers to solve practical, real world problems.

According to this justification, improving practice is a process of realizing values such as empowerment of students and respects their views as a continuity process of reflection on the part of teachers. Above all, Keefe and Jenkins (1997) have summarized and compiled the key assumptions that serve as the basis for conducting SBER as follow:

1. Translating theory into practice is best achieved when practitioners are involved in collecting and analyzing the data from which theory is derived;
2. Local decision making librates educators from the mandate of external control and place trust in their professional judgment;
3. Educators' questions about instruction are the best bases for research to improve school practice;
4. The more recommendations for school improvement are derived from the setting in which they are to be implemented the higher the degrees of commitment on the part professional staff.

Many scholars in the field, for instance, Shaefer (1994), Halsall and Carter (1998), Derebssa (2000), Yeshmebrat (2000), Burnaford (2001), Fischer (2001) and Pollard (2005) have argued that school teachers are in better position to conduct and utilize educational research for educational improvement.

If one follows the arrowhead of the above arguments, they may reach him/her the conclusion that educational research is a precondition for effective teaching since it can raise teachers' commitment, creativity and critical thinking and reflection. Hattie and Marsh (1996, as cited in Desalegn, 2006) have categorized such kind of relationship between teaching and research under 'positive' relationship with 'conventional wisdom Model.

2.4. The Leadership in Promoting School Based Educational Research

The Role of Principals

By observing their central position in a school, one may say that principals can play a vital role in conducting and utilizing educational research. In connection of this, Carrivick and O'Donoghue (1997, p. 37) have stated that principals are well situated "to act as a nexus between researchers and to be aware of the differing needs of teachers...." These authorities have also alluded to their propositions about the role of principals towards school based educational research:

1. Principals have a role to play in facilitating teachers to engage with educational research;
2. Principals may enact many roles, of which disseminating the research results is one. They should also have a clear notion of what this dissemination role entails;
3. Principals are required to display a balanced judgment in their decision-making regarding research issues. They can also disseminate research findings by taking in to account the needs of different stakeholders.

Moreover, Burnaford (2001) has also identified quite similar responsibility of principals in relation to SBER .This can be summarized as follows:

- Facilitating situations for teachers to work together on research activities;
- Promoting collegial exchange;
- Affirming the sharing of research results;
- Providing avenues for publishing;
- Presenting research in faculty circle;
- Contributing to a climate of inquiry and collaboration in a school setting.

Having this in mind, it is possible to deduct that principals can provide vision, direction and support for teacher researchers to make their schools more effective. Therefore, the school can be benefited as well as suffered from the roles principals can play as a catalyst for change since their strength and weaknesses affect the performance of the entire school positively or negatively.

The Role of Educational Officers

As noted in the previous sections, the active involvements and participation of stakeholders in school matters will bring positive difference in the process of making schools effective. In this connection, OFSTED (1995) and Ferrel and Olieviera (1998) have shown evidences that educational officers can play vital roles in motivating teachers for school change, identifying school needs and preparing in-service training for teachers, providing material and technical support, supervising (inspecting) for effective program implementation, disseminating best practices and remunerating best performers.

Bradley, Conner and Southworth (1994) have also agreed with the above roles of supporting agencies. For these authorities, educational officers and supporting agencies (external agents) can include supervisors or inspectors, cluster centers, Teachers' Associations, local educational authorities, PTA and the community, and Teacher Education Institutions (TEIs). Even though the external educational agents can play a part, teaching and learning process and school improvement do not have to wait for a positive will of them.

Similarly, in the Ethiopian context, Ayalew and Derese (2001) have recommended that local educational authorities should prepare workshops, seminars and the like to make teachers stay current and effective .According to these authorities, short term in service(on-job) trainings can develop teachers' competence, confidence and relevant subject area knowledge that help to

advance their careers. The current CPD guidelines (MOE, 2004) have also given similar responsibility for supporting agencies which include principals, supervisors, cluster centers, PTAs, Kebele and Woreda Education and Training Management Boards, WEOs, ZED, REB etc. Furthermore, beyond strengthening partnership with Teacher Education Institutions (TEIs) and their instructors for pre-service program, TEI instructors themselves will spend a period in schools as a requirement for their higher diploma. If this is implemented properly, not only schools can be benefited from it but TEI instructors will also get better feedback and oversight about the schools in which their student-teachers will work. According to the CPD guidelines (MoE, 2004), educational officers should encourage and support SBER and disseminate the results to amplify best practices at school, Woreda, and Zone and Regional levels.

Based on the above propositions, one can deduce that supporting agencies can facilitate suitable situations by giving in service training, conducting educational researches, and utilizing and disseminating research findings for similar schools, and remunerating best teacher researchers.

2.5. Ways of Making Teachers' Knowledge Public

In educational research, disseminating the research results to the potential audience who are directly or indirectly affected by it is an important and final stage of the research. According to Derebssa (2004, p. 93), "the dissemination and utilization of research findings are seen as … a basic means of expanding the positive impact of research on the development of practice." Its main objective, as Tarling (2006) has expounded, is maximizing the impact of the research by getting the message across to those who could benefit from the research or to those who simply need to be informed.

This in return, might bring a variety of motivation, understanding and commitment on teacher researchers. It also makes other teachers consume or weigh research findings in terms of their classroom applicability (Shaefer, 1994). In this regard, Altrichter, Posch and Somekh (1993) have listed briefly the values of making teaches' research finding public as follows:

- It prevents teacher knowledge from being forgotten;
- It increases the quality of reflecting on practice;
- It makes teachers clarify their own position and bring influence to bear on educational policy by means of rational argument;
- It makes teachers play a more active role in teacher professional development and initial teacher education;
- It reinforces teachers' reputation of the profession and reinforces their professional self-confidence.

As these authorities have furthered, the process of disseminating is confined on addressing the following three essential questions.

1. What should be included in the dissemination: descriptions, research methods, analysis of findings, action strategies, testing its effectiveness by putting into practical action, etc?
2. What are the potential audiences: teacher colleagues, teachers in neighboring schools, students and their parents, principals, supervisors and other educational governing bodies, researchers, the local community, etc?
3. How to disseminate the results or what method of reporting can be used:
    - Oral presentation and seminar-style discussion
    - Exhibitions
    - Acting on results (practical action)

- Computer networks
- Written reports

However, Halsall (1998) has emphasized more the written than the verbal dissemination of the research findings.

For Tarling (2006), disseminating results to the potential audience can best be achieved by a short article in an appropriate newsletter or magazine. Alternatively, a short leaflet with the summary of research results can also be used for the same purpose.

2.6. Factors Affecting Research Production and Utilization at School Level

Conducting and utilization of school based educational research and its effectiveness for the enhancement of school effectiveness depends on a number of factors (Farrel & Olieviera, 1998; Yalew, 2000; AED, 2007; Firdissa, 2000; Adane, 2000; Amera, 2005; Avalos, 1998; Hollday, 2002; Seyoum, 1998). The factors discussed by these authorities can be grouped in two categories: Human (personal) factors and institutional (external) factors.

Human (Personal) Factors

As indicated in the Avalos (1998) review, teachers involvement in educational research can be determined by teaching experience, pre-and in-service training, attitude, opinion and beliefs, motivation, commitment and teacher processing of information. Similarly Hollday (2002) has refined that human factors that influence teachers' participation in conducting and utilizing educational research are teachers' skills (teaches' research competence), perception, interest and level of qualification. For Townsend (1994), teachers' perceptions and beliefs towards their role as researchers, practitioners and weighing others' research finding in to classroom level should have highest priority. Moreover, as Burnaford (2001) has warned, teachers' research works are

not effective in a system if the teachers are not given some autonomy to make decisions related to curriculum and teaching practices, time for collegial interaction, and opportunities to serve as teacher leaders with colleagues.

Anderson (2004), on the other hand, has suggested that teachers might be reluctant to bring change through school based educational research due to three primary reasons: lack of awareness that research is needed for change; lack of procedural knowledge (research competence); the belief and perception that conducting and utilizing research will not make any difference to them or their students.

The studies done by Yalew (2000), Adane (2000) and Amera (2005) have also agreed that the above personal factors can hinder teachers from involvement in production and utilization of school based educational research.

Institutional Factors

The extent to which teachers' engagement in school based educational research for the enhancement of school effectiveness can also be affected by institutional factors. These factors can be comprised within school and out of school factors.

As Seyoum (1998) has found, the major institutional (external) factors that hinders teachers from involvement in school-based research activities are: lack of incentive, lack of material and financial resources, teaching load, lack of opportunity to attend in research workshops and seminars.

Furthermore, the following are some of the most commonly cited institutional factor (Yalew, 2000; Hollday, 2002; Firdissa, 2000; AED/ BESO, 2007; Ashenafi, 2007) that deter teachers from doing educational research at a school level:

- Discouraging working conditions;

- Teachers' workload and other committee activities (lack of time);
- Administrative, financial and material problems (lack of conducive research climate or culture);
- Lack of incentives, rewards and recognition by educational governing bodies;

  Lack of support, encouragement, and feedback from educational governing bodies (principals, WEO or ZED, REB experts)

2.7. The Status of Production and Utilization of Educational Research in the Ethiopian Schools

In a century journey (1908-2008), the Ethiopian western like modern education system had been evaluated for its effectiveness in three major official assessment programs:

- Education Sector Review (ESR) in 1971
- Evaluative Research of General Education System in Ethiopia (ERGESE) in 1983
- The Current Education and Training Policy (ETP) in 1994 (Seyoum, 2006; Tekeste, 1996).

  As these authorities reviewed, the findings of these official evaluations showed that the Ethiopian Education System was twisted with a variety of educational crisis.

To change these deep-rooted crises for the better, the current education and Training Policy (ETP) has set challenging targets in terms of access, equity, quality and relevance (MoE, 2004). For practical reasons, the policy has identified areas of special attention and action priorities. In this regard, MoE (2004, p. 31) has noted that the policy, "among other things, requires the practice of active teaching-learning methods, continuous assessment, subject integration, action research and self-contained classroom management."

From these strategic priorities of the policy, one can understand that production and utilization of school based educational research is taken as one of the instruments of enhancing effectiveness in

Ethiopian schools. Thus, teachers are not only invited but also obliged to participate in school based educational research projects on an issue identified and seek solutions within the school environment.

On the other hand, to evaluate the status of implementation of the current ETP at school level, a research was carried out at national level on the Quality and Effectiveness of Teachers' Education. Some of the focal points of the study were creating and nurturing reflective practitioners, profiling personal action planning and portfolio development, and researching as a habit of mind. Based on the recommendations of the study, the Federal MoE has developed different strategies like TDP whose major emphasis lies on teachers' pre-and in-service education, Continuous Professional Development (CPD), action research methods (as a course) and the practice of research (practicum), and the like (MoE, 2002; MoE, 2003; MoE, 2004; MoE, 2007). Therefore, it is logical to say that taking action research methods and testing its application in practicum courses of TEIs can make teachers widen and broaden their participation in doing school based educational research. However, recent research evidences have shown that the majority of the teachers have limitation in conducting and utilizing SBER properly to solve educational problems (MoE, 2004; Ashenafi, 2007; Yibeltal, 2006; Abraham, 2004).

In relation to teachers' poor involvement in SBER, earlier studies on some Ethiopian Secondary Schools by Seyoum (1998), Hussen (2000), Yalew (2000), and Yeshmebrat (2000) had brought similar findings. The major impeding factors identified by the recent and earlier studies were lack of teachers' research competence, lack of recognition, lack of research facilities ,lack of incentives, lack of research culture in the school, lack of motivation and interest, lack of short term in-service training and work overload in teaching and in other committee activities.

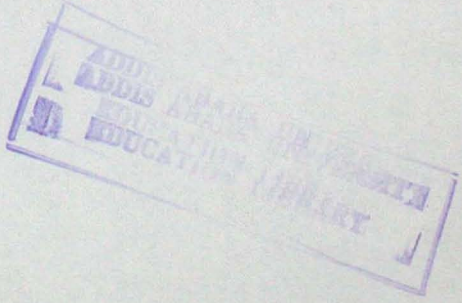
According to AED/BESO (2007), the project in collaboration with MoE and REBs had conducted different educational researches on the Ethiopian Primary Schools since 2001.Some of the research works that are somewhat relevant to this current study are listed below.

- Successful schools in Ethiopia (2004)
- Action research in primary schools in Ethiopia (2006)
- The effectiveness of pre service and in service linkage programs in Ethiopia (2007).

As the findings of the study on "successful schools in Ethiopia..." has revealed, most of school effectiveness enhancing conditions (strong leadership roles, stakeholders active involvement in decision making process and school matters, monitoring students' progress etc) had been observed in those successful schools (AED/BESO,2007).

One of the major findings from "Action research in Primary Schools in Ethiopia" was that the schools did not use the results of action research in real life situations. No tradition of using results of action research appeared to exist in schools. Nor did the school management facilitate the presentation of findings to the staff" (AED/BESO 2007, p. 15). This study also found out the major impeding factors that deter primary school teachers from conducting SBER were: lack of quality training, lack of private reading research related materials, work overload and shortage of time, lack of incentive and lack of recognition from local educational authorities.

Moreover, as it is depicted in the research of "the Effectiveness of pre-service and in-service linkage program in Ethiopia", the school - college partnership in some regions was found encouraging but not sufficient (AED/BESO, 2007).



CHAPTER 3: Research Design and Methods of the Study

3.1. Design of the Study

The Purpose of this study was to examine critically and illuminate the current practice of enhancing school effectiveness through educational research and diagnose the facilitating and/or hindering conditions in Guraghe Zone secondary schools. To achieve the purpose of the study, both quantitative and qualitative research approaches based on pragmatic knowledge claim were employed in data collection and analysis. To draw sound conclusion about the research problem raised in the study, Triangulation design procedures with validating quantitative data model was selected.

3.2. Participants of the Study and Sampling Techniques

Participants of the study were Guraghe Zone Secondary School teachers, principals, and WEOs and ZED educational officers in the six sample secondary schools with their respective Woredas. Besides, research works, relevant and available reports and printed materials were thoroughly consulted and used as a secondary data source.

As the data obtained from ZED shown, currently, there are twenty-Seven secondary schools (9-10 and 9-12) in Guraghe Zone, of which nine are General secondary and preparatory school (9-12) and eighteen are General Secondary Schools (9-10). Among these, two GSPS (9-12) and ten GSS (9-10) are recently upgraded and established. Due to this, these newly upgraded and established schools were not included in the sample frame.

In collaboration with the ZED officials, all secondary schools were categorized into different strata based on status of the school (9-10 and 9-12), years of establishment, geographical

location, consistent students' achievement, and school based educational research activities. To allow all groups of schools to be represented in the sample, stratified random sampling technique was employed and then six GZSS (4 GSPS and 2 GSS) representative sample schools was selected on the basis of the above stratification criteria. Since the number of teachers in the sample schools was manageable, all 224 teachers were taken as participants of the study. In addition, to obtain complementary information about the educational research practices of the GZSS, six principals, nine WEO and three ZED officers, and two Zone Teachers' Association Chairperson and vice-chairperson were included using available sampling technique. In order to substantiate the information, two ex-principals, three WEO officers and one ZED officer who had better experience about SBER were also included in the study by employing snowball-sampling technique.

3.3. Data Gathering Instruments

In order to get adequate and complementary information for the study, diverse set of data gathering instruments were employed. Hence, questionnaire, interviews, focus group discussion (FGD), and document analysis were used as major data gathering instruments.

Questionnaire: The questionnaire was adapted and developed from review of literatures. This instrument was used to collect data from teachers since it is the most appropriate means to gather the necessary information from larger sample size with in a short time frame.

The questionnaire comprised four parts with seven open ended and fifty-two closed ended items. The first part of the questionnaire consisted of personal data (bio data) of the respondents. The second part contained twenty four multiple items, two open ended questions, eight items for

ordering(ranking) and eight items in a Likert scale with the sub-themes of facilitating conditions and/or major problems encountered by both teachers who did and/or did not conduct school based educational research respectively.

The third part consisted of sixteen statements that helped to measure teachers' perception on a five point Likert scale ranging from strongly agree (5) to strongly disagreed (1). The contents of these perception statements were about the role of school based educational research for school effectiveness and what roles teachers can play.

The last part was open-ended items. The major purpose of these items was to give opportunity for teachers to express their experience, feeling, perception, problems and intentions about enhancing school effectiveness through educational research. This enabled the researcher to get details information about the issues raised in the study.

In general, from 224 copies of questionnaire distributed, 190 were filled and returned. The return rate was 85%. However, three copies of the returned questionnaire were incomplete and they were excluded. To provide the necessary clarification, the researcher with assistant data collectors distributed the questionnaire.

Interview: In order to get valid and complementary information from principals, WEO and ZED educational officers, and TA chairpersons about the practice of research activities on their secondary schools, interviews were made with one to one basis. The interview guide comprised four themes, namely, factual information seeking, perception, problem identification and triangulation questions.

The principals' interview guide consisted of ten semi-structured questions while seven semi-structured questions were used for WEO and ZED educational officers and TA chairpersons. The interview questions were developed from the review of literatures. Considering the

heterogeneous educational background of the respondents, the interview questions were prepared in English and translated into Amharic to avoid language barriers during discussion. Each interview was taped with the respondents' permission. Then transcripts were made together with any additional comments made after each interview had ceased. Each interview lasted about thirty-five minutes on average. The educational officer interviewees had been given codes from I_1 to I_{12} while the principal informants were coded as $I P_1$ _ $I P_6$.

Focus Group Discussion (FGD): Following teacher's questionnaire administration, two different FGD interviews were held with purposely selected teachers. This instrument was chosen since it gives insight for the researcher "about the group processes, feeling, reasons and explanation for attitude and behavior" (Sarantakos, 2005, p. 195). Having in mind this, the interview guidelines of the FGD consisted of teacher's perception towards school based educational research, teachers' research skill and the impact of institutional factors, which were stemmed from teacher's questionnaire.

The first FGD with ten GSS (9-10) teachers was conducted on 28/2/2009, 7:35 p.m. - 8:45 p.m. during nighttime. Most teachers preferred this time since they all live together in the school compound. The second FGD session was held with six GSPS (9-12) teachers on 5/3/2009 at 10: 10 a.m. - 10:50 a.m. during tea break.

The FGD guidelines were prepared in English and then translated in to Amharic language to avoid language barrier during discussion. Both Focus Group Discussions were taped with participants' approval and transcribed. The participants name was coded from P_1 to P_{16}.

Document Analysis: To examine the major trends of ZED, WEO and GZSS in identifying educational problem and seeking solutions using educational research, document analysis was also used as data collecting instrument. For this reason, an attempt was made to weigh the relevance and significance of the research works to make schools more effective. Moreover, summaries of factual information, official reports, and printed materials related to educational research were thoroughly consulted and used as a point of reference for the study.

3.4. Data Collection Procedure

At first, the researcher went to Guraghe Zone Educational Department with a letter of cooperation from IER-AAU and got permission to attend in the 14th Annual Educational Conference of the ZED, which was held on November 29-30, 2008 in Wolkite town. This conference offered an opportunity for the researcher to understand the current overall educational activities including school based educational research and school improvement activities in the Zone. Besides, preliminary interviews and group discussion were made and good rapport was created with some GZSS principals and WEO officials. The insights gained from the conference and interview led the researcher to reconsider the planned data collecting instruments.

Pilot study: After the questionnaire had been developed and tested for relevance, clarity and simplicity for compliance with basic rules of questionnaire construction (Sarantakos, 2005), the first draft was given to the advisor and two post graduate colleagues for scrutiny and suggestions. Based on the feedback obtained, some items of the instrument were changed and some were reshuffled and refined. Then, the instrument was tried out for its suitability, reliability and validity in Agena General Secondary and preparatory school before the actual data collection commenced. Twenty teachers were selected using random sampling technique as participants of

the pilot study. After collecting the questionnaire, refinement was made on three items based on the hints obtained from the pilot study. The item analysis was computed by Cronbach alpha. The reliability coefficient of perception item, educational research practice items, and affecting factors items were 0.74, 0.76 and 0.82 respectively. Thus, the instrument was found reliable to use for the main data collection. Then, it was administered as scheduled.

During the second phase of the study, the ZED circulated letter of cooperation for the researcher to all sample WEO and secondary schools in the Zone. Then, contacts were made with WEO officials and secondary school principals to create smooth relationship for data collection. Before each interview, the key interview guides were given to the interviewees for their consideration and preparation.

All interviews and focus group discussions were carried out by the researcher, whereas the questionnaire was distributed to and collected from the respondents with the help of assistant data collectors.

3.5. Method of Data Analysis

Different methods of data analysis pertinent to the variables were employed. Hence, the questionnaire was first collected, organized, tabulated and coded in SPSS version 15. Then, items of the questionnaire were classified in to different tables based on their issues of similarities for demonstrating the results and providing interpretation. The following statistical procedures were employed for numerical interpretation:

Descriptive statistics (Mean, Standard Deviation, and Percentage) were used to analyze basic information and distribution of scores. Mean score and standard deviation were employed to rank the factors that hindered teachers from doing school based educational research on the

basis of their degree of impact. Besides, these statistical tools were used to compare the calculated mean with the nearest given rating value. This helps to determine the level of agreement of the majority of the respondents on the item. Moreover, percentage-based on frequency counts was applied to analyze nominal and ordinal characteristics of data to determine their relative standing such as bio data information, teacher's research competence, and research experience.

The chi-square was computed to check whether there was significant difference or not between dichotomy (pair) of items. The level of significance in each case was set at $\alpha = 0.05$ in order to tolerate the error.

The total (Grand) mean score was computed to the given Likert scale value that helped to determine the teachers' research competence, leadership support and school research practice (culture). The mean value of the Likert scale (3.0) was used as a reference point for determining the teachers' perception as positive (above3.0) and negative (below 3.0). This facilitated an easy understanding about the level of teachers' perception towards for making schools more effective through school based educational research.

The data collected through open-ended questions, interviews and focus group discussion were summarized and analyzed qualitatively to substantiate and validate the quantitative information.

CHAPTER 4: Data Presentation and Discussion

This chapter consists of two major parts. The first part presents the characteristics of the context of the setting and the sample population involved in the study. The second part of this chapter deals with the analysis and interpretation of the findings of the study

4.1. Background of the Setting and Respondent's Profile

In this part, the context of the study was presented in terms of school effectiveness issues like students' achievement and school efficiency, whereas the respondents' profile was discussed in terms of Sex, Age, Qualification, years of teaching experience and the number of Periods they have taught per week.

An overview of the Guraghe Zone

The objective of this section is to provide a general overview about the Guraghe Zone in relation to conditions of school effectiveness. Guraghe Zone is one among the thirteen Zonal Administrations of the SNNPR. It is found in the northern part of the region and its capital city, Wolkite, is situated at a distance of 158 km south west of Addis Ababa and 433 km north-west of Hawassa which is the capital city of the region. In the 2007 census, its population was estimated 1, 867, 377, of which 28.72% (536, 293) live in the six Woredas in which the sample schools belong (Population Census Commission, 2008),

In Guraghe Zone, there are thirteen Woredas and two city administrations. According to the 2007/8 Annual Report of the ZED, there were 489 primary schools (1-4 and 5-8) and 27 secondary schools (9-10 and 11-12) with 325398 and 31170 total number of students respectively. The number of teaching staff was 5228 in primary schools (1-8) and 700 in

secondary schools (9-12). In terms of qualification of teachers, the achievement observed were 90.1% and 74% for 1-8 and 9-12 grade levels respectively. As revealed in the 2007/8 Annual Report, 159 teachers left from schools, of which 24% (38) were degree holders and 47% (75) were diploma holders and 30% (46) TTI certificates.

According to the Education Sector Development program (ESDP) III of the SNNPR-REB (2005) document, input variables like share of qualified teacher for the level, student/ section ratio, student/ teacher ratio and the like have decisive role to determine students' achievement as an output. Having in mind this argument, an attempt was made to assess the performance from what had been achieved in Grade ten national examinations of the 2002/3 and 2007/8 years of students' result as a case in point. The following table presents production functions (input variables) and internal efficiency of the GZSS.

Table 1: Quality and internal efficiency indicators in GZSS

No	Indicators	Year	
		2002/3	2007/8
1.	Share of qualified teacher for the level (9-12)	59.6%	74.%
2.	Student/ teacher ratio	1:55	1:76
3.	Student / section ratio	1:80	1:81
4.	Student/ textbook ratio	_	1:2
5.	Student who scored $\geq$ 2 (grade 10^{th} EGSECE) students who passed to university (Grade 12^{th})	73% 100%	56.3% 87.7%
6.	Drop out (9-12)	12.9%	4.9%

As Table 1, shows quantitative achievement has been observed in the percentage of qualified teachers for the level (9-12) and student/ teacher ratio. In addition, drop out rate had been reduced from 12.9% in (2002/3) to 4.9% in (2007/8). However, this quantitative growth could not

improve students' achievement since the figure of students' achievement in Grade 10th national examination had been dropped from 73% in 2002/3 to 56.3% in 2007/8.

The EGSECE pass rates were not evenly distributed over the six sample schools. Table 2 below presents the number of students who scored passing point (2.0 and above) from 2002/3 to 2007/8.

Table 2: Sample School Performance in National Examination in GZSS (Grade 10th) (2002/3 - 2007/8)

No	School	2002/3	2003/4	2004/5	2006/7	2007/8
		Passed /%	Passed/%	Passed/%	Passed/%	Passed/%
1.	Buee	84	91.1	82.6	67.6	75.9
2.	Butajira	69.5	75.7	73.9	79.5	64
3.	Chezasefer	54.3	62	38	39.9	75
4.	Goro	87	74.6	56.2	64	57.4
5.	Gunchire	71.5	57.8	80.2	58.7	46.7
6.	Kotter Gedra	91.8	98	86.2	80.3	57.8
7.	Zone	73.1	69.2	66.7	64	56.3

The data of students' achievement from the ZED and sample schools for the year of 2005/6 were inconsistent. Due to this, the 2005/6 data could not be included in the study.

As depicted in the Table above, a fluctuating trend is observed in the percentage of those students who were capable of scoring passing mark in all the six sample schools. For example, the percentage of students who score passing mark in all schools except Goro and Gunchire increased from 2002/3 to 2003/4, whereas, students' achievement in all schools except Gunchire dropped in 2004/5. The average passes for the Zone (total GZSSs) has declined seriously throughout the five consecutive years.

Bio Data of the Participants

Table 3 below indicates the bio data of teachers, principals and educational officers included in the study.

Table 3: characteristics the Participants

No	Characteristics		Respondents							
			Teachers		Principals		WED officers		ZED officers	
			No	%	No	%	No	%	NO	%
1.	Sex	Male	168	90.0	6	100	11	91.7	4	100
		Female	19	10.0	-	-	1	8.3	-	-
		Total	**187**	**100**	**6**	**100**	**12**	**100**	**4**	**100**
2.	Age	18-25 years	53	28.3	1	16.7	-	-	-	-
		26-32 years	58	31.0	4	66.7	2	16.7	-	-
		33-39 years	31	16.6	-	-	3	25.0	-	-
		≥ 40 years	45	24.1	1	16.7	7	58.3	4	100
		Total	**187**	**100**	**6**	**100**	**12**	**100**	**4**	**100**
3.	Qualification	Degree	154	82.3	6	100	10	83.3	4	100
		Diploma	33	17.7	-	-	2	16.7	-	-
		Total	**187**	**100**	**6**	**100**	**12**	**100**	**4**	**100**
4.	Teaching load per week									
		≤ 10 periods	13	7.0						
		11-15 periods	15	8.0						
		16-20 Periods	55	29.4						
		21-25	83	44.4						
		≥ 26	21	11.2						
		Total	**187**	**100**						
5.	Work experience									
		1-5 year	80	42.8	5	83.3	3	25.0	-	-
		6-10 years	33	17.6	-	-	1	8.3	-	-
		11-15 years	14	7.5	1	16.7	1	8.3	2	50.0
		16- 20 years	24	12.8.1	-	-	1	8.3	1	25.0
		≥21	37	9.8	-	-	6	50.0	1	25.0
		Total	**187**	**100**	**6**	**100**	**12**	**100**	**4**	**100**

As depicted in Table 3, 90% (168) of the teachers were males while 10% (19) were females. The majority of the teacher respondents, about 75.9% (142), were in the age range of 18-39 years

while, 24.1% (45) of them were found at the age of 40 years and above. With respect to academic qualification, 82.4%) (154) of the teachers had their first degree, whereas, about 17.7% (33) were diploma holders who had been teaching beyond their qualification. Concerning teaching load, more than half, 55.6% (104) reported that they carried more than 21 periods per week. 44.4% (83) of them reported that they carried less than 21 periods per week. As most teachers wrote in the open ended part of the questionnaire, teaching overload was one of the most influencing factors that hindered them from doing school based educational research.

As indicated in Table 3, majority of the teacher respondents, 42.8% (80) reported that they were newly deployed and their teaching experience was not more than 5 years. The proportion of teachers whose teaching experience lay between 6-10 years was 17.6% (33), while whose teaching experience lay between 11-15 and 16-20 years were7.5% (14) and 12.8% (24) respectively. On the other hand, 19.8% (37) of the teacher respondents reported that they have served more than 20 years in teaching. .

As far as the principals were concerned, all of them in the sample schools were male with their first degree. Five out of the six principals have served 1-5 years as teachers only one principal has 11-15 years of teaching experience. As indicated in Table 3, all except one female educational officer (WEO, ZED and TA) were males. Considering the qualification of educational officers, almost all of them had received their first degree from Teacher education institutions (TEIs). With regard to their service in educational activities (administration, supervision, teaching), the high proportion of the participants were in the range of 11_15 and above years.

4.2. GZSS Teachers' Readiness (Potential) to Conduct SBER

Teachers' Perception towards SBER

It is believed that perception is one of the influential factors that can play a great role to determine individuals' engagement in any activity. Hence, to know the perception of GZSS teachers towards the role of school based educational research in making the schools more effective; respondents were asked to show their reaction to statements by choosing one among the given five point Likert scale alternatives ranging from Strongly Agree (5) to Strongly Disagree (1).

Table 4: Teachers' perception towards the role of SBER in enhancing school effectiveness

No	Items	Responses						Mean	SD
		5+4		3		2+1			
		N	%	N	%	N	%		
1	SBER contributes little in solving practical educational problems	55	29.4	13	7.0	119	63.6	3.58	1.49
2	SBER can improve students academic achievement	167	89.3	7	3.7	13	7.0	4.40	0.98
3	SBER can not develop positive teaching learning atmosphere in the school	21	11.2	12	6.4	155	82.9	4.30	1.17
4	SBER can have positive contribution in searching ways for contextual (local) motivational strategy	145	77.5	11	5.9	31	16.6	3.90	1.13
5	SBER can sustain or promote good shared school values	152	81.3	17	9.1	18	9.6	4.11	1.09
6	SBER can not build strong ties with parents and local community for improvement in school matters.	29	15.5	13	7.0	145	77.5	4.00	1.18
7	SBER empowers self evaluative potential of the school	150	80.2	19	10.2	18	9.6	4.06	1.05
8	SBER can not create reliable path for school effectiveness.	19	10.2	14	7.5	154	82.4	4.12	1.08
9	SBER is helpful for planning and decision making process	172	92	2	1.1	13	7.0	4.39	0.93
10	SBER improves little teachers' professional development	41	21.9	26	13.9	120	59.2	3.63	1.17
11	Teachers should seek solution for educational problems by SBER	154	82.4	13	7.0	20	10.7	4.09	1.14
12	Educational research should only be conducted by professional researchers, not by school teachers.	23	12.3	10	5.4	154	82.4	4.15	1.18
13	Educational research should only be conducted by higher institutions, not by secondary schools	24	12.8	12	6.4	151	80.8	4.11	1.18
14	Teachers' participation in educational research should be one criteria for their career promotion	96	51.3	43	23.0	39	20.9	3.39	1.24
15	In spite of limited resources and skill teachers may possess, they can conduct research in their own levels	118	63.1	29	15.5	40	21.4	3.56	1.09
16	Teachers can not improve their methods of teaching event if they involve in educational research	31	16.6	11	5.9	145	77.5	3.95	1.23
		Grand Mean						3.98	

As revealed in Table 4, about 92% and 89% of the respondents reflected their strong agreement on items 9 and 2 respectively. Similarly, over 80% of the respondents also showed their agreement for items 5, 7 and 11. Item 4 also got about 78% of the respondents' agreement. Positive items of 15 and 14 showed the respondents' consensus about 63% and 51% respectively. On the other hand, the responses given for the negative items 3, 8, 12 and 13 ensured the strong disagreement of the majority (about 80%). Moreover, 77% and 76% of the teacher respondents opposed the idea presented in the negative items of 16 and 6 respectively. Similarly, 64% of respondents opposed negative item 1 and 59% of them disagreed to the idea presented in item 10.

As observed from Table 4, the mean rating of all items is more than the expected average (3). The mean rating of items 2, 3, 5, 7, 8, 9, 11, 12 and 13 is more than the rating values of agree (4). The mean rating of item 6 is equal to the rating value of agree (4), while the mean rating of item 4 and 16 are closer to the rating value of agree (4) that is 3.90 and 3.95 respectively. Nevertheless, the mean rating of items 1, 10, 14 and 15 are below the rating value agree (4) and above the rating value of expected average (3).

The standard deviations for all items were relatively small. This indicates that most teacher respondents were similar to one another in terms of their perception towards the role of school based educational research for school improvement.

As the data discussed above confirmed, the overwhelming majority of the respondents, about 92% and 89%, strongly agreed that SBER is helpful for planning and decision-making process; and it can improve students' academic achievement respectively. .Moreover, more than 80% of the respondents perceived positively that school based educational research can sustain or

promote good shared school vision and empower self- evaluative potential of the school. Hence, teachers should seek solution for educational problem using SBER.

On the other side of the continuum, only 51% of the respondents believed that conducting school based educational research should be one criterion for teacher career promotion and nearly one-fourth of the respondents (23%) refrained from taking side neither showing agreement nor disagreement on this issue. However, teachers' stand on this issue seemed to contradict that teachers should seek solution for educational problem by conducting educational research. If so, it may not be naïve to raise questions like what will be the problem if teachers who have conducted educational research get career promotion. As observed in the focus group discussion, some teachers believed that the time has not yet come to be evaluated by conducting educational research for career promotion since not all stakeholders have given value for SBER.

As indicated in Table 4 above, the overall mean (Grand Mean) score of the respondents was nearly equal to the rating value of agree (M=3.98). This implies that teachers who have positive perception were greater in number than teachers who have negative perception towards the role of school based educational research for school effectiveness and their role as teacher researchers. This might be a promising state to be engaged in school based educational research activities.

As the study by Amera (2005) on Teacher's perception toward educational research practices of Bahir Dar University verified, Positive perception has a significant contribution to the teachers' involvement in educational research. Similarly, the MacBeath and Mortimore's (2001) study on improving school effectiveness in Scotland confirmed that teachers who have positive perception towards improving school effectiveness activities were found to be more committed than teachers who have not.

Teachers Research Competence

Table 5: Teachers' Attendance in Research Methodology Course

No	Item	Responses		
		Nº	%	Chi-square= x^2
1.	Have you ever taken research methodology course during your university/college study?			106. 31*
	A. Yes	164	87.7	
	B. No	23	12.3	
	Total	**187**	**100**	
2.	If your answer for question number 1, 'Yes' how do you evaluate its usefulness of the training course in making you conduct educational research?			
	A. very useful	104	63.4	
	B. useful	57	34.8	
	C. Not useful	3	1.8	
	Total	**164**	**100**	

* $P < 0.05$; cv= 3.84

To engage in school based educational research, teachers should be equipped with basic research knowledge and skill. Accordingly, a question was posed to the teacher respondents whether they had taken research methodology course or not during their university/ college study. Out of 187 teachers who participated in the study, 87.7% (164) confirmed that they had taken the methodology course and the remaining, 12.3% (24), admitted that they had not taken such course. The Chi-square test for significance indicated the presence of significant difference between the two groups since the calculated chi-square value (X^2= 106.31) is greater than the critical value (CV = 3.84) at 0.05 alpha level. This implies that the proportion of the respondents who had taken the research methodology course is greater than those who did not take the course.

From the 164 respondents who had taken the methodology course, almost all of them, 98.2% (161), had got the course as useful in making them conduct school based educational research.

Based on the above finding, it is possible to conclude that the significant percentage of teachers in GZSS have at least the basic research knowledge and skill to be engaged in research activities.

Seyoum (1998) obtained similar finding in his study on Addis Ababa Secondary School teachers. As his study depicted, the majority (48%) were equipped with basic research knowledge or skill during their university/ college study that can make them engage in research activities. However, Yalew's (2000) study on primary and secondary teachers of Bahir Dar town and Abraham's (2004) study on Afar Region Secondary School Teachers found different findings. Majority of the secondary teachers who were included in both studies admitted that the course they took in university/ college was not adequate to enable them conduct educational research.

This variation may not be a surprising finding due to various reasons. One major reason might be stemmed from the current priority area shift of the Teacher Education Institutions in the inclusion of practicum courses and the requirement for the production of action research works by students (MoE, 2004).

Table 6: Teachers' Effort for Updating their Research Knowledge(N=187)

No	Items	Frequently (4)	Sometimes (3)	Rarely (2)	Never (1)	Mean	SD
1	How often have participated in any seminar, workshops or in-service training to update you research skill?	9(4.8)	48(25.7)	111(59.4)	19(10.1)	2.25	0.70
2	How often have you read educational research books as well as research reports?	10(5.3)	111(59.4)	62(33.2)	4(2.1)	2.68	0.61
3	How often have you shared educational research related information with you colleagues?	23(12.3)	72(38.5)	87(46.5)	5(2.7)	2.68	0.72
	Grand Mean					2.54	

From a total of 187 teachers who involved in the study, only 30.5% (57) of them said that they had got a chance to participate in workshops', seminars and in-service training in research. Nevertheless, the majority 69.5 % (130) of the respondents claimed that they had rarely (never) got any training that make them update their knowledge and skill. Of those who said that they had research training through seminars and workshops, almost all, 91% (52) had the training (very) useful to undertake educational research independently.

The respondents were further asked how often they read educational research books as well as research reports. As indicated in Table 6, about 59.4% (111) reported that they had sometimes read educational research issues and 5.3% (10) of them responded that they had frequently read. On the other hand, 33.2% (62) of the respondents assured that they had rarely read but the remaining 2.1% (4) had never read educational research issues in research books or research reports. The finding seems to be promising if it is taken for granted as it appeared.

Moreover, the teachers were asked how often they have shared educational research related information with their colleagues. It was found that out of 187 respondents, 46.5% (87) replied that they had rarely discussed about educational research related information with their colleagues. While 38.5% (72) and 12.3% (23) of them responded that they had some times and frequently discussed with their colleagues respectively.

Here the result of the Grand Mean score (M=2.54) is between the rating value of Rarely (2.0) and the rating value of Sometimes (3.0). This implies that majority of the respondents do not have significant research knowledge and skill from participating in seminars, workshops and in-service training, reading educational research books or reports, and sharing research related information with their colleagues.

4.4. The Practice of Solving Educational Problems Using Educational Research in GZSS

This category presents the practice of GZSS in identifying educational problems and seeking solution using educational research since 2000-2008. It also discusses the efforts made by principals and WEO/ZED officers to improve and sustain (cross-fertilize) best educational practices among secondary schools.

The Practice of SBER Production in GZSS

Table 7: Production of SBER by GZSS teachers

No	Items	Responses		
		Nº	%	Chi-square = x^2
1	Have you ever conducted educational research to solve educational problems in your school?			5.14*
	A. Yes	78	41.7	
	B. No	109	58.3	
	Total	**187**	**100**	
2	What were the major priority areas of the research works?			
	A. School wide academic issues (students' achievement school efficiency…)	25	35.7	
	B. Specific classroom skills	33	47.1	
	C. Others	12	17.1	
	Total	**70**	**100**	

* P < 0.05, CV = 3.84

Teachers were asked if they have ever conducted educational research in their current school. Accordingly, from 187 teachers included in this study, 58.3% (109) of them reported that they have never conducted educational research in their school. Only 41.7% (78) of them replied that they have conducted school based educational research. As shown in Table 7, the calculated chi-square (x^2 = 5.14) is greater than the critical value (cv =3.84) at the 0.05 alpha level. This

indicates that there is a significant difference between the frequencies for which teachers who had conducted school based educational research and who did not.

As the document and reports of ZED and WEOs confirmed, teachers' involvement in research activities has been increasing from time to time especially in the year of 2007/8 as compared to the previous years. Two reasons may be mentioned for this. First, the current General Education Quality Improvement Programs (GEQIP) especially Continuous Professional Development (CPD) which has been implemented has placed a strong emphasis on school based educational research (MOE, 2007). Second, the Teacher Education Institutions (TEIs) have encouraged the pre service and in-service (summer) learners to conduct school based educational research (Action research) as a course requirement (MoE, 2004).

Teachers who had conducted SBER were also asked to list down the title of their research works that had been done in their current school since 2000 to 2008. Accordingly, 78 respondents listed 70 different titles. From 70 different titles, 35(50%), were team research works. While the remaining 35 (50%), were done individually, of which the 14 titles (28%) were done for the requirement of partial fulfillment of teachers' first degree.

The majority, 47.1 %(33) of the research works priority area were specific classroom skills. While 35.7% (25) of them were school wide academic issues like students' achievement, discipline and school efficiency. However, 17.1% (12) of them focused on neither school wide academic issues nor specific classroom skills. As can be learnt from the listed titles by the respondents, some of the major issues included in this category were population growth, child labor abuse, traditional rituals, and folklore and co curricular activities. This shows attention was not given for school wide academic issues as compared to specific classroom skills.

It was found that almost all the listed titles by teacher respondents were confined in six major issues. These were students' dropout, school wide students' achievement, students' achievement in a specific subject, students' disciplinary problems, female students' achievement, students' participation in co-curricular activities ,and miscellaneous. The most widely used method was traditional quantitative approach especially percentage.

As the researcher noticed, almost all sample schools have developed the three-year school based strategic plan (1999_2002 E.C.) Improving students' achievement is one of the core areas. In order to achieve this, the following mechanisms were set: giving tutorial, increasing parental involvement, monitoring and supervising and the like. However, identifying educational problems and seeking solution with SBER was observed only in school 'A' and school 'F'.

The Practice of Utilization of Research Results in GZSS

Table 8: Utilization of Research Findings by GZSS Teachers

No	Items	Responses		
1	Have you developed action strategies in your research work and testing them by putting in to practice?	Nº	%	Chi-square= x^2
	A. Yes	57	73	
	B. No	21	27	16.6*
	Total	**78**	**100**	
2	If your answer for question 1 is 'yes' how do you evaluate it in bringing the describe change (solution)?			
	A. The problem was solved completely	2	3.5	
	B. Some improvement was observed	48	84.2	
	C. No improvement was observed	7	12.3	
	Total	**57**	**100**	

As Table 8, revealed, among the teachers who had conducted educational research, about three-quarters (73%) replied that they had developed action strategy and tested it by putting into practice. While others, 27% responded that they had not developed action strategy in their research work.

The chi-square test for significance of proportional frequency difference between teachers who had developed and tested action strategies and who had not was found to be significant at the 0.05 alpha level since the calculated chi-square value (x^2=16.6) is greater than the critical value (cv =3.84). This implies most of the teacher respondents who had conducted educational research have awareness about the unique characteristics of school based educational (action) research since 73% of them confirmed that they had developed action strategies and tested them by putting into practice.

Teachers who said that they had developed action strategy and tested it by putting into practice were also asked if their research brought the desired change (solution). Out of the 57, 84.2% of them confirmed that they had observed some improvement by using the research results. Whereas, 12.3% of the respondents responded that their research could not bring any difference on the problem under study. Though small in number, 3.5% of them witnessed that their research could solve the educational problem completely.

This seems a promising finding since most teachers who had developed action strategy and testing it by putting in to practice reported that their research had brought some improvement on the issues raised. However, one might see this conclusion skeptically since the findings from the document analysis were not consistent with it.

However, the findings of the document analysis of the research works did not confirm the above generalization. In connection with this, the researcher of this study had a chance to see 35 and 24

research works, which had been done in 2007/8 and since 2000 to 2006 respectively by secondary school teachers from GZED documentation, WEOs and school libraries. To analyze the procedures and the quality of the research works, the researcher made a short glance by using a check list from CPD course Book two (SNNPR-REB, 2008) and Altrichter, Posch and Somekh (1993) action research procedures and quality criteria.

Disappointingly, the results showed that from the total of 59 research works produced in 2000-2008 which were included in the study, only one (1.7 %) research work was found having action strategy (plan), implementation and evaluation procedures.

I_2 (ZED officer) also felt that most of the research works had not followed the procedures of action research. As he observed, the intention of most research works seemed simply trying to answer the research questions rather than identifying the real problem, developing action strategies (plans), implementing and then evaluating its effectiveness.

However, as the researcher noticed from the GZED and WEO 'A' research training material and evaluating format of the research works (see appendix I), developing action strategies, implementing and evaluating the effectiveness of the actions were not part of the research-training manual as well as part of the evaluating research work formats. This situation might refract ones attention from the production of the research works and the teacher researcher to the relevance of the SBER training and the research competence of the trainers.

Research Culture in GZSS

Table 9: Availability of SBER Coordinating Committee in GZSS

No	Items	Responses	
		Nº	%
1	Is there any research coordinating committee in your school?		
	A. Yes	133	71.1
	B. No	54	28.9
	Total	**187**	**100**
2	If your answer for question 1 is 'Yes', how do you evaluate its contribution in fostering educational research activities?		
	A. Very high	12	9.0
	B. High	15	11.3
	C. Low	42	31.6
	D. Very low	64	48.1
	Total	**133**	**100**

If there is a belief that school based educational research has a contribution to improve school effectiveness, the presence of supportive research culture in the school setting might be a mandatory. In accordance with this, teachers in the study were asked if there was research-coordinating committee in their school. The findings showed that majority of the respondents (71.1%) assured the presence of research coordinating committee in their school. Paradoxically, 28.9% of the respondents replied that there was no research coordinating committee in their school. However, the documents and reports of the schools, WEOs and ZED ensured the presence of research coordinating committee in the sample schools. Of course, one may not expect such contradictory response on factual information but this contradictory response by itself may signify that the research coordinating committee in the sample schools have played little role in fostering educational research activities and coordinating teachers for research.

In line with this, teachers who had replied "Yes" were asked to evaluate the contribution of the committee in fostering educational research activities. As indicated in Table 9, 48.1%(64) and 31.6%(42) of them evaluated its contribution in fostering educational research activities in their

school setting as very low and low respectively. This finding makes one not to be surprised by the response of teachers who said "No". On the other hand, 11.3 %(15) and 9 %(12) of them, evaluated the contribution of the research coordinating committee in foresting educational activities as high and very high respectively.

Table 10: Research Related Activities in GZSS

No	Items	Responses				Mean	SD
		Frequently (4)	Sometimes (3)	Rarely (2)	Never (1)		
1	How often does your staff discuss how to achieve school goals like seeking ways of improving students' achievement and its determinants through educational research?	35(18.7%)	83(44.4%)	66(35.3%)	3(1.6%)	2.80	0.75
2	How often does your school use research reports and findings in making decisions?	10(5.3%)	61(32.6%	99(52.9%)	17(9.1%)	2.34	0.72
3	How often does your school identify the causes of educational problems and seeking solution with school base educational research?	10(5.3%)	24(12.8%)	78(41.8%)	75(41.1%)	1.83	0.85
	Grand Mean					2.32	

In order to probe into the school research practice, three additional questions (see item 1, 2 and 3 in Table 10) were posed to teachers. Out of the 187 respondents, 44.4% confirmed that their staff had discussed some times, about seeking ways of achieving school goals through educational research. Others reported, 35.3%, their staff had discussed rarely. Similarly, majority of the respondents about 52.9%, replied that their school had rarely utilized the research reports and findings in making decision whereas about 32.6% of them reported that their school had 'some

times' utilized research reports and findings to make decisions. Furthermore, an overwhelming majority of the respondents, 82.8% (rarely plus never) ensured that the tradition of identifying educational problem and seeking solution for it was very poor.

As revealed in Table 10, the Grand Mean score is nearly equal to the rating value of Rarely (M=2.32). This means that the practice of seeking solution for educational problems using research reports and findings in making decision process, and staff discussion on how to achieve school goals through educational research found to be very poor.

As the existing body of literature in the field indicated, for the school based educational research to work, the school culture must be one of a learning social system that can serve as the primary source of motivated and coordinated activity. It can also bind the school's shared values together and give it its distinctive identity (Burnaford, 2001; Denison, 1990). For this to happen, a research-coordinating unit in a school might be necessary to facilitate conditions for sustaining best school practices and solving educational problems using SBER. This can be true if the school uses the findings of the research for planning and decision making process.

As shown in Table 10, however, the results of teachers' questionnaire revealed that the practice of solving educational problems with SBER in the sample schools was discouraging. The results of the interviews and focus group discussion supported with this finding. Hence, possible reasons and explanations can be mentioned from the interviews and focus group discussion. As mentioned earlier, all the sample schools had organized the educational research coordinating committees (units) even through these committees had not yet played meaningful role in order to bring the desired change in fostering SBER for school improvement except in School 'F'.

The committee of School 'F', as confirmed during focus group discussion on 28/2/2009, had relatively achieved better performance than from its counterparts. Some of the educational

research activities that the committee had tried to perform were conducting SBER, inviting other teachers for research, and mentoring, giving feedback (technical support), evaluating the research work and scheduling for presentation.

Concerning the presence of research coordinating unit in all WEOs and ZED, I_2 ensured that all the three institutions (schools, WEOs and ZED) had organized the unit. He expounded this as follows:

> All GZSS have educational research coordinating committee. Each school committee has prepared yearly plan though most of them could not bring significant change for school effectiveness. Each WEO has also assigned one expert as a coordinator and he/she has organized a temporary research evaluating committee to evaluate and give feedback for research works that come from primary and secondary schools. In the ZED too, there was research-coordinating unit led by curriculum preparation and educational research expert previously. But now, coordinating the educational research task has been transferred in to the supervision and educational research expert since 2005 (04/3/2009).

Regarding the effectiveness of the research coordinating units in WEOs and ZED, almost all the interviewees agreed that the performance of the research coordinating units at WEO and ZED level was worse than the school committee was.

Another issue that obtained the respondents' agreement is the malpractice of identifying the causes of educational problems using SBER and utilizing the findings for planning and decision making process. The intention of conducting SBER in most schools did not seem to make the school more effective by solving the real educational problems. Rather, it seems to make happy the higher educational management body and lessen the external pressure concerning the issue raised. A case in point here is, as the Guraghe Zone Educational Department 2007/8 Annual Report emphasized and highly appreciated, one "school which consisted of less than 18 teachers had conducted 42 action researches in a year." (GZED, 2008:32). This means one teacher had conducted more than 2.3 research works on average in a year in that particular school only. Here,

one may raise a variety of questions about the quality of those SBER "Works", considering the time allotted for teaching and researching together with the superficial and minimal educational research training offered by the educational officers of the ZED and WEOs.

Another malpractice observed in School E was that the school had planned to conduct ten SBER and reported the figure to the WEO "E". At the end of the academic year of 2007/8, the school submitted only one to the WEO 'E' for further feedback without presenting in the school. The rest (nine) were neither submitted to the school and the WEO nor presented to the targeted evidence. However, the WEO 'E' reported the number to the ZED that Secondary School "E" had conducted ten SBER (I_9, 02/3/2009).

Concerning this, P_{11} had explained the situation as follows:

> Teachers who are attending in summer training at TEIs are encouraged by their instructors to conduct SBER on their school real problems for the partial fulfillment of their first degree. Last year, we were six summer attending teachers from this school. We the six teachers made agreement with our school to submit one copy of the final senior essay and to present to the targeted audience. At the end of the academic year none of us have submitted and presented our findings to the school community as well as the WEO. They did not also ask us for either presenting or submitting it. However, the school was reporting all the processes of the study to the WEO/ZED (03/3/2009).

From this, it is possible to deduce that the school 'E' wanted the process of the study more than the final finding. This may be because the school needed the number of research works rather than the results of the study. If not so, School E and/or WEO 'E' had facilitated the necessary conditions for utilization and dissemination of the research works.

4.5. Leadership Role in Promoting SBER for School Effectiveness

The Practice of Educational Authorities' Involvement and Support in SBER

Table 11: Involvement of principals and educational officers in SBER (N=187)

No	Items	Responses				Mean	SD
		Frequently (4)	Sometimes (3)	Rarely (2)	Never (1)		
1	How often does the principal lighten the workload for those teachers who conduct educational research?	8(4.3 %)	50(26.7%)	109(58.3%)	20(10.7%)	2.25	0.70
2	How often do the educational officers (supervisors, educational research experts etc) support the educational research activity to make your school effective?	3(1.6 %)	22(11.8%)	61(32.6%)	101(54.0%)	1.61	0.76
3	How often does the school principal involve in SBER activities in your school?	19(10.2%)	29(15.5%)	72(38.5%)	67(35.8%)	2.00	0.96
Grand Mean						1.95	

In the process of making schools more effective through school based educational research, teachers who have conducted and/or supposed to conduct educational research need support from school principals and educational officers. The support might range from updating teachers' knowledge and skills, to giving feedback and facilitating the necessary conditions.

However, as the findings of this study revealed, the support provided for teachers did not seem significant at school as well as Woreda and zone levels. For example, as revealed in Table11, 86.6% (162) of the respondents claimed that educational officers especially the supervisors and educational research coordinators had rarely/never given the necessary support to schoolteachers. Similarly, 69% (129) of the respondents reached consensus that the school principals had

rarely/never lightened the workload of the teachers. Moreover, 74.3% (139) of them felt that the principals had rarely/never involved in school based educational research activities.

As the result of the study indicated, the school principals as well as the educational officers had not provided and fulfilled the necessary support that enhances teachers' commitment to conduct SBER for school effectiveness since the Grand Mean (1.95) is less than the rating value of Rarely(2.0).

The above finding shows that the involvement of the principals and WEO/ZED officers in SBER was found generally minimal. The support provided by them for teachers who had done and supposed to do SBER was also superficial. Concerning this, P1 said the following:

> Look! I am a vice director but I do not know how to do SBER …Many people like supervisor tell us SBER is very useful to solve educational problems and for professional development .However, they do not make us learn how to do it, so how can I mentor and help others?(28/2/2009)

As the information obtained from the document and interviews, though very restricted participation, educational officers especially the ZED and the Guraghe Zone Teacher Association (GZTA) have attempted to promote SBER by involving in conducting, by giving support and feedback and preparing workshop. For instance, according to the GZED officer (I_1), he had conducted two educational researches on female educational participation in the zone (2002) and students' achievement in the national examination (2000) and the ZED used the findings for planning and decision making (23/2/2009). He also explained the endeavor of the ZED in fostering SBER as follows:

> In collaboration with different NGOs such as World Learning and BESO, the ZED had tried to prepare workshops and seminar to update the teachers' knowledge and skill with SBER since 1996 to 2004. We had received three best SBER works from each WEO every year. Of which three best research works would be selected for remuneration at the zone level. We had given feedback for all SBER works verbally. Besides, we had given supervisory service for all schools in the zone twice a year (23/2/2009).

Concerning this, a study by Ayalew and Derese (2001) confirmed that the GZED had provided many short term in- service courses even though the courses were fragmented and lack of focus. Similarly, the Guraghe Zone Teacher's Association had attempted to conduct a survey on the causes of conflict between the school principals and teachers in 2005/6. The association had invited all schoolteachers to conduct educational research on the given focal current issues. Then, in collaboration with local NGOs, the association had selected five best research works and had remunerated the best teacher researchers on a conference (I_3, 24/2/2009).

All the WEOs had tried to follow similar procedure at woreda level. However, the Teacher Association at woreda level has not yet participated in such SBER activities for school effectiveness. On the other hand, since most of the principals were newly assigned by local educational authorities, detail information about their research practices could not be obtained from them.

The Practice of Dissemination Research Findings in GZSS

Table 12: Dissemination of the research finding in GZSS

No	Items	Responses		Chi-square $=X^2$
1	Have the results of your research been disseminated to the targeted audience (teachers within and/or neighboring schools, students or others?	Nº	%	
	A. Yes	40	51.3	0.05*
	B. No	38	48.7	
	Total	78	100	
2	If your answer for question number "1" is yes, in what ways has been disseminated to the targeted audience?			
	A. Through seminar like discussion	28	70.0	
	B. Through short leaflet (news paper)	3	7.5	
	C. Through Journal	2	5.0	
	D. If any other please specify	7	17.5	
	Total	40	100	

* $P< 0.05$, $CV = 3.84$

As discussed in the literature part, disseminating the findings of the research helps to "cross fertilize" and sustain best practices among the targeted audience in similar institutions of the system. To deal the practice of disseminating the research findings, a question was posed for teachers who had conducted school based educational research if the results of their research work disseminated to the intended audience. Accordingly, 51.3% (40) of the respondents ensured that the result of their research work was disseminated to the targeted audience. While 48.7% (38) of them replied that their research findings were not disseminated.

Chi-square was employed to test the difference between teachers whose research findings were disseminated and whose research findings were not disseminated to the targeted audience. However, the result showed that there was no statistically significant difference between the two groups since the calculated chi-square value (X^2=0.05) is less than the critical value (cv =3.84) at 0.05 alpha level.

As table 12, depicts, teacher who replied that their research findings had been disseminated were further asked about the way their research finding was being disseminated. 70% (28) of the respondents reported that their research result was disseminated in seminar like discussion, while 7.5 %(3), 5 %(2) and 17.5% (7) of the respondents indicated that their research finding was disseminated through short leaflet (news letter), journal and others respectively.

As understood from the above data, disseminating the results of the research is part of the problem. It is essential to share best practice with in schools in the Zone. However, like utilization process, dissemination of the findings to the targeted audience seems neglected. As discussed so far, there was a trend of disseminating best research works to the targeted audience through seminars, written reports and the like at zonal level. But currently, the trend has become declining especially in the ZED. I_1 and I_2 admitted this situation. The reasons they had given

were associated with shortage of manpower in the ZED, and shortage of budget. Nonetheless, a happy finding was found in the WEO 'F'. This WEO had tried to disseminate the feedback for the SBER works in the form of written reports not only for the school but also for the cluster. According to I_5, the purpose of giving written feedback for the clusters was to promote SBER and give opportunity for other schools in the clusters that made them learn from the others' strength and weakness (28/3/2009).

The Practice of Remuneration in GZSS

Table 13: Remunerating best teacher researchers in GZSS

Items	Responses	
What kind of incentive (reward) did you get for your school based research work?	No	%
A. Satisfaction by trying to solve the problem (the work itself)	43	55.1
B. Career promotion	10	12.8
C. Letter of recognition	9	11.5
D. A and C	9	11.5
F. Others	7	9.0
Total	78	100

Teachers who had conducted school based educational research were also asked about the kind of incentive/reward they had got for their research work. Surprisingly, majority of the respondents, 55.1 % (43), reported that they had only satisfaction by trying to solve the educational problem. In this regard, Fischer (2001) has reiterated that by engaging in SBER, teachers should find professional satisfaction in pursuing their own questions and ideas about the nature of teaching and students' learning. 12.8% (10) of them confirmed that they had got career promotion while,11.5%(9) of the respondent replied that they had got letter of recognition, and equal proportion of the teachers, 11.5%(9) replied that they had got both satisfaction by trying to solve

the problem and letter of recognition as an incentive (reward). On the other hand, 9% (7) of them responded that they had different things like successful completion of the course for university/college study.

Work related rewards (incentives) may serve as motivational strategy for teachers to perform a certain activity like conducting SBER in a school setting. As Keefe and Jenkins' (1997) study on work related rewards showed, the rewards that drive from such features of work as pay, opportunities and career advancement gravitated towards the improvement of performance on routine and well learned educational activities. This implies that motivated teachers can perform their tasks in a better way than the de- motivated teachers.

In the same manner, realizing the value of work related rewards; the Guraghe Zone Education Department had remunerated three best teacher researchers for their best research works at Zone level every year since recent past. Almost all WEOs had also acknowledged that three best teacher researchers at Woreda level. Some schools in the sample, for instance, school 'E' and school 'C' had given certification for all teachers who tried to conduct SBER. However, the trend of remuneration system for school 'A' and school 'F' was different.

For example, IP_5 (the principal of school F), explained the practice of his school as follows:

> Best teacher researchers have been motivated indirectly by giving better result for their Result Oriented Plan since conducting SBER is part of it. We had agreed upon with teachers that conducting SBER would be serving as major selection criteria for teachers to get opportunity for further training, participating in different workshops. Their research works have also been sent to the WEO for further feedback and/or for competition with other research works at Woreda level (28/2/2001).

Similarly, school 'A' has followed identical procedure in this regards.

4.6. Conditions that Facilitate and/or Hinder Teachers' Involvement in SBER

Table 14: Factors facilitating GZSS teachers' engagement in SBER

No	Items	Responses	
		Mean score	Rank
1	The different courses that teachers had taken during their university/college study	6.47	1
2	Research workshops, seminars, in service training	2.13	5
3	Teachers' private reading of different research reports and research guidelines to update their research knowledge	4.86	2
4	The school principals/research coordinating committee support	2.68	4
5	The collaboration of teacher colleagues	2.71	3
6	WEO/especially the supervisor and the educational research expert/support	1.77	6
7	ZED educational officers ' support	1.36	7
8	Woreda/Zone Teachers' Association support	1.03	8

In order to probe the facilitating conditions, teacher respondents who had conducted SBER were asked to put in order the listed items from first to eighth based on their importance. These elements were then analyzed on the basis of their perceived level of importance to give each a numerical score as presented in table 14.

As the results revealed, an overwhelming majority of the respondents indicated that the different courses they had taken during their university/ college study was the most important element to help them conduct SBER. In this regard, a single case can be taken from the focus group discussion that held in 28/2/2009 as a case in point. As P_3 remembered the situation bitterly, last year (2007/8), when he was a fresh teacher, the Induction Course Module that demands conducting SBER was given to him without any supporter (mentor). He confirmed that no one helped him during his production of SBER except the course he had taken during his university and his personal effort of reading different research related materials. The second important element was teachers' private reading of research reports and research guidelines. The

collaboration of teacher colleagues was placed the third important position. Following this, the school principal and research coordinating committee support was also the fourth important element. Perhaps the most surprising result for this part was the comparatively low score of research related workshops, seminars and in-service training. Similarly, most respondents felt that the support of WEO (especially the supervisors and the educational research expert) was very low. The contribution of ZED officers and woreda/Zone TA support was insignificant and teachers who had conducted SBER ranked them the last 7th and 8th respectively.

However, almost all the WEO supervisors who were interviewed had thought differently. They felt that their contribution for making teachers conduct SBER was significant since they had given supervision service including providing support for teachers who were conducting SBER at least twice a month. Beside this, two supervisors from WEO 'A' and 'E' reported that they had prepared a two day in service training in 2008 for 71 and 69 teachers (one teacher from each school) respectively. As they explained, their intention of inviting one teacher from each school was that those teachers who got training would train the rest and promote educational research activities in the school.

On the other hand, the ZED officials who were included in the study admitted that the fragmented training they had offered for teachers and principals and their supervisory service twice a year was not adequate. Therefore, all the above situations cannot make someone reject the teachers' (who had conducted SBER) dissatisfaction on the support of WEO/ZED officials.

Table 15: Factors affecting Teachers' Involvement in SBER and their Degree of impact

No	Items	Response	
		Mean= $\bar{X}$	Rank
1.	Lack of awareness about the contribution of SBER for school effectiveness	2.98	8
2.	Lack of knowledge and experience how to do educational research (research commence)	3.23	7
3.	Lack of motivation or recognition for previous research works by local educational authorities (Principals, WEO/ZED officers	3.53	5
4.	Lack of financial support (incentives rues, rewards and remuneration)	4.50	2
5.	Overload in teaching or in other committee activities	4.30	3
6.	The absence of research culture in the school	4.53	1
7.	Discouraging working conditions (like unsafe school environment)	3.41	6
8.	Lack of research facilities (library reference materials, research guide or model)	3.62	4

As indicated in Table 15, item 6, 4 and 5 are rated above the rating value of high (4) and ranked from first to third respectively. The mean rating of items 8 and 3 are closer to the rating value of high (4) and ranked fourth and fifth respectively. While item 7, 2 and 1 are nearer to the rating value of the expected average (3) and ranked form sixth to eighth respectively.

This shows that none of the factors listed have not been seen as the lesser impact on teacher's engagement in SBER even though they have different degree of impact.

Among the factors which were considered as impediment for teachers to conduct school based educational research, the absence of research culture in the school, lack of financial support (incentives, rewards and remuneration), and overload in teaching and in other committee activities were identified by the respondents as the most serious factors that deter them from engaging in educational research activities. Moreover, the factors such as lack of research facilities, lack of motivation and recognition for previous research works by the local educational authorities (principals, WEO/ZED officers) were indicated by the respondents as serious factors that made the teachers refrain from involvement in SBER activities.

Despite this, the responses of teachers on the factors such as discouraging working conditions, lack of research competence, and lack of awareness about the contribution of SBER for school effectiveness, were markedly characterized by indecision. This ambivalent position denotes that teachers' poor involvement in SBER might not be due to neither discouraging working conditions (like unsafe environment) research incompetence, nor lack of awareness about the role of SBER. Nevertheless, this tendency of choosing ambivalent position does not mean that these three factors have not negative impact on teachers' engagement in SBER. Rather it signifies that since those teachers distanced themselves from involvement in SBER due to various reasons, they may have skeptically seen their awareness about the contribution of SBER for school improvement, their research competence and working conditions of the school. In other words, it seems that teacher respondents did not prefer to stand on the either sides.

As depicted in table 15 vividly, from the major twin factors (Personal and institutional) which were perceived as impediment, the institutional (external) factors were identified by teacher respondents as the top four most serious factors, whereas, the personal factors were placed by the teacher respondents as the bottom two least influential factors. Based on the data above, one can safely conclude that the absence of research culture in the school, lack of financial support (incentives, rewards and remuneration), overload in teaching and in other committee activities, and lack of research facilities were the most serious impediments for most GZSS teachers to involve in SBER. Overwhelmingly, these findings seem to be congruent with what Seyoum (1998) reported regarding constraints of research activities among secondary school teachers in Addis Ababa. Concerning institutional (external) influential factors, recent study by AED/BESO II (2007) on the Ethiopian primary school teachers' involvement in educational (action) research had also found similar findings. However, as this study revealed, personal factors like research

knowledge and skill (research competence), lack of adequate training (awareness) about the contribution of SBER were found the major impediment that deter teachers from involvement in SBER. One of the possible reasons for the variation might be stemmed from the educational qualification difference between the secondary teachers and the primary teachers.

The existing body of literature in the field has also indicated that personal factors like awareness and research knowledge and skill as the most influential focus in doing educational research. For example, (Hummandi, 1989, as cited in Adane, 2000) emphasized that personal factors have been some of the key problems that hinder teachers from research undertaking.

On the other hand, as the results of interview with principals and educational officers confirmed, personal factors and institutional (external) factors impeded teachers from educational research involvement even though variations were observed on the degree of impact. The results from principals' interview, teachers' explanation on open ended items and focus group discussion showed overlapping on institutional (external) factors like school research culture, overload in teaching and non teaching activities, and lack of financial support (incentive) have more negative impact than personal factors on the sampled school teachers.

This was, however, difficult for educational officers especially I_1 and I_2 to agree. For example, I_2 believed that most GZSS teachers have mainly lacked educational research competence, awareness and attitude towards SBER that are belonged to personal factors. He furthered that teachers had seen their involvement in educational research as tiresome and tedious activity that could not bring any comparative advantage for them as a researcher. Some teachers also have little knowledge and skill on how to do SBER for educational improvement. Even some teachers did not have positive attitude about SBER (04/3/2009). I_1 also felt that most GZSS teachers' awareness was not that much encouraging. According to his observation, they have perceived that

involving in SBER as a huge task that demands special knowledge and extra time (25/2/2009). The result of interviews with I_{10} and I_{12}, which were held on 16/3/2009 and 17/3/2009 respectively, aligned with the above argument.

Respondents were also asked to give their suggestions what they think was worthwhile to overcome the above problems and to promote SBER among teachers in GZSS. Their responses can be summarized as follows:

- The schools must discuss with teachers about how to solve school educational problems with SBER. The findings from the research works should be utilized by teacher themselves as well as schools;
- Schools and WEOs should initiate and encourage teachers to engage in SBER. Letter of recognition at school and /or WEO level should be prepared for those teachers who participated in it. Incentives should be given for those teachers who tried to solve educational problem using SBER;
- School principals and WEO officers should have knowledge and skill about the relevance of SBER and how to conduct it;
- School libraries should be well organized and equipped with adequate and relevant research materials and up-to-date research journals;
- Ongoing research works/ in service training should be given for teachers and educational officers as well;
- Educational researchers like the researcher of this study should present their research works to stake holders and/or send a copy of their final research paper to the research setting. Teachers should also strive to update themselves by reading research books and sharing educational research related information with their colleagues.

CHAPTER 5: Summary, Conclusions and Recommendations

5.1. Summary

The main purpose of this study was to investigate the current GZSS in enhancing school effectiveness through SBER. To accomplish this purpose, the study tried to illuminate the issues, prospects and challenges of the practice with the intention of forwarding possible solutions that would help to sustain best practices and ameliorate the challenges. For this reason, the following research questions were formulated:

1. How is the GZSS Teachers' Readiness (potential) to carryout SBER for school effectiveness?
    - What is the perception of teachers towards the contribution of SBER for school effectiveness?
    - Do teachers have the necessary knowledge and skill to conduct SBER?
2. How is the practice (trend) of identifying the causes of educational problems and seeking solutions in GZSS in the process of making schools more effective with SBER?
    - What is the current status of GZSS teachers' involvement in production of SBER?
    - Are the research works in GZSS aligned with school effectiveness academic issues (students' achievement and school efficiency)?
    - What is the research culture of the GZSS looking like?
3. What roles does the leadership play in enhancing school effectiveness through SBER?
    - To what extent principals and local educational officers involve and support SBER?
    - How are best teacher researchers and their research works being remunerated and disseminated at school, WEO and ZED levels respectively?

4. What conditions affect and/or facilitate the production and utilization of SBER for school effectiveness?

5. What measures need to be taken to ameliorate the challenges and effectuate consistent and satisfactory SBER work in GZSS?

In order to find out answers for these basic questions and provide a substantive conspectus of the research setting, a variety of data gathering instruments such as questionnaire, interviews, focus group discussion and document analysis were employed. Interviews were held with twelve WEO officers, four ZED officers, two GZTA chairpersons and six principals.

Two focus group discussions with 16 school 'F' and school 'E' teachers were also made. To this effect, both quantitative and qualitative approaches were used for data collection and data analysis.

Before the actual data collected from teachers, the questionnaire was piloted with twenty randomly selected teachers in one of the Guraghe zone secondary Schools (Agena GSPS) which was not included in the final study. Then, the item analysis was computed by Cronbach alpha and the reliability coefficient was 0.74, 0.76 and 0.82 for perception item, research practice item, and affecting factor items respectively .After refinement on three items of the questionnaire, it was administered as scheduled. Then, the questionnaire was distributed to all 224 teachers in the six sample schools. Even though 190 questionnaires returned, three of them were incomplete. Due to this, 187 questionnaires were used for the quantitative data analysis.

To analyze numerical data, descriptive statistics (mean, standard deviation and percentage), chi-square and total mean score were computed. Based on the results of quantitative and qualitative data analysis, the major findings were summarized as follows:

1. Majority of the teacher respondents (58.8%) had shown positive perception towards the contribution of SBER for school effectiveness and what roles they can play for it. For example, 92% and 89% of them had perceived positively that SBER can be useful for planning and decision-making process and it can improve students' academic achievement respectively.
2. The study revealed that majority of the teacher respondents (87.7%) had confirmed that they had taken research methodology course during their university/ college study. From the teachers who had taken the research methodology course, almost all, 98.2% had the course as useful in making them conduct SBER theoretically. On the other hand, however, most teacher respondents seemed to have real problem solving research skill in the natural setting. For instance, 69.5% of them claimed that they did not get a chance to participate in workshop, seminar or in- service training. Besides, 59.4%and 46.5% of the teachers in the study replied that they had sometimes read research books or journals and shared research related information with their colleagues respectively. At the same time, however, the findings revealed 33.2% and 38.5% of the respondents admitted that they had rarely read research books or journals and shared research related information with their colleagues respectively.
3. It was found that only 41.7% of the teacher respondents replied that they had conducted SBER in their current schools since 2000-2008. 58.3% of them had not involved in SBER. Some of the reasons, which impeded teachers from involvement were lack of supportive research culture, lack of incentives and over load in teaching and others committee activities.

4. The findings showed that 35.7% of the SBER titles listed by teachers respondents were school wide academic issues like students' achievement, discipline and school efficiency. While 47.1% were focusing on specific classroom skills. This shows that less priority was given for school wide academic issues than specific classroom skills.
5. On the other hand, almost none of the research works (98.3%) which were included in the document analysis fit with the unique characteristics of SBER since they did not have action plan (strategy), implementation, and evaluating the effectiveness procedures. The GZED and WEO 'A' educational research training manual did not also include these unique characteristics of SBER, and the evaluating format of the research work did not include either.
6. It was found that there were research coordinating committee (unit) in all Guraghe zone secondary Schools and WEOs though it had played little role in fostering SBER activities and stimulating teachers for involvement.
7. The results of this study portrayed that the practice of solving educational problems using SBER in GZSS was found very poor. For example, 52.9% of the teacher respondents replied that their schools had rarely utilized the research findings and reports for decision-making purpose. Furthermore, an overwhelming of the respondents (82.8%) ensured that their schools were found at infancy stage in using SBER for schools effectiveness.
8. Among the respondents 69% showed dissatisfaction that the school principals had not lightened the overload of the teachers who conduct SBER. Moreover, 86.6% of them felt that educational officers had not given the necessary support to school teachers.

Furthermore, 74.3% of them believed that the principals did not involve in SBER activities properly. However, the effort of WEO 'A' and WEO 'F' in giving written feedback for teacher research works deserve appreciation.

9. From the teacher respondents who had conducted SBER, only half of (51.3%) reported that their research work were disseminated to the targeted audience. Most of them replied that the seminar like discussion was the means of disseminating their research work.

10. Majority of the teacher respondents who had conducted SBER (55.1%) claimed that they did not get any incentive or proper recognition except the psychological satisfaction obtained from conducting research.

11. The findings of this research demonstrated that the major facilitating conditions that helped teachers to do SBER were the different courses that they had taken during their university/college study, their private reading of research reports and research guidelines, and the collaboration of the teacher colleagues.

12. The results of this study depicted that among the factors which were perceived as impediment, the absence of supportive research culture in the schools, lack of financial support incentives, rewards and remuneration, overload in teaching and in other committee activities, and lack of research facilities (reference materials, research guidelines or model etc) were identified by the teachers respondents as the most serious factors that deter them from engaging in SBER activities.

5.2. Conclusion

The Summary given above highlights the major findings in the different aspects of enhancing school effectiveness through SBER in GZSS. The conspectus of these findings leads to the following major conclusions.

The findings showed that teachers in GZSS had positive perception towards SBER and its role for school effectiveness. Even though majority of the respondents had taken useful research methodology course during their university/College study, most of them have not up-to-dated their SBER knowledge and skill by reading relevant research books or journals, sharing educational research related information with their colleagues, and getting chance to participate in research seminars or workshops. Based on the above findings, one cannot conclude that GZSS are well equipped with the necessary theoretical and practical research knowledge and skill.

The study revealed that the involvement of GZSS teachers in SBER for school effectiveness has not yet been significant even though their participation in SBER has been increasing from time to time.

It was learnt that most of teacher research works in GZSS had been focused on fragmented and specific classroom skills rather than unified school wide academic issues. This trend of emphasizing specific and fragmented classroom skills may be a little bit far from making the whole school more effective as compared to the unified school wide academic issues. Besides, the SBER works, the training manual and the evaluating criteria of the research works in GZSS were not aligned with unique characteristics of school based educational (action) research for making schools more effective since they lacked action plan (strategy), implementation and evaluating its effectiveness.

Another crucial challenge for improving school effectiveness with SBER in GZSS was found the unsupportive school research culture. The findings of this study depicted that the practice of identifying the causes of educational problems and seeking sustainable solution using SBER was at infancy stage. Moreover, the tradition of utilizing research reports and findings for planning and decision making purpose has not yet been developed in most GZZS.

This study found that the involvement and support of the principals and educational officers in promoting of SBER in GZSS to make schools more effective was minimal. However, the effort of giving written feedback in some WEOs for schoolteacher research works seemed to be encouraging.

The findings of the study portrayed that the effort of local educational authorities in making GZSS teachers' research work public/ dissemination / was also found minimal. At the same time, this research revealed that the absence of motivational strategy (remuneration) for SBER works especially at school and WEO level was found the sources of dissatisfaction for most GZSS teachers.

The findings of this study revealed that the major impetus that help GZSS teachers to conducts SBER for the purpose of making schools more effective were the research courses they had taken in TEIs, their private effort to read research related books and materials, and their collaboration with their colleagues. On the other hand, the study also demonstrated that there was a high degree of agreement among teachers that absence of research culture in the school, lack of financial support (incentives, rewards and remuneration), overload in teaching and in committee activities and, lack of educational research facilities (reference material, research guide or model etc), were

the major impediments for teachers to carry out SBER for enhancing school effectiveness in GZSS.

5.3. Recommendations

Based on the research findings and conclusions drawn, the following recommendations for educational authorities and concerned stakeholders have been forwarded:

1. The endeavor of improving schools with SBER is more successful if those who involved in it work jointly. This can be enriched and illuminated through dialogue.

   To this effect, the school principals should envision to create supportive research culture in the school to ameliorate the challenges of school wide academic problems through SBER. Besides, WEOs/ZED or higher educational management bodies (REB/MoE) must find ways to promote and cultivate the efforts of schools in identifying educational problems and seeking sustainable solutions using SBER. Moreover, Teachers' Association at Zone and Woreda levels should play a part in this regard.

2. Short-term refresher courses on practical school based educational research should be designed and organized at zone, Woreda and school levels to make teachers stay current and advance their career. These refresher courses can be more effective if they are given by professional researchers together with best school teacher research performers.

3. The school principals and WEO/ZED officers should "cross-pollinate" best research practices among the targeted audience at various levels. The school principals and

WEO/ZED should also utilize the results of the research for planning and decision making processes properly.

4. In order to initiate and facilitate conditions for SBER, cost effective contextual motivational strategy on the basis of the research quality should be designed at school and WEO/ZED levels. This work related remuneration mechanism need to be accepted by all stakeholders. To alleviate budgetary limits,
   - The schools should strive to make the local community especially the former students of the school participate as a source of financial support for schools' facilities and remuneration for best research performers.
   - The ZED/WEOs should allocate budget for it and/or mobilize professional resources for this purpose. Moreover, these local educational authorities should strive to search for local NGOs for sponsorship.
5. Involving in SBER demands not only personal effort and commitment but also sufficient time. Hence, it might be difficult for those teachers who are overloaded in teaching and in other committee activities to engage in SBER properly. Therefore, there should be a systematic and creative use of time allowance by negotiating with work-overloaded teachers. Working in team might also lessen the burden of teachers in this regard.
6. The study delimited to only some aspects of school effectiveness issues in Guraghe Zone Secondary Schools that does not show the picture of all the problems. Thus, the problems necessities further investigation by other researchers.

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APPENDIX – A

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Questionnaire to be filled by GZSS Teachers

The purpose of this questionnaire is to collect relevant information from GZSS teachers about enhancing school effectiveness through school based educational research that enables to diagnose the facilitating and/or hindering conditions in GZSS. For this reason, your cooperation in completing this questionnaire is undoubtedly valuable for the study. Since your response will be kept confidentially, please feel free to answer all questions genuinely as much as possible.

Thank you!

Direction:

a. No need of writing your name.

b. Please try to answer every question in accordance with the instruction provided.

Part I.

General Information

1. Sex _____ Age _____
2. Your educational qualification _____
3. Name of your school _____
4. Number of periods you are teaching per week_____
5. Your years of service in teaching _____

Part II.

Instruction: Please circle the letter of your choice

1. Have you ever taken research methodology course during your University/College study?

   A. Yes B. No

2. If your answer for question number 1 is 'Yes', how do you evaluate its usefulness of the training/course in making you conduct educational research?

   A. Very useful B. Useful C. Not useful

3. How often have you participated in any seminar, workshops or in- service training to update your research skill?

A. Frequently B. Sometimes C. Rarely D. Never

4. If your answer for question number 3 is A or B, how do you evaluate its usefulness in making you conduct practical research work?

A. Very useful B. Useful C. Not useful

5. How often have you read educational research books as well as research reports?

A. Frequently B. Sometimes C. Rarely D. Never

6. How often have you shared educational research related information with your colleagues?

A. Frequently B. Sometimes C. Rarely D. Never

7. Have you ever conducted educational research to solve educational problem in your school?

A. Yes B. No

8. If your response to question number 7 is 'No', what do/does hinder you from undertaking educational research? Please rate the degree of impact.

	Items	Degree of impact				
		Very high	High	Un decided	Low	Very low
A.	Lack of awareness about the contribution of school based educational research for school effectiveness					
B.	Lack of knowledge and experience how to do research (research competence)					
C.	Lack of motivation or recognition for previous research work by local educational governing bodies (principals, woreda/zone educational officers					
D.	Lack of financial support (incentives, rewards and remuneration)					
E.	Overload in teaching and in other committee activities					
F.	The absence of research culture in the school					
G.	Discouraging working, conditions (like unsafe school environment)					
H.	Lack of research facilities (library reference material, research guide or model etc.)					

If any other, please specify _____

Instruction: The question numbers from 9-18 will be filled by teachers who have conducted school based educational research individually or in collaboration since 2000/01-2008/09 G.C.

9. What were the major priority areas of your research work?

A. school-wide academic issues (students' achievement, school efficiency…)

B. specific classroom skills

C. If any other, please specify_____

10. Please write the title of your school based educational research works that you have done since 2000- 2008/09 G.C. in this school.

_____

_____

11. Who does /do initiate you to conduct educational research in your school? More than one answer is possible.

A. The educational problem itself

B. The school principal/the school educational research committee/

C. Woreda/Zone educational officers (supervisors, research coordinator etc)

D. Woreda/Zone Teacher Association

E. If any other, please specify _____

12. Which of the following conditions contribute positively for your educational research work at school level? **Please give rank from first to eighth** the following conditions according to their contribution to your research work.

A. The different courses you had taken during your university/college study.

B. Research workshops, seminars, in-service training etc.

C. Your private reading of research reports and research guidelines for updating yourself

D. The school principal support/feedback

E. The collaboration of your colleagues

F. Woreda Education Officers (especially the supervisor, the educational research coordinator) support/feedback

G. Zone Education Department Officers support

H. Woreda/Zone Teacher Association support

13. Have you developed action strategies in your research work and testing them by putting in to practice?

A. Yes B. No

14. If your answer for question number 13 is 'Yes,' how do you evaluate in bringing the desired change (solution).

A. The problem was solved completely

B. Some improvement is observed

C. No improvement is observed

15. If your answer is 'No' for question number 13, please mention the reasons,

_____

16. Have the results of your research been disseminated to the targeted audience (teachers within and/or neighboring schools, students or others)?

A. Yes B. No

17. If your answer for question number 16 is 'Yes', in what ways has been disseminated to the targeted audience?

A. In seminar discussion

B. In short leaflet (news letter)

C. In journal

D. If any other, please specify _____

18. What kind of incentive (reward) did you get for your school based research work? More than one answer is possible.

A. Satisfaction by trying to solve the problem (the work it self)

B. Career promotion

C. Letter of recognition

D. A&C

E. If any other, please specify, _____

19. How often does the principal lighten the workload for those teachers who conduct educational research?

A. Frequently B. Sometimes C. Rarely D. Never

20. Is there any research coordinating committee and network in your school?

A. Yes B. No

21. If your answer for question number 20 is 'Yes', how do you evaluate its contribution in fostering educational research activities?

A. Very high B. High C. Low D. Very low

22. How often do your staffs discuss how to achieve school goals like seeking ways of improving students' achievement and its determinants through educational research?

A. Frequently B. Sometimes C. Rarely D. Never

23. How often does your school use research reports and findings in making decisions?

A. Frequently B. Some times C. Rarely D. Never

24. How often do the educational officers (supervisors, educational research coordinators etc) participate in school based educational research activities at your school?

A. Frequently B. Sometimes C. Rarely D. Never

25. How often does the school principal support school based educational research activities in your school?

A. Frequently B. Sometimes C. Rarely D. Never

26. How often does your school identify the causes of educational problems and seeking solutions with school based educational research?

A. Frequently B. Sometimes C. Rarely D. Never

Part III.

Direction: Following are statements that need your opinion about enhancing school effectiveness through educational research. For each statement, please indicate your agreement or disagreements by putting a tick (✓) mark on a rating scale from '1' to '5'.

Key: **5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree**

No.	Items	Degree of agreement and/or disagreement				
1	School based educational research contributes little in solving practical educational problems	5	4	3	2	1
2	School based educational research can improve students' academic achievement					
3	School based educational research cannot develop positive teaching learning atmosphere in the school.					
4	School based educational research can have positive contribution in searching ways for contextual (local) motivational strategy					
5	School based educational research can sustain or promote good shared school values					
6	School based educational research cannot build strong ties with parents and local community for involvement in school matters					
7	School based educational research empowers self-evaluation potential of the school.					
8	School based educational research cannot create reliable path for school effectiveness					
9	School based educational research is helpful for planning and decision making					
10	School based educational research improves little teachers' professional development					
11	Teachers should seek solution for educational problems by school based educational research					
12	Educational research should only be conducted by professional researchers, not by school teachers					
13	Educational research should only be conducted by higher institutions, not by secondary schools					
14	Teachers participation in educational research should be one criteria for career promotion					
15	In spite of limited resources and skill teachers may possess, they can conduct research in their own level					
16	Teachers cannot improve their methods of teaching even if they involve in educational research					

Part IV.

Please, feel free to add below any comments or views what you think that have not been covered in this questionnaire concerning the contribution of school based educational research for school effectiveness.

1. What are the achievements of your school, if any, in terms of production, utilization and dissemination of school based educational research for school improvement?

   _____

   _____

2. What are the challenges that hinder teachers' involvement in school based educational research in your school?

   _____

   _____

3. What do you suggest to overcome these challenges at school level?

   _____

   _____

4. To strengthen school based educational research for school improvement, what do you think would be the roles of principals, Woreda/ Zone educational officers (supervisors, educational research coordinators), Teacher Association, Parent Teacher Association?

   _____

   _____

5. What measures need to be taken to get involved more teachers in undertaking school based educational research?

   _____

   _____

Appendix – B

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Interview Guide

An interview guideline to GZSS principals

The main purpose of this interview is to gather valid information from secondary school principals in Guraghe Zone about the practice of enhancing school effectiveness through educational research and identifying challenges and prospects. Hence, your cooperation to answer questions and share your experience and opinion is very important for the study. Since your response will be kept confidentially, please feel free to answer all questions frankly as far as possible.

Thank you for your cooperation!

Questions:

1. How is the status of your school in conducting and utilizing educational research to enhance your school effective sine 2000/01 G.C?
   - Is there a trend of identifying the causes of educational problems and seeking solutions with school based educational research in your school?
   - Do you use research findings (reports) in planning and in making decision?
2. Is there any research coordinating committee in your school? If there is, how do you evaluate its contribution in fostering educational research activities?
3. How do you evaluate the teachers' perception in engaging school based educational research in your school?
   - Are they reluctant or cooperative? If they are reluctant to engage in research, what are the causes and what measures has your school taken?

4. Have you ever done (engaged) in educational research and reflective practices since 2000/01 G.C? If your answer to question number 4 is 'yes' what was your research priority area (school wide issues/specific classroom skills/ others)? Would you let me see it?
5. How often does your school prepare seminar and workshop to promote and update teachers' research competency?
    - Is there any relevant in-service training with the issue of school effectiveness and educational research? If there is, how do you evaluate it in enhancing school effectiveness?
6. How often do the school staffs discuss about the ways of improving students' achievement?
7. What are the achievements, if any; of your school in terms of production, utilization and dissemination, the results of educational research at school level?
8. Does your school have motivational strategy to remunerate best teacher-researchers and disseminate best practices? If any, please mention?
9. What challenges, if any, do you face to enhance the effectiveness of your school through educational research?
10. What measures need to be taken to improve or to tackle these challenges?

Appendix – C

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Interview

An interview guideline to WEO, ZED officers and TA chairperson in Guraghe Zone.

The main purpose of this interview is to gather valid information (data) from woreda and zone educational officers and experts about your practice of enhancing school effectiveness through educational research and identifying the challenges and prospects. Hence, your cooperation for interview and share your experience and opinion is undoubtedly valuable for the study. Since your response will be kept confidentially, please feel free to give genuine answer for all questions.

Thank you for your cooperation!

Questions

1. How is the status of production, utilization dissemination of educational research to enhance the effectiveness of secondary schools in your Woreda (Zone)?
    - How do you evaluate the trends of school based (action) research practices of teachers in secondary schools since 2000 G.C?
    - Have you or your WEO/ZED/TA ever done educational research on secondary schools? If you have conducted, what was the priority area of your research work? Can you mention your major findings?
    - Have you observed some improvement after you have suggested or recommended?
    - Would you let me see the research papers?
    - How do you evaluate the trends of your Woreda/zone secondary schools in identifying the causes of educational problems and seeking solution using education research

2. How do you evaluate the secondary school teachers' perception in engaging school based educational research?
    - . Have you tried to identify secondary school teachers need to have to conduct school based educational research?
    - How often do you organize in-service training, workshop or seminar to update teachers' skill and to empower those teachers who have lacked adequate research competency?
3. Is there a research-coordinating unit in all WEOs or in ZED? If there is, how do evaluate its contribution in promoting educational research for making schools more effective?
4. How often do you/your office give supervising and/or inspecting service to secondary schools?
    - How do you evaluate the conduciveness of secondary schools in terms of facilities to make their school more effective through educational research?
5. Does your WEO/ZED/TA office have motivational strategy to remunerate best teacher researchers and disseminate best practices to similar school at Woreda and/or zonal level?
    - .What techniques do you/your office use to select best research works.
    - In what ways does your office disseminate best practices and research findings (seminar style discussion, written reports, leaflets…)
6. What challenges do you observe in secondary schools in their involvement of educational research?
7. What measures need to be taken to improve or tackle these challenges?

Appendix - D

Checklist for Document Analysis

The purpose of this checklist is to diagnose the main trends of GZSS in identifying educational problems and seeking solution using educational research. For this reason, an attempt is made to weigh the relevance and significance of the research works and examine related reports and printed materials for enhancing school effectiveness.

1. Are the issues of school effectiveness (students' achievement, school efficiency, school wide goal etc) presence/absence in the school based research works?
2. Which areas of school effectiveness were given the most attention by the teacher research works (School level/classroom level/others)?
3. Has the school identified school wide priority area and documented with respect to monitoring students' progress?
   - What has the students achievement record looked like since 2000?
4. Are the priorities of research works aligned with the central goal of the school?
5. In what way has the research works been disseminated to the targeted audience?
6. Has the research work been done in privately/in collaboration?

General Information

1. Name of school _____
2. No. of teachers: M_____ F_____ T_____
3. Qualification MA: M_____ F_____ T_____
   BA/BSC: M_____ F_____ T_____
   Diplôma: M_____ F_____ T_____
   Others: M_____ F_____ T_____
4. Average teachers teaching load per week _____
5. Teacher pupil ratio _____
6. School performance in terms of students achievement in National examination

Year	Grade					
	10th Passed ≥2:00 in percentage			12th Passed in percentage		
	M	F	T	M	F	T
2000/1						
2001/2						
2002/3						
2003/4						
2004/5						
2005/6						
2006/7						
2007/8						

7. Educational research production and/or Utilization

Year	Number of Research works.	Major issues
2000/1		
2001/2		
2002/3		
2003/4		
2004/5		
2005/6		
2006/7		
2007/8		

Appendix – E

Addis Ababa University
School of Graduate Studies
Institute of Educational Research

FGD Guideline

The purpose of this FGD interview is to explore in depth the key themes and issues derived from the questionnaire with some school educational research committees. Below are questions that seek the participants view and their school's practice in terms of using educational research for school effectiveness.

1. What do you think about the need for school based educational research to enhance school effectiveness?
2. How do you evaluate the contribution of in service training, work- shops and seminars, if any, to promote educational research in your school?
3. How do you see teachers' commitment to participate in school based educational research and related activities in your school?
4. How do the principal and educational officers like supervisors, research coordinator and Teacher Association involve in education research activities?
   - Do they themselves engage in conducting research and reflecting practices?
5. Do you think your school educational research activity is effective?
   - Have the understandings gained from research been tested through practical action?
   - Does your school use research reports, findings and conclusions in making decision and planning?
6. To what extent is school based educational research findings being disseminated to stakeholders in your school, Woreda and Zone level?
   - In what way has it been disseminated (oral presentation, leaflet, etc)?
7. What kind of incentive (reward) has been given to teacher researchers in your school Woreda and Zone level? How do you evaluate it?
8. How do you evaluate your school research facilities (research guide and models, reference books etc)?
9. What challenges do you face, if any, when you conduct and/or utilize research in your school?
10. In your opinion, what measures need to be taken to improve or to tackle these challenges?

Appendix F

በአዲስ አበባ ዩንቨርስቲ

ድኅረ ምረቃ ት/ቤት

የትምህርት ጥናትና ምርምር ኢንስቲቲዮት

አዲስ አበባ

ቃለ መጠይቅ

ከዞንና ከወረዳ የትምህርት ባለሙያዎች ጠቃሚ መረጃን ለመሰብሰብ የሚደረግ ቃለ መጠይቅ

የዚህ ጥናት አላማ በጉራጌ ዞን በሚገኙ ሁለተኛ ደረጃ (9-12ኛ) ት/ቤቶች ውስጥ የትምህርት ቤት ውጤታማነትን /የተማሪዎች ውጤት፣ ዲሲፕሊን ወዘተ/ በጥናትና ምርምር ለማሻሻል እየተደረጉ ያሉ ጥረቶችንና ያጋጠሙ ፈታኝና ተስፋ ሰጪ ሁኔታዎችን በመመርመር በጥናት የተደገፈ የመፍትሔ ኃሳብ ለመጠቆም ነው። የጥናቱን አላማ ከግብ ለማድረስ የእርስዎ ቃለ መጠይቁን ተገቢ ትኩረት ሰጥተው በመመለስ የሚያደርጉት ቀና ትብብር ወሳኝና ጥናቱን ከማድረግ የማይተናነስ ነው። የሚሰጡት ቃለ መጠይቅ ሚስጢር የሚጠበቅ በመሆኑ ነፃ ሆነው መልስ በመስጠት ሁሉንም ቦታቄዎች እንዲመልሱ በትህትና እይቃለሁ።

ለቃለመጠይቁ ስለተባበሩኝ አስቀድሜ ለማመስገን እወዳለሁ።

ጥያቄዎች

1. በወረዳዎ/በዞንዎ/ ከ1993 ጀምሮ የ2ኛ ደረጃ ት/ቤቶችን ውጤታማነት በጥናትና በምርምር (action research) ለማሻሻል የሚደረግ ጥረት ካለ በምን ሁኔታ ላይ ይገኛል? በጥናት ምርምሩ ግኝት የመጠቀም እንዲሁም የጥናትና ምርምር ግኝቱን ለባለ ድርሻዎች የማሰራጨት ልማድን እንዴት ይገመግሙታል?
   - እርስዎ ወይም መ/ቤትዎ በ2ኛ ደረጃ ት/ቤቶች ላየ ጥናትና ምርምር አድርገው ያውቃሉ? ካደረጉ የጥናቱ ዋነኛ ትኩረት በምን የትምህርት ጉዳይ ላይ ነበር?
   - ዋና ዋና የሚባሉትን የጥናቱን ግኝት ሊገልፁልን ይችላሉን?
   - ጥናትና ምርምሮችን መነሻ አድርገው የጠቆሙት የመፍተሔ ኃሳብ በት/ቤቶች ላይ መሻሻልን አምጥቷል ብለው ያስባሉ? ካልሆነ ለምን?
   - የጥናቱን ወረቀት ሊያሳዩኝ ይችላሉ?

- በወረዳዎ/በዞንዎ/ ያሉ የ2ኛ ደረጃ ት/ቤቶች (9-12) የትምህርት ችግሮችን በጥናትና ምርምር በመለየትና መፍትሔ በመፈለግ ረገድ ያላቸውን ልምድ እንዴት ይገመግመታል?

2. በ2ኛ ደረጃ ት/ቤቶች የሚያስተምሩ መምህራን በት/ቤት ተኮር ጥናትና ምርምር ለመሳተፍ ያላቸው ዝግጁነት እንዴት ይገመግሙታል?

- የ2ኛ ደረጃ ት/ቤት መምህራን ት/ቤት ተኮር ጥናትና ምርምር ለማድረግ ምን ምን እንደሚጐድላቸው (እንደሚያስፈልጋቸው) የመለየት ሙከራ አድርጋችኋልን?
- የመምህራንን ት/ቤት ተኮር ጥናትና ምርምር ለማድረግ የሚያስችል አቅምን ለማጐልበት ያደረጋችሁት የስራ ላይ ስለጠና፣ ሴሚናር፣ ወርክሾፕ ወዘተ ካለ ቢያብራሩልኝ

3. በሁሉም የ2ኛ ደረጃ ት/ቤቶች፣ ወረዳዎችና በዞን ደረጃ የጥናት ምርምር አስተባባሪ ክፍል (ኮሚቴ) አለ ወይ? ካለ በጥናትና ምርምር የት/ቤትን ውጤታማነት ከማሻሻል አኳያ እንዴት ይገመግሙታል?
4. እርስዎ ወይም መ/ቤትዎ ለ2ኛ ደረጃ ት/ቤቶች ምን ያህል የሱፐርቪዥን (የቁጥጥር) አገልግሎት ሰጥቷል?
    a. የት/ቤቶች ሁኔታ ጥናትና ምርምር ለማድረግ ምን ያህል አመቺ ናቸው ይላሉ? የማጣቀሻ መፅሐፍት፣ የጥናትና ምርምር መፅሔቶች፣ ማንዋሎችና ሞዴሎች ምን ያህል ተሟልተዋል ብለው ያስባሉ?
5. መ/ቤትዎ የተሻሉ ጥናትና ምርምሮችንና ተሞክሮዎችን በወረዳ /በዞን/ ደረጃ ላሉ አቻ ት/ቤቶች ለማስተላለፍና የተሻለ ጥናትና ምርምር ያደረጉ መምህራንን ለማበረታታት ምን እያደረገ ነው?

የተሻሉ የጥናትና ምርምር ስራዎችን ለመለየት ምን ምን ዘዴዎችን ትጠቀማላችሁ?

የተሻሉ የጥናትና ምርምር ስራዎች በምን መንገድ ለአቻ ት/ቤቶች ይሰራጫሉ (በሴሚናር መልክ ውይይት፣ በፅሑፍ ሪፓርቶች፣ በበራሪ ወረቀቶች ወዘተ)

6. የ2ኛ ደረጃ ት/ቤቶችን ውጤታማነት በት/ቤት ተኮር ጥናትና ምርምር ለማሻሻል ምን ምን ፈታኝ ሁኔታዎችን አጋጥሟችኋል?
7. እነዚህን ፈታኝ ሁኔታዎችን ለማሻሻል /ለመቋቋም/ ምን መደረግ አለበት ይላሉ?

Appendix G

በአዲስ አበባ ዩኒቨርሲቲ

ድኅረ ምረቃ ት/ቤት

የትምህርት ጥናትና ምርምር ኢንስቲቲዮት

አዲስ አበባ

ቃለ መጠይቅ

ከ2ኛ ደረጃ ት/ቤት ርዕሳነ መምህራን ጠቃሚ መረጃን ለመሰብሰብ የሚደረግ ቃለ መጠይቅ

የዚህ ጥናት አላማ በጉራጌ ዞን የሚገኙ 2ኛ ደረጃ ት/ቤቶች የት/ቤት ውጤታማነትን /የተማሪዎችን ውጤት፣ ዲሲፕሊን ወዘተ/ በጥናትና ምርምር ለማሻሻል እየተደረጉ ያሉ ጥረቶችንና ያጋጠሙ ፈታኝና ተስፋ ሰጪ ሁኔታዎችን በመመርመር በጥናት የተደገፈ የመፍትሔ ኃሳብ ለመጠቆም ነው። የጥናቱን አላማ ከግብ ለማድረስ የእርስዎ ቃለ መጠይቁን ተገቢ ትኩረት ሰጥተው ለመመለስ የሚያደርጉት ቀና ትብብር ወሳኝና ጥናቱን ከማድረግ የማይተናነስ ነው። የሚሰጡት ቃለ መጠይቅ ለጥናትና ምርምሩ ብቻ ስለሚውል ነፃ ሆነው ሁለንም ጥያቄዎች እንዲመልሱ በትህትና እጠይቃለሁ።

ለቃለ መጥይቁ ስለተባበሩኝ አስቀድሜ ለማመስገን እወዳለሁ።

ጥያቄዎች

1. የት/ቤትዎን ውጤታማነት በጥናትና ምርምር በማሻሻል ረገድ ያለውን ልምድ (ከ1993 ጀምሮ) እንዴት ይገመግሙታል?
    - የትምህርት ችግሮችን በጥናትና ምርምር መለየትና መፍትሔ ከመፈለግ አኳያ የት/ቤትዎ ልምድ (ባህል) ምን ይመስላል?
    - የጥናትና ምርምር ግኝቶችንና ሪፖርቶችን ውሳኔ ለመስጠትና ለማቀድ ይጠቀማሉ ወይ?
2. በት/ቤትዎ የጥናትና ምርምር አስተባባሪ ኮሚቴ አለ ወይ? ካለ የት/ቤቱን የትምህርት ችግሮች ለመቀረፍ (ለማሻሻል) እያበረከተ ያለውን አስተዋፅኦ እንዴት ይገመግሙታል?
3. የት/ቤትዎ መምህራን በትምህርት ቤት ተኮር ጥናትና ምርምር ለመሳተፍ ያላቸውን ዝግጁነት እንዴት ይገመግሙታል?

- በጥናትና ምርምር ለመሳተፍ ያላቸው ተነሳሽነት አምንታዊ ወይስ አሉታዊ ነው ይላሉ? አሉታዊ ከሆነ መንስኤው ምን ይመስልዎታል? ይህን ለማሻሻል ት/ቤትዎ ምን እርምጃ ወስዷል?

4. እርስዎ ከ1993 ጀምሮ ትምህርት ቤት ተኮር ጥናትና ምርምር አካሂደዋል ወይ? አካሂደው ከሆነ የጥናቱ ዋነኛ ትኩረት በምን ትምህርታዊ ጉዳይ ነበር (ትምህርት ቤት አቀፍ ጉዳይ) በንዑሳን የትምህርት ክህሎት ጉዳይ /በሌላ/?
   - የጥናቱን ወረቀት ሊያሳዩኝ ይችላሉን?
5. ት/ቤትዎ የመምራንን ትምህርት ቤት ተኮር ጥናትና ምርምህር የማድረግ አቅምን ለማጐልበት ምን እያደረገ ነው (ለምሳሌ ሰሚናር፣ ወርክሾፕ ከማዘጋጀት አንፃር)
   - በት/ቤትዎ ከት/ቤት የጥናትና ምርምር ጋር ቀጥተኛ ግንኙነት ያለው የስራ ላይ ስልጠና አለ ወይ? ካለ የት/ቤት ውጤታማነትን በጥናትና ምርምር ለማሻሻል ያለውን አስተዋፅኦ እንዴት ይገመግሙታል?
6. የት/ቤትዎ ስታፍ የተማሪዎች ውጤት የሚሻሻልበትን መንገዶች ከመፈለግ አኳያ ምን ያህል ይወያያሉ?
7. ትምህርት ቤትዎ የጥናትና ምርምር ከማድረግ፣ ከመጠቀምና ግኝቶችን ለባለድርሻ አካላትና ለአቻ ት/ቤቶች በማሰራጨት (disseminate) ረገድ የተሻሉ ተሞክሮች ካሉ ቢጠቅሱልኝ?
8. ት/ቤትዎ የተሻለ ጥናትና ምርምር ያደረጉ መምህራንን የሚያበረታታበትና የተሻሉ የጥናትና ምርምር ግኝቶችን / ተሞክሮዎችን/ ለባለድርሻዎ አካላትና አቻ ት/ቤቶች የሚያሳውቅበት ስትራቴጂ አለው ወይ? ካለ ቢያብራሩልኝ?
9. የት/ቤትዎን ውጤታማነት በት/ቤት ተኮር ጥናትና ምርምር ለማሻሻል በሚደረገው ጥረት ያጋጠሙ ፈታኝ ሁኔታዎች ካሉ ቢገልፁልኝ?
10. እነዚህን ፈታኝ ሁኔታዎች ለማሻሻል ወይም ለመቋቋም ምን እርምጃ ያስፈልጋል ይላሉ?

Appendix H

የቡድን ተኮር ውይይት

የዚህ ቡድን ተኮር ውይይት አላማ በመምህራን መጠይቅ ላይ በተነሱ (በተጠቀሱ) ዋና ዋና ጭብጦች ዙሪያ ከተወሰኑና ልምድ ካላቸው የት/ቤት ጥናትና ምርምር አስተባባሪ ኮሚቴዎች ጋር ጥልቅ ቃለ መጠይቅ በማድረግ መረጃ መሰብሰብ ነው። ከዚህ በታች የተዘረዘሩት ጥያቄዎች የቡድን ውይይት ተሳታፊዎች የት/ቤትን ውጤታማነት በጥናትና ምርምር በማሻሻል ረገድ የእነሱንና የት/ቤታቸውን ልምድ እያነሱ እንዲወያዩ የሚጋብዙ ናቸው።

1. የት/ቤት ተኮር ጥናትና ምርምር የትምህርት ቤት ውጤታማነት ለማሻሻል ምን አስተዋፅኦ ሊያበረክት ይችላል ብለው ያስባሉ?
2. የመምህራንን ጥናትና ምርምር የማድረግ አቅምን ለማጐልበት የተደረጉ ሴሚናሮች፣ የሙያ ላይ ስልጠናዎች ወዘተ ካሉ እንዴት ይገመግሟቸዋል?
3. የመምህራንን በት/ቤት ተኮር ጥናትና ምርምር ለመሳተፍ ያላቸውን ቁርጠኝነት (ዝግጁነት) እንዴት ይገመግሙታል?
4. የርዕሰ መምህራን የሱፐርቫይዘሮችን የጥናትና ምርምህር አስተባባሪ ኤክስፐርቶችና የመምህራን ማኅበርን በት/ቤት ተኮር ጥናትና ምርምህር ተሳትፎ ምን ይመስላል? ተሳትፎአቸው በት/ቤት ተኮር ጥናትና ምርምር ቀጥተኛ ተሳትፎ ከማድረግ አኳያ የተሻሉ ተሞክሮዎችን ለአቻ ት/ቤቶች ከማስፋፋት አንፃር ምን ይመስላል?
5. በት/ቤትዎ የሚካሄደው የጥናትና ምርምር እንቅስቃሴ ውጤታማ ነው ብለው ያስባሉ?
    - ት/ቤትዎ የጥናት ግኝቶችን ወይም ሪፖርቶችን መሰረት አድርጐ ውሳኔ በመስጠትና በማቀድ ረገድ ያለው ልምድ ምን ይመስላል?
6. በት/ቤት ተኮር ጥናትና ምርምር የተገኙ ግኝቶችና የተሻሉ ተሞክሮዎች በት/ቤት፣ በወረዳና በዞን ደረጃ ለሚገኙ ባለድርሻ አካላት ምን ያህል ተደርሰዋል?
    - ለባለ ድርሻ አካላት ወይም ለአቻ ት/ቤት እንዲደርሱ የተደረገበት በምን መንገድ ነው (በቃል ገለፃና ውይይት፣ በበራሪ ወረቀት፣ በሪፖርት ወዘተ)?

7. በት/ቤት ተኮር ጥናትና ምርምር የሚሳተፉ መምህራንን ለማበረታታትና ሌሎችን ለማነቃቃት በት/ቤት፣ በወረዳና በዞን ደረጃ ምን አይነት ማበረታቻ ይሰጣል?
   - የማበረታቻውን ጠቀሜታ እንዴት ይገመግሙታል?
8. የት/ቤትዎ መምህራን ት/ቤት ተኮር ጥናትና ምርምር ለማድረግ የፋሲሊቲ (የጥናትና ምርምር ማጣቀሻ መፅሐፍት፣ መፅሔት፣ ሞዴል፣ወዘተ) አቅርቦቱን እንዴት ይገመግሙታል?
9. በት/ቤትዎ ት/ቤት ተኮር ጥናትና ምርምር ሲያደርጉ ወይም በጥናቱ ግኝት ለሚጠቀም ሲሞክሩ ያጋጠምዎት ፈታኝ ሁኔታ ካለ ቢያብራሩልኝ?
10. እነዚህን ያጋጠሙ ፈታኝ ሁኔታዎችን ለማሻሻል ወይም ለመቋቋም ምን መደረግ አለበት ይላሉ?

Appendix – I

የጉራጌ ዞን ትምህርት መምሪያ
የጥናታዊ ጹሁፎች መገምገሚያ ቅጽ

የጹሁ ርዕስ----------

የፀሐፊዉ/ዎች/ሥም----------

ወረዳ----------ት/ቤት----------

የሚገመግመዉ ባለሙያ ሥም----------ፊርማ----------ቀን----------

መስፈርቶች	የክንዉን ደረጃዎች				አስተያየት
	ከፍተኛ/3/	መካከለኛ/2/	ዝቅተኛ/1/	ነጥብ አይሰጥም/0/	
1. የጥናቱን ርስ በተመለከተ 1.1. የርሱ አቀራረብ/ቃላት አጠቃቀምና ግልጽነት					
1.2. አስፈላጊነት /ወቅታዊነት/					
1.3. ዉሱንነት					
1.4. ችግሩ ጎልቶ እንዲታይ የተደረገዉ ጥረት					
2. የቀረቡት መሰረታዊ ጥያቄዎች አቅጣጫ የመጠቀም ብቃት					
3. የቀረበው ተጎጥማጅ ጡሑፍ					
3.1. የተሟላ መሆኑ					
3.2. በርሱ ዙሪያ የተሠራ መሆኑ					
4. ጥናቱን ሳይንሣዊ ለማድረግ የተደረገ ጥረት					
4.1. የመረጃ ምንጮችን በሣይንሣዊ ዘዴ ለመወሰንና ለመምረጥ የተደረገው ጥረት					
4.2.በጥናቱ ዉስት መግባት ያለባቸው የመረጃ ምንጮች መጨመራቸዉ					
4.3.በጥናቱ ዉስት መግባት የሌለባቸው የመረጃ ምንጮች አለመጨመራቸዉ					
4.4. መረጃዉ የተሟላ መሆኑ					
5. መረጃ ትንተና					

መስፈርቶች	የክንዉን ደረጃዎች				አስተያየት
	ከፍተኛ/3/	መካከለኛ/2/	ዝቅተኛ/1/	ነጥብ አይሰጥም/0/	
5.1. ትንተናው በመረጃ ላይ የተመሠረተ መሆኑ					
5.2. ትንታኔ አሰጣጥ ጥልቅ መሆን					
6. ጥናቱን ግኝቶች በተመለከተ					
6.1. የጥናቱ ግንቶች በመረጃ ላይ የተመረኮዙ መሆን					
6.2. የጥናቱ ግኝቶች የጎሉ መሆን					
6.3. የግኝቶች ትክክለኛነት					
6.4. ጥናቱ ርእሱን ስለመግለጡ					
7. የተሰጡ መፍትሔ ሃሳቦች					
7.1. መሠረታዊ መሆኑ					
7.2. ማጠቃለያዎችን የዳሰሰ መሆኑ					
8. ጥቅም ላይ የዋሉ ማጣቀሻ መጠሐፍት በቂ መሆን					
8.1.የቃላት አመራረጥና አጠቃቀም ብቃት					
8.2. የሃሳብ አደራደር ብቃት					
9. ሪፖርት አቀራረብ					
9.1. የርስና ሠንጠረዥ ማዉጫ መኖሩ					
9.2. በመግቢያ ዉስጥ መካተት ያለባቸው ንዑስ ክፍሎች መጨመራቸው					
9.3. የቢብሎግራፊ አቀራረብትክክለኝነት					

የግብ መልስ መስጫ

ቁጥር----------

ቀን----------

ለ----------ት/ቤት

ጉዳዩ ጥናትና ምርምርን ይመለከታል፤

ከላይ በርሱ የተመለከተውን ጉዳይ በተመለከተ ከት/ቤታችሁ በ2000 ዓ.ም----------

----------በሚል ርዕስ በእነ አቶ/ወ----------

ተሰርቶ የተላከውን የጥናትና ምርምር ሥራ በወረዳ ግምገማ ኮሚቴ ታይቶ የተላከውን አስተያየት በመስጠት ተልኮላችኋል።

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በጥቅሉ ጥናቱ----------

መሆኑን እንገልጣለን።

ከሠላምታ ጋር፤

ግልባጭ፤

ለጥ/ቤቱ ጥናትን ምርምር ኤክስፐርት

ቡ.ኢ፤